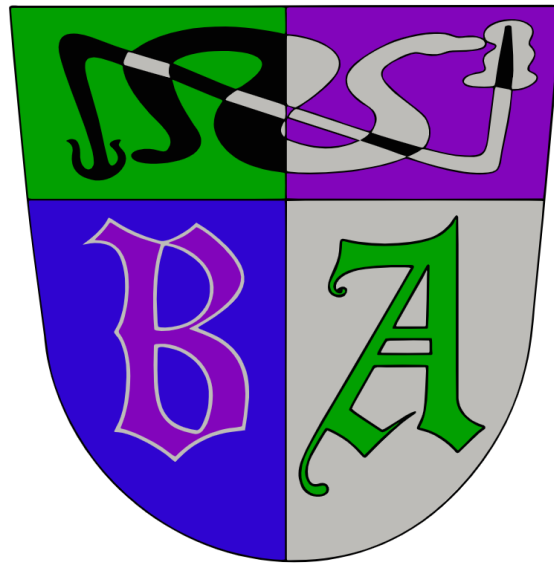


Baldragon Academy School Handbook



2025 – 2026

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1. Headteacher's Welcome

Dear Parent,

Welcome to our learning community.

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.

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, 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 and teaching.

We aim to motivate and inspire each other to reach our full potential and take pride in our community.

Our school values underpin everything that we do at Baldragon Academy. Our agreed values of fairness, honesty, responsibility and achievement are built on a foundation of respect. With respect, we work together and achieve more.

As parents and carers, you are our key partners in your child's education and important members of our school community. The partnership between learners, staff and parents is at the heart of our school community.

Baldragon Academy is on a journey to excellence. Thank you for joining and supporting this exciting journey.

I trust that your child will enjoy a safe, happy and challenging learning experience with us.

Kind regards,



Hugh McAninch
Headteacher

At Baldragon Academy, we are proud of our local and national awards and achievements:

- Digital Schools Award Scotland (2025)
- Scottish Sports Future Awards Winner - Strengthening Communities Award (2025)
- Leisure and Culture Sports Awards Winner – School Volunteer of the Year (2025 & 2024)
- **sportscotland** Gold School Sport Award (2024-2026)
- Education Scotland STEM Nation Award (2024)
- Scottish School's Football Association Shield Champions 2024 (U16)
- Leisure and Culture Sports Awards Winner - Changing Lives (2024)
- Dundee City Council Outstanding Service & Commitment Award Winner (2023)
- UNICEF Rights Respecting School – Bronze Award

2. Our School Context

Baldragon Academy is a non-denominational comprehensive secondary school for learners in S1 through to S6, and with an average school roll of around 850.

The Baldragon Academy cluster of primary schools consists of Sidlaw View Primary School, Downfield Primary School, Craigowl Primary School and Ardler Primary School.

In addition, we work with approximately twelve schools from across the city as many learners choose to transition into our new S1 cohort from outwith our main cluster of primary schools. We also work with many schools from other local authorities as learners enrol with Baldragon Academy as part of the Dundee United Academy youth development programme.

Using the Scottish Index of Multiple Deprivation (SIMD), 48% of our learners live in SIMD Quintile 1 data zones. Across other key measures, 36% of our learners are in receipt of Free School Meals and 56.5% of our learners have an identified additional support need (*school census September 2024*).

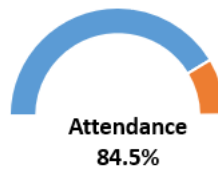
Accordingly, our school receives a Pupil Equity Fund (PEF) from the Scottish Government of £171,500 to support learners who experience barriers to learning and who might be falling behind or not getting the same chances in their education because their family is experiencing poverty or other financial difficulties.

School Roll



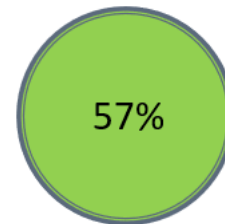
September 2025

School Attendance



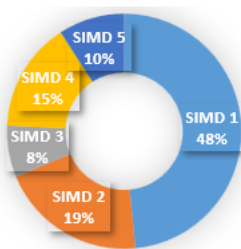
December 2025

Percentage ASN



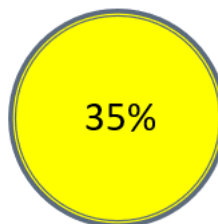
September 2025

SIMD Profile



September 2024

% Free School Meals



September 2025

PEF Allocation



April 2025

3. Our School Aims and Values

Our school values underpin everything that we do at Baldrigon Academy. Our agreed values of *fairness, honesty, responsibility, and achievement* are built on a foundation of *respect*.

With respect, we work together and achieve more.



