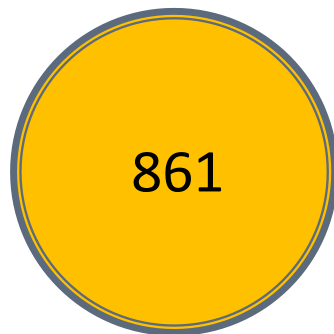
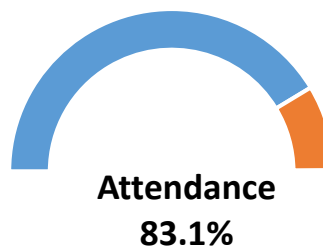


School Roll



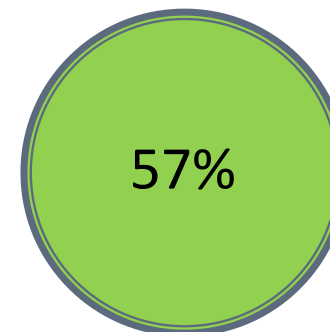
September 2024

School Attendance



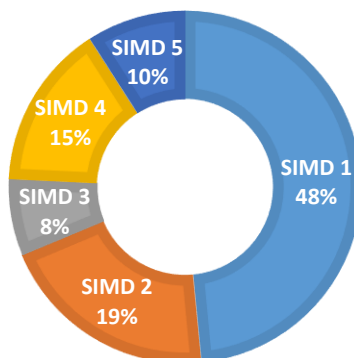
June 2025

Percentage ASN



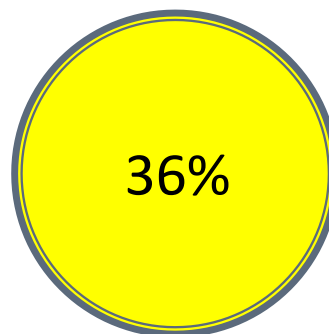
September 2024

SIMD Profile



September 2024

% Free School Meals



September 2024

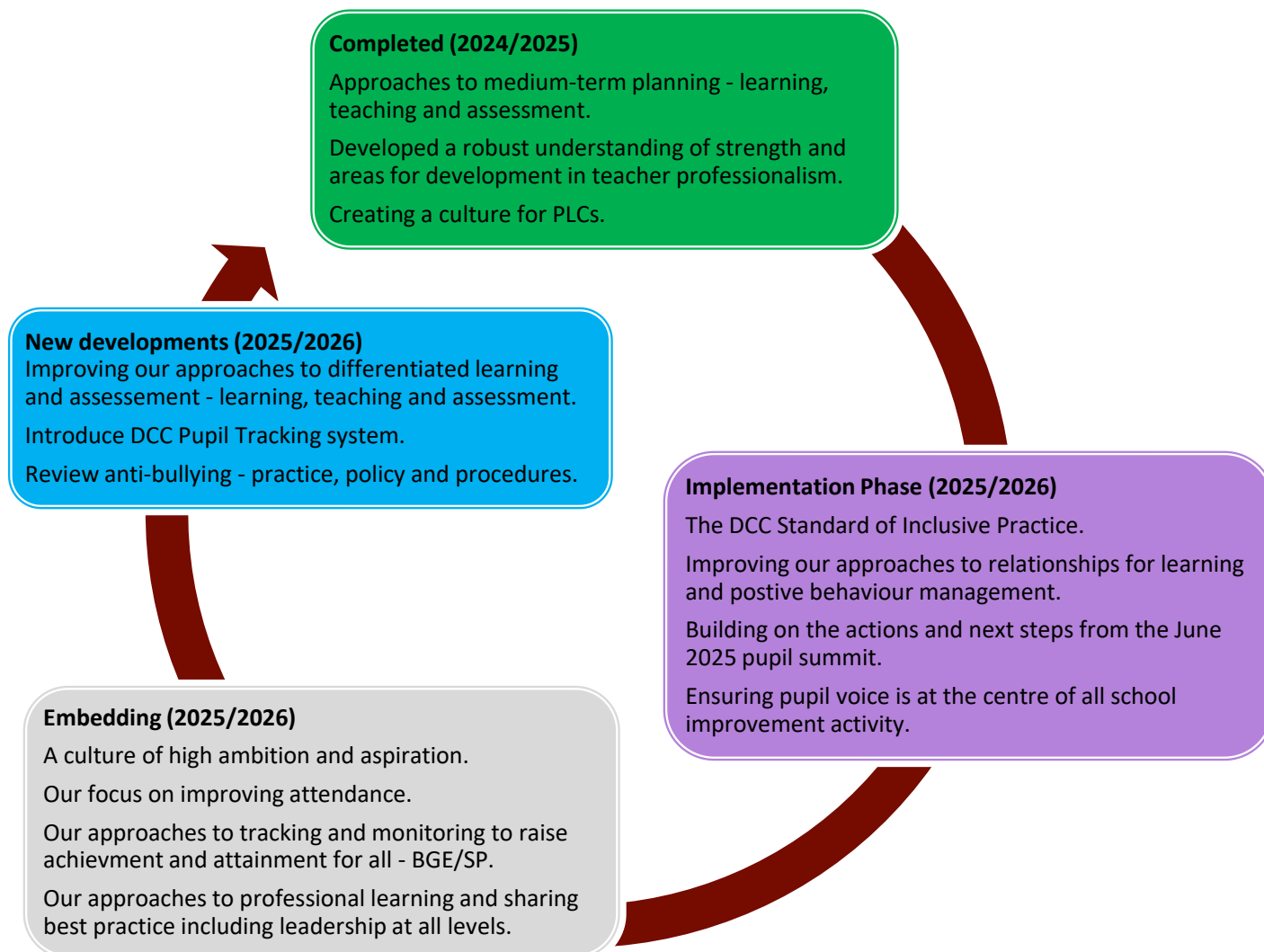
PEF Allocation



April 2025

Baldragon Academy 2025 – 2026 Improvement and PEF Plan and Standards and Quality Report 2026

Cycle of Improvement



Our Aims and Values



AT BALDRAGON ACADEMY WE AIM TO
MOTIVATE AND INSPIRE EACH OTHER TO
REACH OUR FULL POTENTIAL AND TAKE
PRIDE IN OUR COMMUNITY

01.	ACHIEVEMENT
ASPIRING TO REACH OUR FULL POTENTIAL USING OUR GROWTH MINDSET, EFFORT AND PERSEVERANCE	
RESPONSIBILITY	02.
MAKING GOOD CHOICES BY BEING AWARE OF OUR WORDS AND ACTIONS AND THE IMPACT THEY MAY HAVE ON OTHERS	
03.	HONESTY
BUILDING TRUST AND MUTUAL RESPECT BY BEING TRUE TO OURSELVES AND EACH OTHER	
FAIRNESS	04.
GIVING EACH OTHER THE OPPORTUNITY TO SUCCEED WITH EQUITY AND RESPECT	
RESPECT	
WE WORK TOGETHER AND ACHIEVE MORE	

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.

School Priorities 2025 - 2026

Presence

- To continue to improve attendance to school.
- To continue to ensure pupils feel safe and secure in school.

Participation

- To continue to improve the culture for learning - learning, teaching and assessment.
- To ensure pupil voice is central to school improvement.

Progress

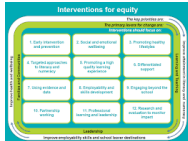
- To continue to improve attainment and achievement.
- To grow a culture of high expectation and ambition, for our pupils and our wider learning community.

Baldragon Academy 2025 – 2026 Improvement and PEF Plan and Standards and Quality Report 2026

SIP Priority 1

Specific area for improvement: **Pupil attendance to school.**

Rationale for Improvement: **To maximise school attendance for all and improve overall school % against the local and national average.**
