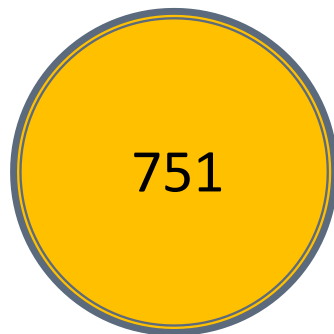


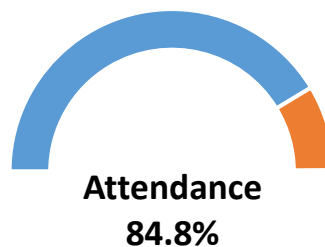
School Roll



751

September 2026

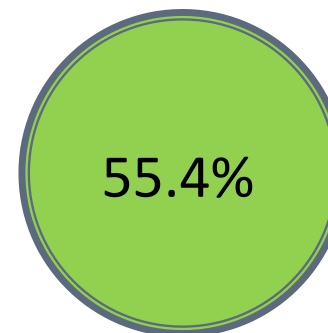
School Attendance



Attendance
84.8%

June 2026

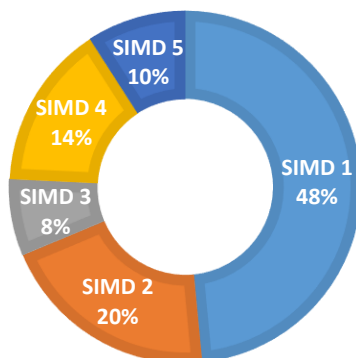
Percentage ASN



55.4%

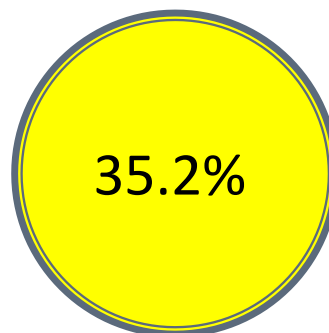
September 2026

SIMD Profile



September 2025

% Free School Meals



35.2%

September 2026

PEF Allocation

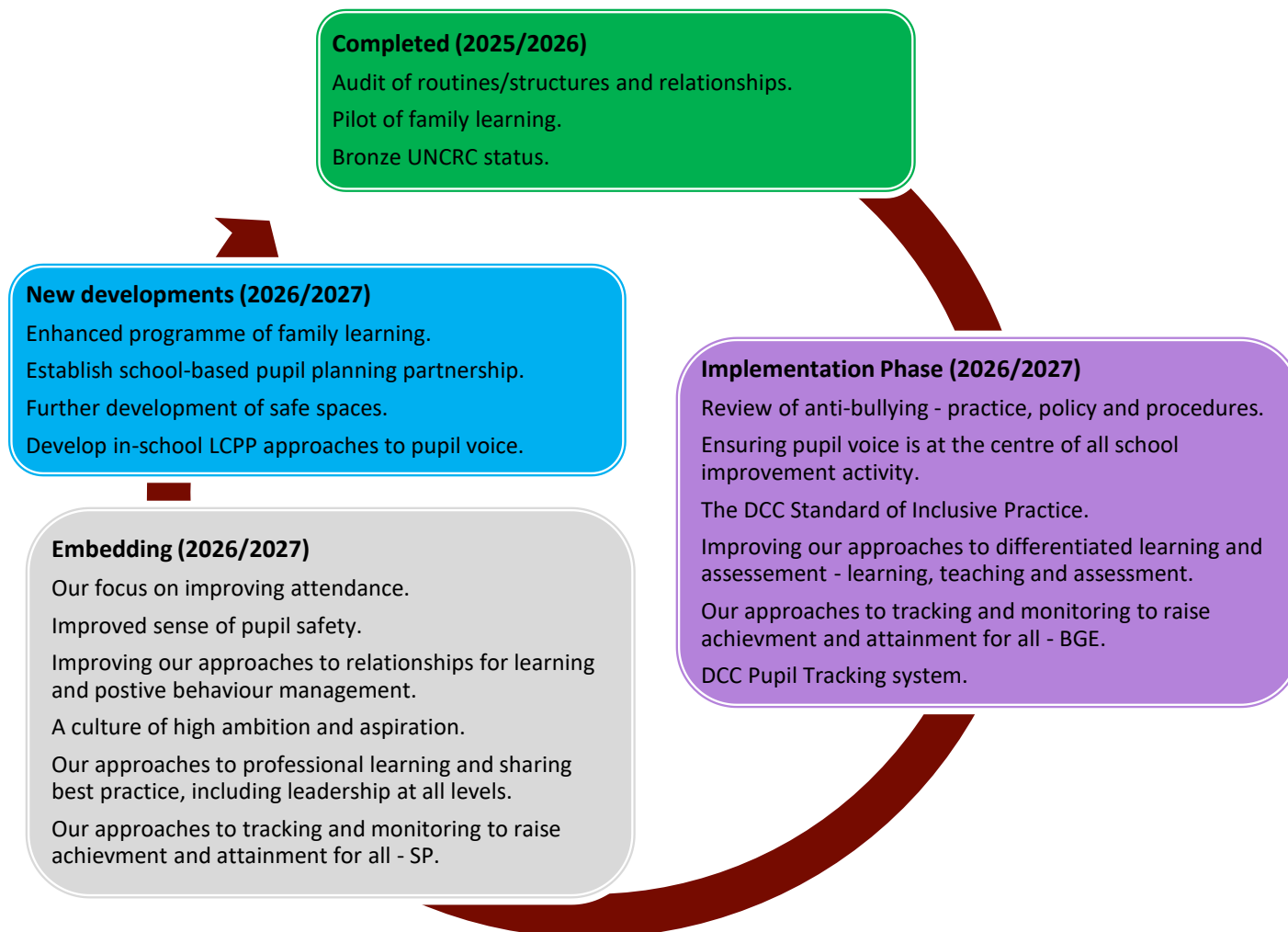


£171,500

April 2026

Baldragon Academy 2026 - 2027 Improvement and PEF Plan and Standards and Quality Report 2027

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 2026 - 2027

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

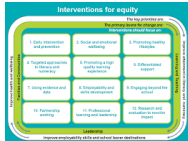
- To continue to improve attainment and achievement.
- To grow a culture of high expectation and ambition, for our pupils and our wider learning community.

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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.**
(2025/26 overall school attendance of 84.9% 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%.	- Embed Attendance Review Meeting (ARM) processes to identify, monitor and target interventions which address attendance barriers for targeted pupils. - Work with pupils, families and partners to target attendance and wellbeing interventions that improve pupil presence. - Strengthen Daily Review processes to monitor, track and address internal truancy and implement timely restorative interventions. - Align the Attendance Policy with Dundee City Council's Promoting Presence Policy and provide staff training on attendance roles and responsibilities. - Use pupil voice to identify attendance barriers and co-design solutions that improve engagement and inclusion.	PEI 1.1 PEI 1.3 84.8% Annual overall Pupil Attendance June '26 (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 Promoting Presence Policy

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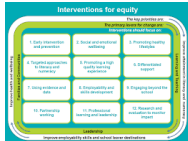
	Gather and act on parent/carers feedback to strengthen communication, partnerships and attendance support.			
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SIP Priority 2

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
				