AT BALDRIGON 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

4. School Contact Information

School Address Baldragon Academy
69 Harestane Road
DUNDEE
DD3 0LF

Telephone: (01382) 436 170

Email Address: baldragonacademy@dundeeschools.scot

Website: www.baldragon.ea.dundee.city.sch.uk

X (formerly Twitter): @BaldragonAcad

School Hours: 8.45am – 3.40pm (Mon – Wed)
8.45am – 2.50pm (Thurs – Fri)

Senior Leadership Team: Mr H McAninch (Headteacher)
Mrs S Boylen (Depute Headteacher)
Mrs H Ross (Depute Headteacher)
Mrs S Lowe (Depute Headteacher)
Mr M Montgomery (Depute Headteacher)
Ms L Casey (Business Manager)

Support for Learners Team: Balgay House

- Mr M Montgomery (Head of House)
- Mr G Marshall (Principal Teacher of Guidance)
- Miss M Scott (Principal Teacher of Guidance)

Craigowl House 1

- Mrs S Lowe (Head of House)
- Mrs C Collin (Principal Teacher of Guidance)
- Mrs C Robertson (Principal Teacher of Guidance)

Craigowl House 2

- Mrs H Ross (Head of House)
- Miss P Connar (Principal Teacher of Guidance)

Law House

- Mrs S Boylen (Head of House)
- Mr C McArtney (Principal Teacher of Guidance)
- Miss S Gasparini (Principal Teacher Support for Learning)

Parent Council Contact Information: Mrs Mary O'Connor
pcbaldragonacademy@npfs.org.uk

5. School Contact and Communication

We believe that close, respectful and positive contact and communication with parents is essential for the support, well-being and progress of our learners.

We welcome contact from our families and assure you that such contact will never be considered as an imposition. A mutually convenient time can usually be found for you to meet with the relevant Guidance teacher or, if appropriate, a member of the Senior Leadership Team, which avoids disrupting learning and teaching time.

The school office is open from Monday to Friday - 8.00am – 4.30pm.

Please help us by making routine telephone calls within office hours. The answering machine is switched on for your convenience when the school office is unmanned. Please do leave a message and we will return your call as quickly as possible.

For general concerns, complaints, feedback and/or compliments, your first point of contact should be with your child's guidance teacher. Should the guidance teacher be unable to resolve your concern, the relevant Depute Headteacher will work with you to resolve your concern and handle any complaint you may have.

The Dundee City Council website has helpful information regarding its complaints process: www.dundeeccity.gov.uk/service-area/chief-executive/chief-executives-services/complaints-to-the-council.

If you would like to contact your child's guidance teacher, you can do this through the school office on 01382 436170 or email baldragonacademy@dundeescschools.scot.

To help ensure your email gets directed to the right member of the guidance team please indicate in the subject field who the email is intended for and what house.

For example: FAO Miss M Scott – Balgay House.

In general, you can expect us to use the following methods when communicating with you:

Eduspot App	Text based application used to advise parents/carers any important information and events and advise them of any meetings.
Pupil Tracking	Using your unique licence key, parents can log in to their Pupil Tracking portal to access their child's school report.
Parentsportal	Parents can view attendance, timetables, check ParentPay and follow various links to helpful information. Parents can also use this to update emergency contact data held in school and advise of any absences and the reasons for these.
School Cloud	Online booking system for parent's evening appointments.

Our school also has a very helpful Digital School Bag. This can be found on our website and contains all the general letters and communications that we send which otherwise, could be found at the bottom of the school bag.

www.baldragon.ea.dundeeccity.sch.uk/school-information/documents.