(2024/25 overall school attendance of 83.1% and June '25 follow up inspection evidence)

NIF PRIORITIES	NIF DRIVERS	EDLM PRIORITY	PEF Intervention for equity & cost	HGIOS QI
				
Placing the human rights and needs of every child and young person at the centre of education	School Improvement	Presence	1. Early Intervention and Prevention	3.1 Enquiring wellbeing, equality and inclusion

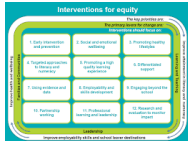
Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	When	Resources
Pupil overall average attendance % has reached the DCC stretched aim of 90%.	Determine interventions which improve attendance of individuals – via ARM processes. Utilise Daily Review process to monitor, track and address internal truancy. Align Baldragon Attendance Policy with DCC Attendance Policy (draft) and develop staff understanding of their roles and responsibilities regarding attendance through staff training. Ensure pupil and parent voice informs our improvement approaches.	PEI 1.1 PEI 1.3 (Presence Evidence Index)	Review Termly	DCC School Level Attendance Data report 25/26 SEEMiS Business Intelligence SEEMiS Attendance Data Monthly/Termly data ARM tracker Flexible Approach to Curriculum Delivery pupil plans Daily Review tracker DCC Attendance Policy (Draft)

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SIP Priority 2

Specific area for improvement: **Our young people feel safe in school.**

Rationale for Improvement: **To ensure a school climate where all pupils feel safe and secure.**
(Pupil voice summit feedback, June '25 HMI styled surveys, daily review feedback, pupil survey and wellbeing profiles)

NIF PRIORITIES	NIF DRIVERS	EDLM PRIORITY	PEF Intervention for equity & cost	HGIOS QI
				
Placing the human rights and needs of every child and young person at the centre of education	School Leadership	Presence	2. Social and Emotional Wellbeing	3.1 Enquiring wellbeing, equality and inclusion

Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	When	Resources
The number of pupils who report that they feel safe in school is increasing, from <i>most</i> to <i>almost all</i>. The number of pupils who report that their school does not deal well with bullying is reducing, from <i>less than half</i> (20.5%) to <i>few</i> (<i>nil</i>)	Identify pupils with a safety score of 6 or below as the intervention threshold to address barriers to pupils' sense of safety, using whole school wellbeing data for all stages (Nov & May). Continue to address pupil sense of safety through effective use of partnerships, resources and staged intervention. Identify pupils who do not feel that the school deals well with bullying and address any themes and or concerns with individuals, using whole school wellbeing data for all stages (Nov & May). Track and review Maintain Incidents to identify and address patterns/trends.	(Presence Evidence Index)	May '26	HMIe Pre inspection survey June 2025 Wellbeing Wheel pupil survey (Microsoft Form) Wellbeing survey tracker TIM Tracker SRT Tracker Maintain Incident Overview SEEMIS behavioural reports Classroom observation proforma Planet Youth data; LCPP; Wee HGIOS

Baldragon Academy 2025 – 2026 Improvement and PEF Plan and Standards and Quality Report 2026

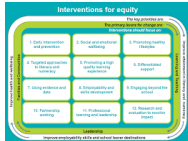
	Ensure a dynamic PSHE curriculum to address safety and or bullying themes identified from our wellbeing approaches. Embed the PVCC conditions for learning. Ensure consistent use of our relationships for learning policy including recognition of positive pupil behaviour. Further develop social and safe spaces across the school – including outdoors.			
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SIP Priority 3

Specific area for improvement: **Pupil voice is central to school improvement.**

Rationale for Improvement: **To ensure pupils feel that their views are listened too, acted on and is leading to improvements in their school.**
(Pupil voice summit feedback, June '25 HMI styled surveys, Planet Youth data)

NIF PRIORITIES	NIF DRIVERS	EDLM PRIORITY	PEF Intervention for equity & cost	HGIOS QI
				
Improvement in children and young people's health and wellbeing	School Improvement	Participation	5. Promoting a high quality learning experience	1.2 Leadership of learning

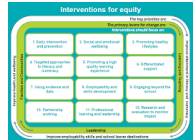
Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	When	Resources
The number of pupils who feel their views are leading to school improvement is increasing, from a majority to most.	Review current pupil voice structure. Engage in best practice school visits, incl. City Wide Pupil Voice. Develop a new pupil leadership vision. Promote Planet Youth data and next steps. Embed opportunities and schedule for: • annual events/social calendar. • pupil summit. • school improvement activities, including learning, teaching and assessment.	(Participation Evidence Index)	June '25	Wee HGIOS Planet Youth data LCPP Networking and partnerships CWPPV

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SIP Priority 4

Specific area for improvement: **Culture for learning – learning, teaching and assessment.**

Rationale for Improvement: **To ensure all pupils experience consistently high-quality learning activities.**
(LTA evaluations – inc. HMI, and pupil feedback)

NIF PRIORITIES	NIF DRIVERS	EDLM PRIORITY	PEF <i>Intervention for equity & cost</i>	HGIOS QI
				
Improvement in attainment, particularly in literacy and numeracy	School Improvement	Participation	5. Promoting a high quality learning experience	2.3 Learning, Teaching and Assessment

Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	When	Resources
<i>In almost all lessons, pupils experience high-quality learning that is motivating, well-paced and meets their needs.</i>	Establish new LTA baselines, to measure the effectiveness, impact and improvements in: - Use of Learning Intentions. - Use of Success Criteria. - The correlation between teachers' planning and pupil experiences. - The impact of our culture for learning, based on pupil self-efficacy. Further develop PLCs with a focus of formative assessment strategies, including CLPL. Continue to embed the DCC Standard of Inclusive Practice, and associated CLPL.	(Participation Evidence Index)	June '26	Observation proforma and tracker Staff survey Pupil voice & surveys Medium term plans and tracker PLCs Professional literature INSET day BGE progression frameworks Wee HGIOS Leuven scale of engagement CLPL calendar School - SIGs EDLM – SIGs WTA time

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SIP Priority 5

Specific area for improvement: **Attainment and Achievement.**

Rationale for Improvement: **To improve attainment for all.**
(HMI SSR Jan '23, Insight data Sep '25, ACEL data '25)

NIF PRIORITIES	NIF DRIVERS	EDLM PRIORITY	PEF Intervention for equity & cost	HGIOS QI
				
Improvement in attainment, particularly in literacy and numeracy	Assessment of Children's Progress	Progress	4. Targeted approaches to literacy and numeracy	3.2 Raising attainment and achievement

Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	When	Resources
By focusing on reading, achievement in literacy, in S1, S2 and by S3, is improving. Achievement in numeracy, in S1, S2 and by S3, is improving. By increasing the % of pupils achieving SCQF L3, 4, 5 and 6 qualifications, attainment in S4, S5 and by S6, is improving. Our DCC Stretch Aim(s) for attainment have been met.	Review SQA paperwork/returns to ensure teacher accountability and next steps. Improve tracking meetings with dept. leads: - Introduce PTG/House tracking meetings schedule. - Establish BGE tracking system/model. - Revise senior phase tracking system/model. - Embed the focus on tracking and monitoring, across BGE and Senior Phase, within planned DHT/Dept link meetings. - Embed new 'Pupil Tracking' at all levels. - Establish attainment action plan for VIPs. - Promote and embed universal intervention strategies. - Embed targeted intervention strategies – FTT5, Community learning, in school provisions ... Further develop all staff understanding in SQA AAA to best meet learners' assessment needs.	PEI 3.2 PEI 3.3 PEI 4.1 PEI 4.3 PEI 4.4 PEI 4.7 PEI 2.1 (Progress Evidence Index) Feedback indicates most to almost all have an improved understanding.	May '26	ACEL Reports Insight Baseline data Pupil Tracking VIP lists Community Learning Apiary FTT5 Attainment groups BA3P Pathways doc. SQA AAA resource T&M meeting time CINs

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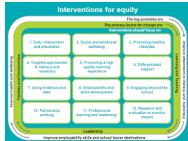
Our revised presentation policy is equitable, aspirational and understood by all.	Monitor SCQF presentation numbers to ensure an appropriate and challenging level of study. Refine the BA3P pathway planning process: • Revise course choice conditions and expectations. Continue to progress moderation activities across the school, the cluster and Improvement Networks. Gather views of all pupils, parents, staff by: • Survey. • Focus groups. Revise presentations policy based on feedback gathered Relaunch revised policy.			
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SIP Priority 6

Specific area for improvement: Culture of high expectation and ambition, for our pupils and wider learning community.

Rationale for Improvement: To ensure our pupils, our families and communities have greater opportunities to be present, participate and progress.
(Planet Youth data, RRS accreditation, TATC feedback)

NIF PRIORITIES	NIF DRIVERS	EDLM PRIORITY	PEF Intervention for equity & cost	HGIOS QI
				
Placing the human rights and needs of every child and young person at the centre of education	Parental Engagement	Progress	9. Engaging beyond the school	2.5 Family Learning

Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	When	Resources
Family and community learning is leading to stronger home/school links and are improving outcomes for learners.	Develop a wider programme for family learning Promote community opportunities within Baldragon Academy.	Active schools measure	June '26	Wee HGIOS; Planet Youth data; LCPP;
We have achieved Bronze Rights Respecting School re-accreditation.	Reestablish as a bronze Rights Respecting School.	Bronze RRS reaccreditation		What Matter's to You? Cluster and SFDW; PEF; RRS toolkit

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Summary of PEF Spend			
Area of expenditure	Details	Reference to Plan	Budgeted allocated
Teaching staff	PT1 RFL post, Community Learning and Engagement	IP 2; IP 6	£11,000
Support staff	Benefits Officer (0.5FTE), ERW (1.0FTE), SSSA (12hrs)	IP 1; IP 6	£45,000
Supported study		IP 5	£7,500
Transport	CLD intervention	IP 5	£4,500
CLPL	Incl. SCQF Dance	IP 4; IP 5	£2,500
Resources	ICT Subscriptions	IP 5	£11,000
	ICT – incl. VLE	IP 5	£13,500
	Senior Phase – incl. assessment opps, SCQF L6 1 st Aid	IP 4; IP 5	£25,000
	BGE	IP 4; IP 5	£25,000
Payments to other bodies	HWB and Attainment interventions	IP 5	£11,700
Other (please specify)	Cost of school day – Breakfast Club; School of Sport	IP 1; IP 2; IP 5	£15,000

Driving Excellence and Equity Standards and Quality Report



Baldragon Academy

September 2026

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 new facilities and school environment.

At Baldragon Academy, we have a school roll of around 860 pupils. Using the [Scottish Index of Multiple Deprivation](#), just under 50% of our young people live in SIMD Quintile 1 data zones. Across other key measures, 36% of our young people are in receipt of [Free School Meals](#), and 57% of our young people have 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.