Improvement in children and young people's health and wellbeing	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> (85.6% June '26 average baseline) 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> (14.8% June '26) to <i>few (nil)</i>	- Use wellbeing data to identify: - pupils with low safety scores and provide targeted support. - bullying concerns and provide targeted support and action. - Monitor SEEMiS bullying incidents regularly to identify trends and inform interventions. - Deliver a responsive PSHE curriculum addressing safety, wellbeing and bullying themes. - Improve pupils' sense of safety through effective partnerships, resources and interventions. - Develop accessible indoor and outdoor safe spaces to enhance wellbeing and belonging. - Ensure consistent implementation of the Relationships for Learning Policy across departments.	PEI 1.4 (Presence Evidence Index)	June '27	Wellbeing Wheel pupil survey (Microsoft Form) Wellbeing survey tracker TIM Tracker SRT Tracker Maintain Incident Overview Planet Youth data; LCPP; Wee HGIOS SEEMiS behavioural reports Classroom observation proforma

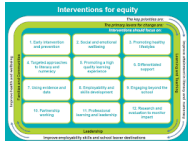
	• Embed PVCC Conditions for Learning to promote inclusion, safety and positive relationships.			
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SIP Priority 3

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 feedback, June '25 HMI styled surveys, Planet Youth data)

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	Participation	5. Promoting a high quality learning experience	1.2 Leadership of learning

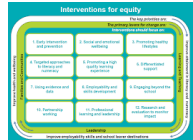
Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	When	Resources
The number of pupils who feel their views are leading to school improvement is increasing, from a majority (57%) to most.	- Strengthen pupil voice through closer links with the UNCRC Steering Group. - Expand pupil participation through consistent engagement in City-Wide Pupil Voice and LCPP activities. - Develop and launch a new Pupil Leadership Vision for 2026/27. - Promote Planet Youth findings and implement agreed wellbeing actions. - Further develop an annual events programme and school social calendar. - Embed consistent pupil-led school improvement activities, including a focus on learning, teaching and assessment.	PEI 2.4 (Participation Evidence Index)	June '27	Wee HGIOS/Pupil Voice Toolkit Pupil Survey Planet Youth data LCPP Networking and partnerships CWPV