6. School Calendar

Baldragon Academy Key Dates (2025/2026)		
Term Dates and Holidays	Reporting to Parents (all dates wb)	P7 to S1 Transition Events
Term 1	29-Sep-25 S1 to S6 Reports	25-Nov-25 P7 - S1 Parents' Inductions
18-Aug-25 Inservice Day 1	15-Dec-25 S1 to S6 Reports	10-Jun-26 P7 - S1 Parents' Information
19-Aug-25 School resumes for learners	26-Jan-26 S4 to S6 Reports	10-Jun-26 P7 - S1 Induction Days
03-Oct-25 End of term	17-Feb-26 S2 Reports	11-Jun-26 P7 - S1 Induction Days
Term 2	23-Mar-26 S1 to S3 Reports	12-Jun-26 P7 - S1 Induction Days
20-Oct-25 School resumes for all	01-Apr-26 S4 to S6 Reports	Senior Phase Exam Dates
13-Nov-25 Inservice Day 2	18-May-26 S1 to S3 Reports	08-Dec-25 Assessment Opp. begin
14-Nov-25 Inservice Day 3	05-May-26 S4 to S6 Exam estimates	22-Apr-26 2026 Exam Diet starts
23-Dec-25 End of term	Parents Contact Evenings	22-Apr-26 Exam Leave starts
Term 3	12-Nov-25 S4 (5pm - 7.30pm)	29-May-26 Exam Leave ends
07-Jan-26 School resumes for all	19-Nov-25 S5/6 (5pm - 7.30pm)	01-Jun-26 Exam Diet Ends
13-Feb-26 Mid-term holiday	10-Dec-25 S1 (5pm - 7.30pm)	Timetable Changes
16-Feb-26 Mid-term holiday	14-Jan-26 S3 (5pm - 7.30pm)	26-May-26 S1 to S3 Timetable Change
17-Feb-26 Inservice Day 4	04-Feb-26 *S4-S6 (5pm - 7.30pm)	01-Jun-26 S4 & S5 Timetable Change
02-Apr-26 End of Term	25-Feb-26 S2 (5 - 7.30pm)	School Events and Fundraising
Term 4	* Targeted approach prior to exams	03-Oct-25 Non-Uniform for School Fund
20-Apr-26 School resumes for all	Parents Course Choice Sessions (MSTeams)	22-Dec-25 Christmas Concert
04-May-26 May Day Holiday	13-Jan-26 S3 to S4 (5.30pm)	22/23-Dec-25 Non-Uniform for Charity
22-May-26 Inservice Day 5	03-Feb-26 S4 to S5 & S5 to S6 (5.30pm)	02-Apr-26 Non-Uniform for School Fund
25-May-26 Victoria Day Holiday	24-Feb-26 S2 to S3 (5.30pm)	27-May-26 Awards Ceremony
03-Jul-26 End of Term	Parents Information Sessions (MSTeams)	29-Jun-26 Summer Concert (TBC)
School Trips	21-Apr-26 Parental Briefing 2026 Exams	03-Jul-26 Non-Uniform
TBC	21-May-26 Parents' Briefing- S6 AH (5pm)	

Key dates are also available from our school website:

www.sites.google.com/dd.glow.scot/baldragonacademy/school-information/calendar.

Further information about future school holiday dates can be found on the Dundee City Council website: www.dundee.gov.uk/services/schools-&-learning.

7. Our School Uniform

We encourage all learners to wear a full school uniform and indeed, almost all learners at Baldragon Academy come to school smartly dressed in uniform.

Following our Spring 2025 consultation with learners and parents, we are pleased to offer more flexible, hybrid school uniform options. Learners can now choose to wear a traditional school uniform or a more relaxed option.

We firmly believe that our school uniform policy, as part of our broader range of improvement measures, supports the development of a positive whole school ethos and therefore helps to improve behaviour, discipline and motivation.

Feedback from learners and parents highlight that a consistent school uniform gives our learners a sense of identity and belonging to our school community.

There is an expectation for all learners to wear the correct school uniform. This helps us in our aim of encouraging children to take a pride in their appearance, ensure the safety of our learners by ensuring they are identifiable and to have respect for their school.

Traditional uniform is:

- White blouse or shirt
- Black trousers or school skirt
- Black pullover or cardigan (with school tie showing)
- Black footwear
- School tie (striped for S1 to S4, senior tie for S5 & S6)
- Black outdoor jacket
- School blazer (optional but encouraged for all year groups particularly S5 and S6. Braided blazers are preferred for all. Prefects and the Pupil Leadership Team are recognised by the stripes on their sleeves)

Relaxed uniform is:

- Black Hoodie with choice of school badge colour
- Plain black or white t-shirt
- Black trousers (can include joggers, leggings and shorts of appropriate length)
- Black footwear
- Black outdoor jacket

For Physical Education (PE), plain black or white t-shirts should be worn with leggings or shorts. The Relaxed uniform can be worn as an alternative dress code during PE days although School of Sport learners should wear their assigned School of Sport kit.

Unless it is a Baldragon Academy logo, please ensure that all school uniform is unbranded and kept plain.

School hoodies can be purchased online

- www.myonlinestore.uk/baldragon-academy
- School hoodies cost £13.75 – £16.50
- School T-shirts cost £7.49 - £8.99

School ties can be purchased directly from our school office at a reduced price of £5.00 (S1-S4 wear a striped tie) and £6.00 (S5-S6 wear a plain tie).

8. Positive Relationships and Promoting Positive Behaviour

At Baldragon Academy, we recognise the need for all learners to know themselves as individuals and to develop their relationships with others positively.

Underpinning our approaches to positive relationships and positive behaviour management, is our commitment to enabling all learners to become Responsible Citizens. In doing so, we aim to promote a respect for others and a commitment to participate responsibly in political, economic, social, and cultural life.

We encourage all learners to contribute to the life and work of our school and exercise their responsibilities as members of our school community. This includes ensuring opportunities to participate responsibly in decision-making, to contribute as leaders and role models, to offer support and service to others and play an active part in putting the values of our school community into their own practice.