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SIP priority 1 & 2

Progress:

Pupil overall attendance continues to show steady improvement (rising from 82.5% in 2024 to 83.1% in 2025 and 84.8% in 2026), reflecting the increasing effectiveness of our school's Attendance Review Management (ARM) processes. These are now enabling more timeous interventions, leading to more positive outcomes in identifying and resolving attendance concerns. Internal truancy has reduced further, supported by the school's robust Daily Review process, which ensures prompt communication with families and strengthens support for pupil presence and participation. Pupil voice is increasingly influencing practice, with feedback—particularly from young carers—informing more responsive approaches to addressing barriers to attendance. Professional learning (CLPL) for staff with key roles in attendance has improved consistency in applying processes and procedures, contributing to a more cohesive whole-school approach. There are sustained improvements in pupils' reported sense of safety within the school, with data indicating increased confidence and a stronger perception of feeling safe (60% in 2023 to 86% in 2026). Pupils' confidence in how the school responds to bullying incidents is also improving (26% in 2023 to 49% in 2026), alongside a reduction in the number of maintained bullying incidents (49 incidents in 2025 to 19 incidents in 2026). The Personal and Social Health Education (PSHE) programme is becoming more relevant and responsive, with planning increasingly informed by pupil feedback and wellbeing data. This has strengthened the focus on key themes such as safety and relationships. Through a continued focus on relationships, routines and structures, the school is progressing the implementation of the Dundee Standard for Inclusive Practice. Departments have completed self-evaluation and are actively taking forward identified improvement actions, contributing to a more inclusive and supportive learning environment for all pupils.

Next steps:

Our school will continue to embed the Attendance Review Management (ARM) processes to strengthen engagement with young people and their families, ensuring targeted interventions effectively reduce barriers and improve individual attendance outcomes. The Daily Review process will remain central to monitoring, tracking, and addressing internal truancy, supporting timely and consistent responses. Work will be undertaken to fully align the Baldragon Attendance Policy with Dundee City Council's *Promoting Presence Policy*, alongside further professional learning to deepen staff understanding of their roles and responsibilities in promoting attendance. Pupil voice will continue to play a key role in shaping approaches to addressing attendance barriers and sustaining positive change. In addition, increased use of parent/carers voice will further inform and enhance strategies to improve pupil attendance, ensuring a more collaborative and inclusive approach. Using whole-school wellbeing data, we will continue to identify learners with a safety score of 6 or below as the threshold for intervention. Through effective partnerships, resources and staged support, we will address barriers to pupils' sense of safety. We will continue to respond to pupils who feel the school does not deal well with bullying, responding to emerging themes and individual concerns in a timely and restorative manner. Our PSHE curriculum will remain dynamic, addressing key themes around safety and bullying. We will continue to embed the PVCC Conditions for Learning and ensure consistent use of the Relationships for Learning policy, with a clear focus on recognising positive behaviour. Safe and inclusive social spaces, including outdoor areas, will be further developed.

SIP priority 3 & 4

Progress

Our school is progressing and strengthening pupil voice and leadership opportunities. A refreshed pupil leadership team structure has improved access to sanitary and wellbeing products and increased engagement in school events. More varied and structured approaches to gathering pupil views are being developed, supporting school improvement priorities. 'Safe Spaces' continue to evolve, informed by Planet Youth feedback and the UNCRC action plan, ensuring learners feel supported and included. Participation in local and city-wide pupil voice activities is increasing, reflecting growing confidence and agency among young people, and enhancing their contribution to decision-making across the

Baldragon Academy 2025 – 2026 Improvement and PEF Plan and Standards and Quality Report 2026

school community. We continue to strengthen learning, teaching and assessment through an enhanced quality assurance framework. Newly established baselines for learning intentions, success criteria and planning have enabled more focused support for staff and clearer identification of next steps at individual teacher and departmental levels. Across 52 formal learning episodes, we evidenced that most teachers (83%) provide learning intentions of satisfactory quality or better which is supporting most learners to understand expectations and next steps. In almost all episodes (92%), learning and engagement was evaluated at satisfactory or better and in most (79%), the quality of teaching and use of assessment was also satisfactory or better. Increased use of ULTA data and collaboration through Professional Learning Communities (PLCs) is helping improve assessment practice and differentiation, evidenced from most observations (79%).

Effective practice is also being shared more systematically, with staff reporting positive impact on their teaching, contributing to improved learner experiences across the school.

Next steps

We will continue to focus on strengthening and sustaining high-quality pupil participation. Our school will continue to review its pupil voice structures through closer alignment with the UNCRC steering group, ensuring a more coherent and inclusive approach. Opportunities for participation will be widened further, including consistent engagement in city-wide pupil voice and LCPP forums. A refreshed pupil leadership vision for 2026/27 will be developed and we will further clarify roles and impact. The school will continue to promote and respond to Planet Youth data, while establishing a clear annual programme of events. Greater emphasis will be placed on pupil-led school improvement, particularly in learning, teaching and assessment. We will continue to develop consistent approaches to assessment, with a particular focus on effective questioning and plenary activities to check for understanding. Implementation of the DCC Standard of Inclusive Practice will be embedded more fully to ensure all learners are appropriately supported and challenged. Project Based Learning will be introduced to enhance engagement and deeper learning. Quality assurance and self-evaluation processes will be further refined through a revised quality improvement calendar, alongside targeted CLPL for middle leaders, to ensure sustained improvement in assessment practice across the school.