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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 Intervention for equity & cost	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
The number of professional support visits evaluated as satisfactory or better will increase from <i>most</i> (83%) to <i>almost all</i> .	- Ensure high-quality assessment practices by embedding effective questioning and plenary strategies and to improve checking for understanding and inform responsive teaching. - Further implement the DCC Standard of Inclusive Practice to ensure all learners experience consistently inclusive, equitable and accessible learning environments – focusing on routines/structures and relationships. - Introduce Project Based Learning (PBL) across departments to increase learner engagement, develop skills for learning, life and work, and promote deeper interdisciplinary learning. - Strengthen quality assurance and self-evaluation processes through the implementation of a revised Quality Improvement Calendar and targeted CLPL for middle leaders, ensuring consistency and continuous improvement in assessment and learning practices.	PEI 2.3 (Participation Evidence Index)	June '27	Observation proforma and tracker LTA rubrics Staff survey Pupil voice & surveys Medium term plans and tracker PLCs Professional literature INSET day BGE progression frameworks Wee HGIOS CLPL calendar School - SIGs EDLM – SIGs WTA time Dundee Standard of Inclusive Practice

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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 '26, ACEL data '26)

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
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 (including ASN). Our DCC Stretch Aim(s) for attainment have been met. Our revised presentation policy is equitable, aspirational and understood by all.	- Implement the revised BGE tracking and monitoring framework to provide robust evidence of learner progress and achievement across all curriculum areas. - In S1 literacy and numeracy, identify achievement gaps across the organisers to establish critical areas for improvement. - Include S3 level achieved data in S4 tracking meetings to continue to ensure learner pathways are appropriate and that presentations levels are ambitious. - Further enhance senior phase tracking and monitoring systems to support learner attainment, improve targeted interventions and strengthen achievement outcomes. - Use ongoing analysis of attainment, wellbeing and Additional Support Needs data to inform resource allocation, identify barriers to learning and target interventions effectively. - Develop staff understanding and confidence in AAA and EECC processes through professional learning to ensure assessment	PEI 3.2 PEI 3.3 PEI 4.2 PEI 4.3 PEI 4.4 PEI 4.5 PEI 4.7 PEI 4.8 PEI 4.9 (Progress Evidence Index) Feedback indicates almost all PT/PTF and teachers have an improved understanding.	June '27	ACEL Reports Insight Baseline data Pupil Tracking VIP lists Community Learning Apiary FTT5 Attainment groups BA3P Pathways doc. AAA resource T&M meeting time CINs CfE Machine and RIC benchmarking

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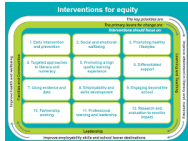
	arrangements are implemented consistently and learners' needs are met effectively. • Refresh Qualifications Scotland tracking and reporting processes to strengthen teacher accountability, ensure timely completion of key returns, and support effective identification of learner progress and next steps; including ongoing teacher action and planning for intervention. • Refine the BA3P pathway planning process to ensure all learners access pathways that are ambitious, relevant and rigorous, supporting positive destinations and sustained progression. • Review, revise and share senior phase presentation policy. • Strengthen moderation practices across the school, cluster and Improvement Networks through the revised Quality Improvement Calendar to improve consistency of professional judgement and assessment standards.			
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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 wellbeing outcomes for learners. We have achieved Silver Rights Respecting School re-accreditation.	- Strengthen partnership working with the LCPP to increase learner participation in community-based opportunities and wider achievement. - Further develop family learning programmes to improve engagement, strengthen home-school partnerships and support learner success. - Achieve Silver Rights Respecting School Award by embedding children's rights across school life and promoting meaningful learner voice and participation.	Active schools measure LCPP measure PEI 1.4 (Presence Evidence Index) Family Feedback Silver RRS reaccreditation	June '27	ES Youth Voice Toolkit; Planet Youth data; LCPP; 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	IP2	£10,000
Support staff	ERW/SFDW (1.0FTE)	IP1; IP2; IP5; IP6	£25,000
Supported study	Family Learning	IP6	£3,000
Transport	ASN curriculum, incl. CLD intervention	IP1; IP5	£2,000
CLPL	Incl. SCQF Dance Professional/academic literature to support pedagogy	IP4; IP5	£3,000
Resources	Faculty ICT provisions	IP2; IP4; IP5	£50,000
	Development of safe spaces		£20,000
	Literacy, numeracy and curriculum intervention		£22,500
Payments to other bodies	HWB and Attainment interventions – inc. ICT subscriptions for literacy, numeracy and ASN; Humanutopia	IP1; IP2; IP3; IP4; IP5; IP6	£23,000
Other (please specify)	Cost of school day: Breakfast Club; School of Sport; transport and trips; uniform and school resources	IP1; IP2	£5,000
	Curriculum development		£8,000