Our approach considers the impact of additional support needs (ASN) and the complexity of behaviours that can be experienced across our school. Using a restorative approach, we remain firm and focus on the primary behaviour which is giving rise to concern and to reach an immediate resolution. Reactions and any secondary behaviours can then be effectively addressed following a restorative approach. Agreements must be reached to 'fix and repair' and to plan positive next steps with appropriate time being given to follow up, debrief and check in on those involved and/or have been impacted.

Through this approach, **we aim to:**

Improve:

- ✓ **Presence** - Attendance and punctuality.
- ✓ **Participation** - Learning, teaching and assessment within a safe environment; respect and ambition within our school community; internal and external communication.
- ✓ **Progress** - Attainment and achievement; positive and sustained leavers destinations.

Reduce:

- | | | |
|-------------------|--------------|--------------------|
| ✓ Non-cooperation | ✓ Aggression | ✓ Conflict |
| ✓ Truancy levels | ✓ Bullying | ✓ Exclusion levels |
| ✓ Intimidation | | |



More information on Relationships for Learning is available from our school website.

9. Personal Mobile Devices – position statement (February 2026)

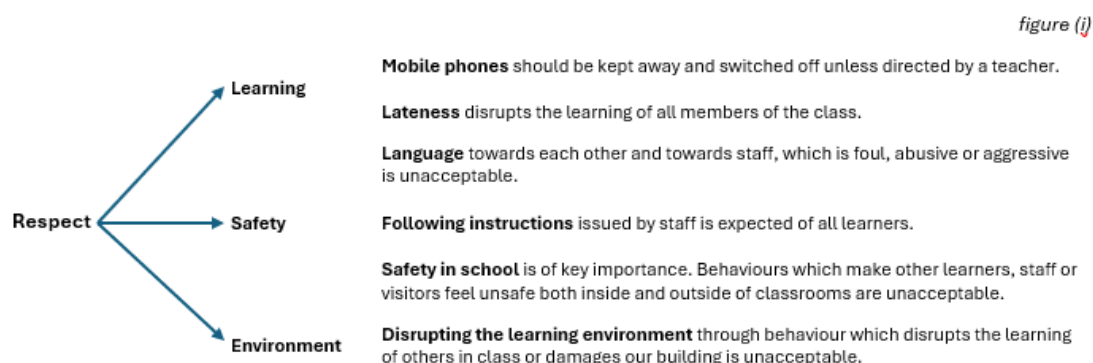
The responsible use of *personal digital devices in school is essential to maintaining a safe, respectful, and focused learning environment. A Baldrigon Academy policy is currently being co-developed in consultation with learners, parents and staff, which will be underpinned by the broader school values and reflects the needs and context of our school and learning community. Therefore, informed by Dundee City Council's Guidance: Personal Mobile Devices in Schools (2025 – 2028), this holding statement is intended to set out our interim expectations regarding the use of personal mobile devices, for all members of the Baldrigon Academy learning community.

These expectations apply to all learners and staff and are designed to ensure consistency, privacy, and responsible behaviour across all school contexts:

- **Permitted classroom use:** Personal mobile devices should be kept away and switched off, unless directed by the teacher for learning purposes – as outlined in the Baldrigon Academy Relationships for Learning policy (August 2024) and *figure (i)* below.
- **Breaks and Social Times:** Learners are permitted to use personal mobile devices in the social areas.
- **Examinations:** Personal mobile device are strictly prohibited during all assessments and all assessment areas.
- **Privacy:** Filming or photography without consent is not allowed. Personal mobile device use in toilets, changing rooms and PE areas is strictly prohibited.
- **Staff Modelling:** All staff are expected to model responsible use and apply the policy consistently.

In line with Dundee City Council's Inclusion Strategy, this holding statement recognises the diverse needs of learners and promotes equitable access and support in relation to personal digital device use:

- **Reasonable Adjustments:** Will be made for learners with disabilities or specific additional support needs as per their agreed learning or care plans.
- **Individual Circumstances:** Young carers, learners with medical needs, or those with communication requirements may be granted exceptions.
- **Positive Relationships:** Our approaches to tackling any misuse of personal mobile devices must be rooted in nurturing approaches and built on positive relationships, not exclusion.



**Personal mobile devices are considered as mobile phones and other smart technologies including smartwatches, tablets and laptops (unless used for learning), as well as wearable and emerging digital technologies.*

10. The Curriculum

At Baldragon Academy, we celebrate and embrace diversity, and we recognise our learners as individuals, each with a story and unique set of circumstances. Therefore, we aim to grow and develop the unique skills, talents and attributes of our learners through experiences and opportunities which add value to the totality of their learning within our curriculum.