SIP priority 5 & 6

Progress:

The school is making positive progress in improving attainment through strengthened tracking and monitoring approaches across the BGE and Senior Phase. Increased focus on data is helping raise expectations and supporting targeted interventions for learners. By the end of S1, most pupils are achieving 3rd level in numeracy, reading and writing, with almost all achieving 3rd level in talking and listening. By the end of S2, most pupils are working within 3rd level in numeracy and writing, and almost all in reading and talking and listening. There has been sustained improvement in attainment across the senior phase. Presentations at National 5 and Higher remain high when compared to previous years. Breadth and depth attainment, for school leavers (S6 based on S4) continues to improve across the majority of our key performance indicators with passes at A-C. The number of pupils achieving five or more National 5 (or equivalent) qualifications has increased from 39% in 2025 to 47% in 2026. The number of pupils achieving one or more Higher (or equivalent) has increased from 40% in 2025 to 54% in 2026. The number of pupils achieving three or more Highers (or equivalent) has increased from 25% in 2025 to 39% in 2026. Notably, the number of pupils achieving five or more Highers (or equivalent) has increased from 18% in 2025 to 30% in 2026. We have now established a positive 3-year trend in improving attainment outcomes which is reflective of the effective support for our learners in achieving appropriate qualifications. Attainment within our Support for Learning provision has also shown a positive upward trend, with increasing SCQF achievement for young people with additional support needs. This demonstrates the impact of targeted support and inclusive practices in enabling all learners to succeed. Our refreshed approaches to senior phase tracking have strengthened staff understanding and a more consistent application of the school's presentation policy. This has led to more robust decision-making, ensuring learners are presented at the most appropriate level to maximise attainment.

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We have strengthened family learning opportunities through curricular areas including Home Economics, CDT and Science, resulting in increased engagement with families across the Strathmartine Ward and wider cluster. These experiences have made learning more visible, practical and inclusive, supporting improved attitudes to school and enabling parents to feel more connected to their child's learning. Parental engagement continues to show positive improvement, with increased attendance and constructive feedback at parents' evenings. This reflects enhanced communication and stronger relationships between school and home. In addition, we have reviewed and refined our Rights Respecting Schools action plan, leading to successful reaccreditation as a Bronze Rights Respecting School. This demonstrates our continued commitment to embedding children's rights within our school ethos and practice and provides a strong foundation for future development towards silver accreditation.

Next steps:

We will refresh Qualification Scotland self-evaluation to strengthen teacher accountability to help further support greater consistency and clarity in assessment and reporting practices. Our approaches to BGE and senior phase tracking and monitoring will be further developed, ensuring more robust use of data to support timely interventions and informed decisions around learner progression and senior phase presentation(s). We will continue to analyse pupil data in relation to learning, wellbeing and additional support needs to inform the effective deployment of resources and targeted interventions. This will ensure that support is responsive, equitable and impactful. Staff understanding of Alternative Assessment Arrangements (AAA) and Exceptional Circumstances Consideration (EECC) will be further enhanced through professional learning, ensuring learners' assessment needs are fully, and better, understood and appropriately supported.

The BA3P pathway planning process will be refined to ensure continued high expectations, relevance and rigour in learner pathways, supporting positive and sustained destinations. Moderation activities will be further progressed across the school, within our cluster and through Curriculum Improvement Networks, ensuring increased consistency in standards, shared understanding of national benchmarks and improved confidence in professional judgement.

Working within our Local Community Planning Partnership (LCPP), we will continue to develop community-based, and family learning, opportunities within Baldragon Academy. This will help support positive relationships between home and school, increase parental engagement and deepen understanding of learners' experiences. Building on our recent bronze reaccreditation, we will progress towards achieving Silver Rights Respecting School status. This will involve continuing to embed children's rights across learning and teaching, school culture and policy, while increasing opportunities for pupil voice and leadership.

Improvement in Literacy attainment

In 2024/25, the percentage of S3 pupils achieving the national standard in literacy was 91% (almost all pupils). In 2025/26, 90.4% (almost all pupils) of this cohort progressed to attain literacy at SCQF L4 and 69.5% (majority of pupils) attained literacy at SCQF L5.

Attainment in literacy for school leavers (S6 based on S4 roll) continues to improve, overall, across all Scottish Credit and Qualifications Framework (SCQF) levels. 95% of pupils attained at SCQF L3 or better, 89% attained at SCQF L4 or better, 76% attained at SCQF L5 or better and 47% attained at SCQF L6. Across all SCQF levels, the number of pupils attaining literacy was higher than the virtual comparator.

83% of pupils (S6 based on S4 roll) achieved literacy at SCQF L4 or better, compared with 81% from the virtual comparator.

Using the Scottish Index of Multiple Deprivation (SIMD) Quintile 1 (most deprived 20%), 64% of pupils (S6 based on S4 roll) achieved literacy at SCQF L5 or better, compared with 59% from the virtual comparator. At SCQF L6, 33% of pupils attained literacy, compared with 32% from the virtual comparator.

