

Standards and Quality Report 2017-2018 Improvement Plan 2018-2019

School: Cults Academy

Head Teacher: Anna Muirhead



“Our aim is for all pupils to feel valued in an environment that gives them the opportunity to become successful learners, confident individuals, responsible citizens and effective contributors to society.”

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Context of the school:

Cults Academy is a non-denominational six year comprehensive school servicing parts of Aberdeen City. Its catchment is varied but predominately private housing.

Every year 10% of pupils attend from out with our catchment. The pupil population is fairly international due to the oil industry although the percentage of pupils requiring EAL is low, 27 pupils are registered for Free School Meals, 1 pupil is "Looked After" and 33 have an IEP.

The school roll for 2017/18 was 950. The S1 intake was 168 and the S6 year group was 135.

Our building opened in October 2009 and is managed by Robertson's Facility Management. It is designed to bring maximum natural light into corridors and classrooms. Openness and transparency is encouraged by the use of glass and "break out areas" so that all areas of the building are seen as learning areas.

Currently there is 71.02 full time equivalent teaching staff. The Senior Management Team consists of Head Teacher, three Depute Head Teachers and a Resources Manager. There are eight Faculty Principal Teachers, six Teachers of Pupil Support and a Pupil Support (Curriculum). The school has an entitlement of four full time equivalent Pupil Support Assistants. This session we have carried a 2FTE shortage in English for most of the year. This was covered by a PTPS, a long term supply teacher and Departmental staff but led to some concerns raised by parents. The effect on pupils was however mitigated by careful planning of work and resources.

Our substantive PT of Pupil Support Curriculum retired at October Break but despite two adverts the post was unfilled. A very experienced PTPS pastoral member of staff moved over to the role until a permanent replacement was found and Mrs Karen Makepeace joined us in June 2018.

During 2017-2018 Mrs T Scott PT Expressive Arts resigned her post and since that time we have appointed Mr Callum Massie. Callum joined us in August 2017 and is settling well into his new role.

Mrs E Ross DHT retired following 15 years at Cults Academy, starting in 2003 as a PT of Modern Languages and joining the SMT as Depute in 2007. Mr N Cowling was appointed as DHT and started here in May 2018, he joins us from Torry Academy where he was working as a DHT (Secondment) from Portlethen Academy from his substantive post as PT Support for Learning.

The structure of the school is based around Faculties bringing together each curricula area. Pupils are organised into five Houses and start each day in vertical tutor groups.

Since session 2014-15 we have had a dedicated Principal Teacher Pupil Support for S6 to oversee the support for our larger S6 cohort with particular emphasis in transition beyond school.

During the year the school has made a significant investment in its library, purchasing a large stock of current, relevant and appealing books which are being widely used by pupils. Over the past school session issues of library books has now increased by close to 400%. The school participated in Grampian Children's Book Award entering a first year group of pupils, with two pupils being runners-up in the competition. An S1 – S2 Book Group has also been launched in November – all events aimed at improving literacy across the school.

The school is well supported by Parent Council and a very active PTA. Parents engage very well with the school, with attendance at Parents' Evenings very high.

All areas in the report reflect the strong work ethic of staff and a willingness to embrace change. Most pupils aspire to work well and there is a very strong sense of loyalty and community in the school.

The Scottish Index of Multiple Deprivation (SIMD) profile for Cults Academy ranges from 2 – 10 although the number in deciles 2 – 5 is 9. Our PEF allocation for session 2017 -2018 was £10,800 and after a planning period and rollout we expected about £6,000 to be spent by the summer with additional interventions planned for next session to ensure new allocation is fully utilised.

School vision statement:

The school aims were revised in in session 2013 – 14. This involved consultation with all staff and with parents – via the Parent Council and PTA. Assemblies were held with pupil focus groups and consultations were also carried out via the vertical Tutor Groups

Cults Academy ... Our School

“Our aim is for all pupils to feel valued in an environment that gives them the opportunity to become successful learners, confident individuals, responsible citizens and effective contributors to society”.

VISION

At Cults Academy, pupils and staff together work to create a school where we are

- **Growing our Potential**
- **Supporting our Community**
- **Creating our Futures**

VALUES

Through our language, actions and attitude we show

- **Respect**
- **Pride in Self and Others**
- **Resilience**
- **Fairness**
- **Responsibility**

Vision and Value Boards are on display in the foyer to welcome visitors to the building and are posted around the school to encourage pupils to contribute towards our vision. The new session in August starts with Assemblies on our Vision and Values and these are revisited periodically throughout the year.

This session the School achieved the UNICEF Rights Respecting School Silver Award. During this we worked to link Our Rights Respecting School Charter with our School Vision and Values. In Session 2018 – 19 we plan to continue this work by linking this to our School Behaviour Policy.