We understand that there are many pathways to success. Therefore, it is important that learning is appropriately challenging, relevant, interesting and that learning builds on prior learning, whilst also supporting a transition beyond school to a positive and sustainable destination.

We want every learner to have the best experience, at the right level, at the right time.

The purpose of our curriculum is to enable all learners to develop the four capacities of Curriculum for Excellence (CfE) by becoming Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. In doing so, we aim to provide each learner an equitable opportunity to succeed and excel through enabling them to realise their potential and attain qualifications of the highest quality possible.

All learners have the opportunity to nurture the knowledge, skills and attributes that will enable them to thrive in a rapidly changing world. Specifically, they are entitled to experience learning across the four contexts of CfE: opportunities for personal achievement; interdisciplinary learning; ethos and life of the school as a community; curriculum areas and subjects.

Our curriculum is the totality of the learning that is planned for learners throughout their education. It encapsulates their transition from primary school, through the Broad General Education to the end of S3, and on to the achievement of qualifications in the Senior Phase from S4 to S6.

Our teachers and support staff plan and work together to provide learning that meets the needs of each individual. These experiences are supported and delivered through our Pupil Voice Classroom Commitment which outlines what our learners have told us they want from, and in, their learning: to feel safe and respected; to know what they are learning and why; to understand what they need to do to achieve; to be included in learning that is just hard enough; to learn with others and on their own; to know where they are improving and where they need help.

In a practical sense, our curriculum is structured over a 33 period, asymmetrical week:

Broad General Education

In S1 and S2, learners experience all curricular areas:

- Languages and Literacy 5 periods of English and 2 periods of French.
- Mathematics and Numeracy 5 periods of mathematics
- Sciences 3 periods of integrated science.
- Social Studies 1 period each for history, modern studies and geography.
- Expressive Arts 2 periods of art and 2 periods of music.
- Technologies 2 periods each of home economics, craft, design and technology and information and communications technology
- Health and wellbeing 2 periods of physical education and 1 period of personal and social education, 1 period of learning skills
- Religious & Moral Education 1 period

In S3, and whilst experiencing all curricular areas, learners are given the opportunity to participate in a more refined and personalised curriculum:

- English 5 periods
- Mathematics 5 periods
- Biology, chemistry, physics or science 1 choice for 3 periods
- Geography, history or modern studies 1 choice for 3 periods
- Art, music, music technology or physical education 1 choice for 3 periods
- Business studies, design & making, graphic communication, computing and home economics 1 choice for 3 periods
- Art, biology, business studies, chemistry, computing, design & making, geography, graphic communication, history, home economics, modern studies, music, music technology, physical education, physics, religious, moral and philosophical studies 2 choices for 3 periods each
- Physical education 2 periods
- Personal and social education 1 period
- Religious, moral and philosophical studies 1 period
- Developing the Young Workforce/employability 1 period

Senior Phase

Towards the end of S3, learners choose the subjects they wish to progress into the qualifications phase. Our structure and approach is designed to build on prior learning experiences in order to provide the best chance of achieving the highest levels of qualification possible mapped against the Scottish Credit and Qualifications framework (www.scqf.org.uk).

In S4, in addition to the core subjects of physical education, personal and social education and religious, moral and philosophical studies, learners choose 6 subjects of which 2 must be English and maths. Each subject represents a qualification and is taken for 5 periods per week.

In S5, learners continue to build on their pathway by progressing 5 out of their 6 subject choices on to the next level of qualification. Each subject represents a qualification and is taken for 6 periods per week. They continue to participate in the core subjects of physical education, personal and social education and religious, moral and philosophical studies.

S6 offers greater flexibility. While the intention is always to progress subjects which build on prior learning, it may be the case that the highest level of qualification within a particular subject area has been achieved. Under these circumstances, learners may progress subjects from their S3 choices and experiences. As with S5, each subject represents a qualification and is taken for 6 periods per week. In S6, learners continue to participate in the core subjects of physical education, personal and social education and religious, moral and philosophical studies.

At certain stages within the senior phase, opportunities may be available to learn through school consortium arrangements, Dundee and Angus College, Dundee City Campus and Tayside Virtual Campus.

11. Added Value

Working with a range of partners, our curriculum continues to grow through opportunities for our learners to develop within the curriculum entitlements and cross-cutting themes of enterprise and employability, learning for sustainability, leadership, personal development, wellbeing, citizenship and volunteering.

In S1 to S3, learners can become part of our School of Sport. Working with Dundee West Football Club, Urban Moves, Dundee Madsons and Basketball Scotland, Menziehill Whitehall Swimming and Water Polo Club and Scottish Swimming, participants can progress their skills and develop through our School of Football, School of Dance, School of Basketball or School of Swimming. At the end, learners can graduate with a formal qualification in Sport and Fitness at SCQF Level 5.