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Improvement in Numeracy attainment

In 2024/25, the percentage of S3 pupils achieving the national standard in numeracy was 82% (most pupils). In 2025/26, 71% (majority all pupils) of this cohort progressed to attain numeracy at SCQF L4 and 36% (less than half) attained literacy at SCQF L5.

Attainment in numeracy for school leavers (S6 based on S4 roll) has improved at SCQF L6, but declined at SCQF L3+, L4+ and L5+. 89.3% of pupils attained at SCQF L3 or better, 81% attained at SCQF L4 or better, 48% attained at SCQF L5 or better and 20% attained at SCQF L6. Across all SCQF levels, the number of pupils attaining numeracy remains below the virtual comparator. In September 2026, pupils who were not presented for examination at Level 5 Maths or Applications of Maths, are working to achieve Level 5 Numeracy. 72% of pupils (S6 based on S4 roll) achieved numeracy at SCQF L4 or better, compared with 77% from the virtual comparator.

Using the Scottish Index of Multiple Deprivation (SIMD) Quintile 1 (most deprived 20%), 31% of pupils (S6 based on S4 roll) achieved numeracy at SCQF L5 or better, compared with 50% from the virtual comparator. At SCQF L6, 13% of pupils attained literacy and equal to the virtual comparator (VC).

Using Insight Local Benchmarking Measure: Literacy and Numeracy, 89% of school leavers attained at SCQF L3 or better (91% VC), 79% at SCQF L4 or better (80% VC), 48% at SCQF L5 or better (58% VC) and 20% at L6 (20% VC).

Improvement in HWB and positive impact of opportunities for wider achievement

By making safety a key priority we have seen a significant improvement in how young people feel about their wellbeing in school, with positive responses increasing from 85.6% in 2025 to 91.2% in 2026. This progress reflects a more dynamic and responsive PSHE curriculum, shaped by Planet Youth findings and emerging local themes identified through Child Protection intelligence, Police Scotland concerns and SEEMiS Bullying and Equalities incident data. As a result, learning is becoming increasingly more relevant to pupils' experiences and is better supporting informed, safe decision-making. Targeted actions have strengthened engagement and inclusion, particularly within the senior phase.

Enhanced learning pathways, coupled with more robust 16+ interventions and closer collaboration with school partners, have improved attendance, participation and improved engagement in education. House-led interventions and Attendance Review Meetings have provided timely support for identified pupils and families, helping to remove barriers to learning. A strengthened focus on pupil voice is helping to increase learners' sense of safety, belonging and connection to our school community. Ongoing professional learning is helping to enhance the capacity of staff, while implementation of the Dundee Standard for Inclusive Practice is helping more effective use of resources and improve the physical environment to better meet the needs of our learners.

Improvement in employability skills and positive leaver destinations

In 2024/25, Baldragon Academy achieved 95.14% positive destinations, a significant improvement from 90% in 2023/24, now exceeding the virtual comparator (94.03%) and Dundee (93.68%), and demonstrating strengthened post-school pathways for school leavers. This reflects effective targeted support and partnership working, ensuring more pupils access sustained destinations. Further analysis shows male leavers are more likely to enter Further Education (45.45%), while female leavers progress more strongly to Higher Education (31.34%). Low 'not known' rates (male 5.19%, female 5.97%) highlight robust tracking systems, supporting positive, sustained outcomes for almost all young people.

We have continued to strengthen young people's employability skills through a wide range of opportunities across the school. Working with partners and staff from different departments, pupils have taken part in programmes such as Career Ready Scotland, Lift Off, YPI Scotland, ACES, employer visits, careers fairs, Dundee & Angus College visits,

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Armed Forces workshops and financial education projects. Work experience opportunities, creative industries workshops and the Game Maker event have helped pupils build confidence, develop key skills and gain a better understanding of the pathways available to them after school.

Evaluative comments on attendance and exclusion data

Overall attendance has continued to improve steadily, rising from 82.5% in 2024 to 83.1% in 2025 and 84.8% in 2026. Strengthened Attendance Review Management (ARM) processes are enabling more timely and effective interventions, resulting in improved attendance outcomes for young people. Internal truancy continues to decrease, supported by robust daily attendance monitoring and prompt communication with families. Pupil voice, particularly that of young carers, is helping to shape more responsive approaches to overcoming barriers to attendance. CLPL for key staff has helped improved consistency in attendance procedures. Attendance for pupils with ASN has improved from 76.4% (2024) to 79.9% (2026); however, attendance for Looked After Children (15 young people in 2026) remains a priority for improvement, reducing 11% to 67.2% (2026). Family holidays during term time continue to adversely affect overall attendance.