Within the Senior Phase (S4 to S6), learners can develop their skills through volunteering, personal development, religious beliefs and values, and leadership, by engaging in skills development courses such as Sports Leaders and Mentors in Violence Prevention. Our continued focus on employability skills, including via our college link partnership, brings nationally qualified awards for learners in our senior phase which include: health, construction and childcare related industries as well as awards in citizenship, personal development, health and wellbeing, volunteering and leadership. Learners may also have opportunities to engage with university partners through summer schools and widening access experiences such as ACES and Reach, as well as Sutton Trust and Creative Industries experiences from the Royal Conservatoire of Scotland.

Sports leadership opportunities are offered allowing learners to gain qualification and coaching experience. Dance Leaders from Baldragon Academy lead after school clubs and primary school sessions as well as experiences for learners with Additional Support Needs or those who benefit from more nurturing approaches. Through Active Schools, learners can participate in wider community clubs with Monarchs hockey club, Menzieshill Whitehall Water polo club, Dundee Rugby and Dundee Madson's all offering opportunities.

In partnership with the Dundee United youth development programme, '**Our Academy at Baldragon**' supports selected learners both in their core education and their ambitions within football. *Our Academy* at Baldragon is the crown jewel of the Dundee United youth development programme. Our young players benefit hugely from individually tailored hours of quality practice over their four years as Baldragon Academy learners. This includes pitch-based sessions, performance analysis, physical performance, additional performance education including developing transferable life skills and, of course most importantly, support and guidance with their learning and studies.

Cultural, and deeper learning experiences, are available through regular school trips such as expressive arts London experiences, business-related experiences at Disneyland Paris and the Belgium World War 1 Battlefields experience. Departments also offer contextualised learning experiences through regular excursions to local and national venues, local and national universities, national sporting fixtures, Scottish Parliament, FOCHO (Friends of Caird Hall Organ), Dundee Sherriff Court and V&A Dundee. Learners have opportunities to engage with the Baldragon Barista Academy, Baldragon Bike Academy and learn to become beekeepers in our very own school apiary and in partnership with the Baldragon Academy Beekeepers Association. They can also take part in school groups and clubs such as Minecraft, War Hammer, Darts, DJ Club, Chef Club, Video Gaming and Esports. A comprehensive programme of sport and activities run during lunch and after school.

Prayer Room

Learners who wish to make use of a quiet room for individual prayer and contemplation can do so during their morning or lunch break. Any queries, and requests for prayer room use should, in the first instance, be directed to the relevant Principal Teacher of Guidance.

12. Support for Learners

All learners need help and support to grow and develop and gain as much as possible from the opportunities within our curriculum offer, including when moving into a positive and sustained destination.

Universal support starts with the ethos, climate and relationships within our school and learning environment, and is the responsibility of all our school staff and partners. Our Relationships for Learning policy helps us to create a learning environment which is fair, honest, respectful and inclusive.

We understand that sometimes in their learning journey, or indeed throughout their journey, our learners can benefit from enhanced supports.

At Baldragon Academy, we promote and encourage learning conversations to support personal learning planning and target setting. Learners have frequent and regular opportunities to discuss their learning and development with their teachers across the curriculum areas or chosen subjects.

Our learners are associated to house groups – Balgay, Craigowl, Law – and each house is supported by a guidance teacher. Our Depute Headteachers, who act as a Head of House, support our guidance teachers. Our guidance teachers are the designated key members of staff who know their learners best, having a holistic overview of their learning and personal development.

Principal Teacher's Guidance / Principal Teacher Support for Learning have within their responsibilities a key role in the delivery of [GIRFEC](#) and the [staged intervention process](#). Where appropriate, and in partnership with the learner and their parents, we may create and implement individual learning plans to help reduce any barriers to learning and school and which maximise presence, participation and progress in learning.