Overall school exclusion rates have reduced significantly over the three-year period, improving from 99.9 incidents per 1,000 pupils in 2024 to 55.3 in 2026. This reflects the positive impact of our inclusive approaches, restorative practices and targeted supports. Exclusion rates for pupils with Additional Support Needs (ASN) have also shown substantial improvement, decreasing from 166.7 incidents per 1,000 pupils in 2024 to 86.4 in 2026. During session 2025/26, 29 pupils were excluded across 43 incidents, with the highest number occurring in Term 3 (18 incidents). While this represents positive progress overall, we will continue to strengthen early intervention and targeted supports to further reduce exclusions and promote positive engagement in learning.

Evaluation of and the impact of Pupil Equity Fund (PEF), interventions to tackle inequity and Cost of School Day (COSD)

Financial support for learners and families has been significantly strengthened through a broader and more responsive approach to reducing the cost of the school day. During 2025/26, the number of families accessing Cosy Bairn vouchers increased from 76 to 82, while additional support was made available through community food vouchers, Christmas appeals and contributions from a range of partner organisations. This expanded provision has enabled the school to respond more effectively to the diverse needs of families experiencing financial pressures. In 2025.26, our Financial Inclusion Support Officer supported 33 families and generated £37,149 of additional income.

Through the strategic use of Pupil Equity Funding (PEF), the school has continued to remove barriers to participation by providing school uniform assistance and financial support for educational visits, ensuring that learning experiences remain inclusive and accessible for all. These measures have contributed to increased learner engagement and participation. PEF also supports the daily breakfast, breaktime and lunchtime clubs. Funds are also used to remove barriers to health and hygiene products. We have sustained support for our therapy dog, Willow, whose work with pupils is helping to develop wellbeing, empathy, responsibility and confidence, while providing opportunities for achievement. Further improving health and wellbeing outcomes, funding has also supported a more diverse and inclusive curriculum through resources for our School of Sport, Dance qualifications and initiatives to increase engagement and participation in Physical Education, particularly for girls. 17 senior pupils have gained an additional SCQF Level 6 First Aid Award and continued investment in our Barista Academy has enhanced employability skills by providing learners with a greater range of activities to develop their skills. Learners with school-based avoidance and anxiety needs have been helped to access their learning through virtual learning programmes and the provision of personal ICT and access to community-based learning experiences. By financing concrete maths materials and science programmes, STEM subjects are more accessible, and we continue to investment in assessment programmes to help identify and close gaps in learning.

Combined, outcomes in literacy, numeracy and health and wellbeing for our most disadvantaged learners is improving – evidenced by a reducing poverty related attainment gap in literacy at all SCQF levels as pupils progress from S3 to S4, and in all literacy and numeracy SCQF levels when comparing to the virtual comparator (Insight Sep '25/Feb '26 S6 based on S4).

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Any additional information

In 2025/26, our school achieved awards at both local and national level, becoming Scottish School's Football Association Shield Champions 2026 (U16) for the second time in only three seasons; gaining consecutive accreditation for the SportScotland Gold School Sport Award (2026-2028); achieving the Digital Schools Award Scotland (2025) and winning the Scottish Sports Future Awards Winner - Strengthening Communities Award (2025).

There has also been sustained improvement in attainment across the senior phase (S4 to S6). Breadth and depth attainment for school leavers (S6 based on S4 roll) is improving across the majority of key performance indicators. Comparing 2026 to our school's baseline for measuring improvement, the number of pupils achieving five or more National 5 (or equivalent) qualifications has increased by 15%; pupils achieving one or more Higher qualifications (or equivalent) has increased by 16%; pupils achieving three or more Higher qualifications (or equivalent) has increased by 50%; and notably, pupils achieving five or more Higher qualifications (or equivalent) has increased by 151%. In 2026, all school leaver Higher qualifications (or equivalent) are within a 2% tolerance of the virtual comparator. These improvements to attainment highlight meaningful and appropriate learner journeys through the senior phase at Baldragon Academy.

Our termly newsletters share the many successes and achievements of our young people and the highlights and events of our school over 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: <https://baldragon.ea.dundee.sch.uk/>

HGIOS? Quality Indicators	School Grade	HMI grade (in the last 4 years)
QI 1.3: Leadership of change	satisfactory	-
QI 2.3: Learning, teaching, and assessment	satisfactory	weak
QI 3.1: Ensuring wellbeing, equity, and inclusion	satisfactory	-
QI 3.2: Raising attainment and achievement	satisfactory	unsatisfactory
QI 2.5: Family Learning	satisfactory	-

School Improvement Priorities for next academic year 2026/27

Presence	Priority 1 - To continue to improve attendance to school. Priority 2 - To continue to ensure pupils feel safe and secure in school.
Progress	Priority 1 - To continue to improve the culture for learning - learning, teaching and assessment. Priority 2 - To ensure pupil voice is central to school improvement.
Participation	Priority 1 - To continue to improve attainment and achievement. Priority 2 - To grow a culture of high expectation and ambition, for our pupils and our wider learning community.

[Click here to link to next year's School Improvement Plan and Standards and Quality Report.](#)