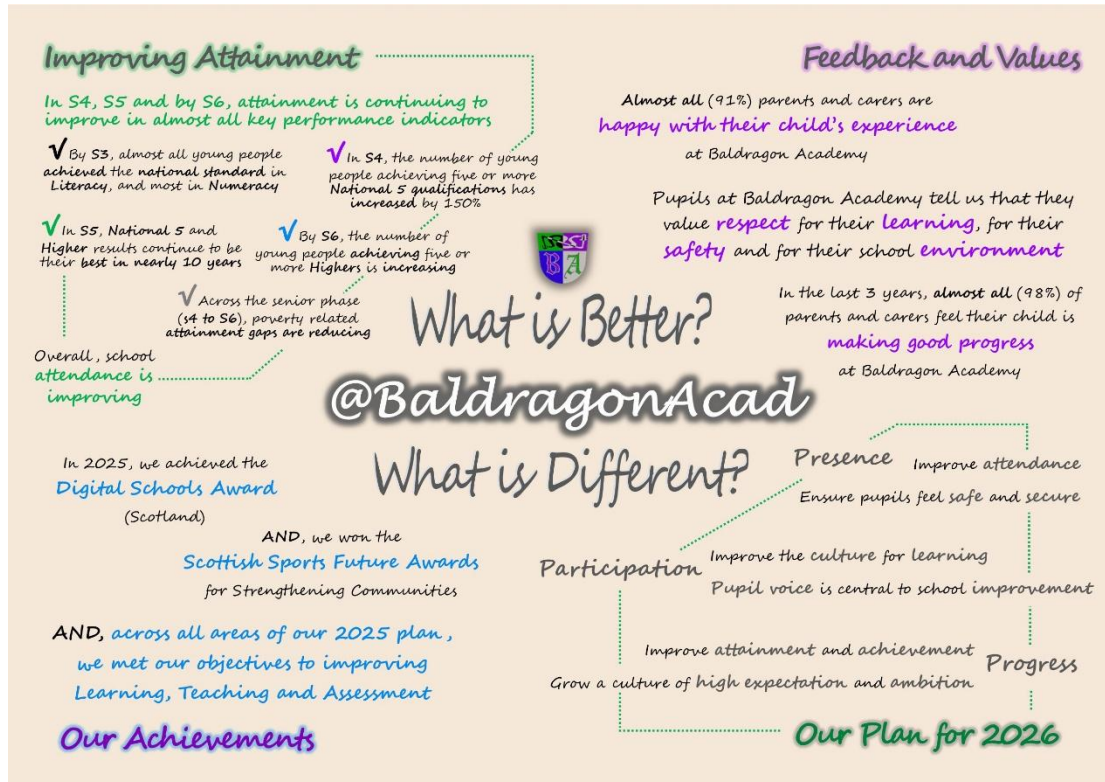
Barriers to learning may arise from specific learning difficulties, disability, social, emotional or behavioural needs, bereavement or family issues. Additional support may also be required to ensure progress in learning for the gifted and able, looked after children and young people, young carers, Scottish Travellers, asylum seekers and those for whom English is not a first language.

To help assess the specific needs of any pupil who may require extra help, the school is able to call upon the services of an Educational Psychologist from Dundee Educational Psychology Service. Before such a step is taken, parents are always contacted and the reason for such a referral is fully explained and parental co-operation sought.

As a parent/carer you can access a wide range of information with regard to additional support needs from Dundee City Council: www.dundeeprotectschildren.co.uk/useful-information-parent.

13. School Improvement

Our school improvement report, available from our school website, gives a full account of our progress with last year's school improvement priorities. Following feedback from our parents, the key points from this report are summarised below onto a one-page sketch note.



Through our ongoing self-evaluation, and in discussion with learners, parents, partners and staff, for this school session, our new school improvement priorities are:

Presence	Participation	Progress
<p>Priority 1: To continue to improve pupil attendance at school.</p> <p>Priority 2: To continue to ensure all learners feel safe and secure in school.</p> <p>Why? To ensure a positive climate where all learners are included, engaged & involved in their learning.</p>	<p>Priority 3: To continue to improve the culture for learning, teaching and assessment.</p> <p>Priority 4: To ensure pupil voice is central to school improvement.</p> <p>Why? To ensure all learners experience activities which are high-quality, relevant, motivating and set at the right level of difficulty.</p>	<p>Priority 5: To continue to improve attainment and achievement.</p> <p>Priority 6: To grow a culture of high expectation and ambition, for our learners and our wider learning community.</p> <p>Why? To maximise opportunities for all learners.</p>

Baldrigon Academy Achievement Data – S3

Generally, it is expected that almost all learners will have completed their entitlement to a Broad General Education (BGE) to third level by the end of S3.

Learners who achieve Curriculum for Excellence (CfE) third level in S3 should be able to go on to achieve the Scottish Credit and Qualification Framework (SCQF) Level 4 in S4.

S3 Achievement of a Level in Reading			
	2022/2023	2023/2024	2024/2025
2nd level and above	95%	96%	98%
3rd level and above	90%	89%	91%
4th level	61%	67%	57%

S3 Achievement of a Level in Writing			
	2022/2023	2023/2024	2024/2025
2nd level and above	95%	96%	97%
3rd level and above	89%	89%	92%
4th level	56%	57%	58%

S3 Achievement of a Level in Listening and Talking			
	2022/2023	2023/2024	2024/2025
2nd level and above	95%	97%	98%
3rd level and above	90%	89%	93%
4th level	64%	69%	63%

S3 Achievement of a Level in Numeracy			
	2022/2023	2023/2024	2024/2025
2nd level and above	100%	96%	96%
3rd level and above	82%	70%	82%
4th level	55%	36%	42%

Baldrigon Academy Attainment Data – S4 to S6

The Literacy & Numeracy tables below display the percentage of learners achieving Literacy and Numeracy at the relevant SCQF level. 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.

School Leavers Attainment in Literacy (S6 based on S4 roll)			
	2022/2023	2023/2024	2024/2025
SCQF Level 3 or better	93%	94%	97%
SCQF Level 4 or better	85%	90%	94%
SCQF Level 5 or better	66%	65%	80%
SCQF Level 6 or better	42%	36%	38%

School Leavers Attainment in Numeracy (S6 based on S4 roll)			
	2022/2023	2023/2024	2024/2025
SCQF Level 3 or better	92%	94%	97%
SCQF Level 4 or better	85%	91%	86%
SCQF Level 5 or better	50%	59%	54%
SCQF Level 6 or better	13%	15%	12%

The Attainment tables below display the percentage of awards per SCQF level for each year group. The tables focus on the main key performance indicator for each group.

S4 Attainment			
	2022/2023	2023/2024	2024/2025
5@SCQF Level 3+	85%	72%	72%
5@SCQF Level 4+	69%	59%	64%
5@SCQF Level 5+	14%	33%	35%

S5 Attainment			
	2022/2023	2023/2024	2024/2025
5@SCQF Level 5+	41%	41%	59%
1@SCQF L6+	50%	53%	69%
3@SCQF L6+	26%	21%	42%
5@SCQF L6+	11%	4%	18%

S6 Attainment			
	2022/2023	2023/2024	2024/2025
5@SCQF Level 5+	79%	81%	77%
1@SCQF L6+	86%	86%	84%
3@SCQF L6+	56%	61%	59%
5@SCQF L6+	29%	50%	46%

The School Leaver Initial Destination table below displays the percentage of all school leavers that enter a positive destination approximately 3 months after leaving school.

School Leaver Initial Destinations (S6 based on S4 roll)			
2021/2022	2022/2023	2023/2024	2024/2025
91%	93%	90%	*

**data becomes available in February 2026*

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

14. Reporting to our Parents

At Baldragon Academy, reporting is an on-going process.

Our approaches are aimed at providing learners and parents with clear information on strengths in learning, areas for development and specifically what needs to be done to continue to progress, improve and achieve.

We want to be clear that reporting can happen in many different ways. It is important to recognise that our reporting approaches complement each other, and combined help form a bigger picture about learning.

At Baldragon Academy, we want to focus on the quality and frequency of learning feedback, rather than an over-reliance on traditional and lengthy paper-based approaches. We plan opportunities for reporting that are regular, meaningful, purposeful and on-going throughout the academic year.



In general, and throughout the year, parents can expect the following planned opportunities:

S1 to S3: 1 x parents' night; 1 x progress report; 3 x ratings report

S4 to S6: 1 x parents' night; 2 x progress report; 2 x ratings report; 1 x exam estimates report

As a minimum, reports will always give an overall attendance % and an indication of behaviour and effort in class. In the Broad General Education (S1 to S3), two reports will feature the level achieved within a curriculum or subject area. In the Senior Phase (S4 to S6), all reports will feature an attainment grade for each subject being studied.

15. Parental Involvement and Engagement

We recognise our Baldragon Academy parents as key partners in supporting their child's learning and development. We value the important contribution families make to school life and are committed to working together to create a positive, inclusive learning community.

We aim to build strong relationships with all families and encourage parental involvement in a wide range of ways. This includes:

- Regular communication about learning, progress, and school events.
- Opportunities to participate in school life, including volunteering, supporting activities, and attending workshops or information evenings.
- Involving parents in decisions that affect the school community.
- Offering support to help parents engage with their child's learning at home and at school.

We are committed to ensuring that all parents feel respected, informed, and able to contribute, regardless of background or personal circumstances.

Parent Council

Our Parent Council represents the views of parents and works in partnership with the school leadership team to support school improvement. The Parent Council:

- Acts as the voice of the parent forum on matters affecting the education and welfare of learners.
- Works with the school to promote high-quality learning and teaching.
- Supports the school in building strong links with families and the wider community.
- Contributes to developments such as school improvement planning, communication, policy review, and the organisation of events.
- Represents parents' views to the local authority when appropriate.

All parents are automatically members of the Parent Forum, and the Parent Council is selected from this wider group. Meetings are open, and we warmly welcome anyone who wishes to attend or become involved.

Getting Involved

If you would like to learn more about the Parent Council, volunteer, or contribute to school life, please contact pcbaldragonacademy@npfs.org.uk.

We welcome your ideas, feedback, and participation.