Review of School Improvement Plan Progress 2017-2018

2017-2018 Improvement Priority 1: Year 1 of 3

To further develop effective practice in Planning for Learning and Assessment using AifL Strategies

NIF Priority

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people

NIF Driver

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School Improvement
- Performance Information

HGIOS?4 Qis

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership of management and staff
- 1.5 Management of resources to promote equity
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment

- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 3.2 Securing children's progress (ELC)
- 3.3 Increasing creativity and employability

Impact and Evidence:

- FPTs (Curricular) attended an event at AGS – Understanding High Quality Learning & Teaching, which has given a focus to their Faculty Meetings and classroom observations.
- Faculty Representatives from across the school attended: Scholar Session with Sue Edwards event "Raising Attainment and Increasing Parental Engagement using Scholar. Both events have further increased understanding of effective teaching & learning.
- Self-evaluation of Learning & Teaching in December 2017. SMT carried out 16 Learning visits across the school. strength identified and next steps in quality assuring Learning and Teaching discussed (see Feb In-Service)
- Faculty Meetings show an increased focus on AifL across departments, with discussion focussing on classroom practice and meaningful formative assessment activities.
- 64% of class teachers have now attended Co-operative Learning and during classroom visits teachers are showing increased confidence in being able to articulate next steps to learners.
- During the February In-Service – self-evaluation – methodology and impact of Assessment was discussed and the use of Benchmarks evaluated and next steps agreed for all Faculty Action Plans.

Next Steps

- Paired DHT/FPT Classroom Visits to focus on High Standard AifL techniques, to arrive of expectation of active learning (Sept – Dec)
- Pupil Forum session for stakeholder evaluation of AifL techniques to enhance learning, using HGIOUS Learners self-evaluation
- Staff Forums to focus on AifL/TLC activities to increase teacher confidence and understanding.
- Continue to support staff attendance of any Co-operative Learning training events.



Review of School Improvement Plan Progress 2017-2018

2017-2018 Improvement Priority 2: Year 2 of 3

To further develop effective practice in assessment and moderation using the Benchmarks to create Success Criteria/learning Intentions and achieving a Level

NIF Priority

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people

NIF Driver

- School leadership
- Teacher professionalism Parental engagement
- Assessment of children's progress
- School Improvement
- Performance Information

HGIOS?4 Qis

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership of management and staff
- 1.5 Management of resources to promote equity
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment

- 2.4 Personalised support
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- 2.6 Transitions
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 3.2 Securing children's progress (ELC)
- 3.3 Increasing creativity and employability

Impact and Evidence:

- In November – HGIO Curriculum paper discussed with all Faculties and the quality of pupil learning experiences were evaluated. Faculties agreed strengths and areas for development.
- Success Criteria increasingly linked to appropriate benchmarks. Increase in use of Gold, Silver, Bronze or similar for different learners. Some development still required across whole school.
- Moderation Meetings lead to greater consistency and understanding of Benchmarks, which ensured pupil levels reported accurately and next steps in learning appropriately.
- Internal departmental ASG Moderation visits/meetings for Literacy & Numeracy and Health & Wellbeing (PSE) as well as transition jotters, is increasing pace in S1 for pupils.

Next Steps

- In National Qualifications to identify pupils who may **not** have the capacity to achieve level N4/N5 and use PEF Funding to secure additional staffing/access resources to research/create N2; N3 units or sub units to engage these individuals (Closing the Attainment GAP) esp Literacy/Numeracy.
- Encourage greater learners involvement in creating Success Criteria to ensure challenge, esp in BGE.
- Monitor Faculty Plans to ensure appropriate focus on pupil learning linked to benchmarks.

2017-2018 Improvement Priority 3: Year 1 of 3

Developing Young Workforce

NIF Priority

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people

NIF Driver

- School leadership
- Teacher professionalism Parental engagement
- Assessment of children's progress
- School Improvement
- Performance Information

HGIOS?4 QIs

1.1 Self-evaluation for self-improvement

- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership of management and staff
- 1.5 Management of resources to promote equity
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment

2.4 Personalised support

- 2.5 Family learning
- 2.6 Transitions
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- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 3.2 Securing children's progress (ELC)
- 3.3 Increasing creativity and employability

Impact and Evidence:

- Faculty Audit during In-Service Day collated areas for Development to feature in 18-19 plans
- School overview created and shared with Faculties giving a greater understanding to the relevance of taught subjects to the World of Work and giving credence to recognising the relevance of transferrable skills.
- Group of PEF pupils attended ROVOP over the session and increased engagement with some of the youngsters involved.
- Erin Burke DYW NE visited the school and discussed Formal Partnership Agreement with ROVOP and Cults Academy
- Business Link database compiled, to be completed next session
- S3 Pupil Profiles – pupils to include Employability Skills as part of their learning in all Curriculum Areas

Next Steps

- Finalise Business Partnership and launch with all staff, pupils and parents
- Link with DYWNE to host "lunch and learn" sessions with employers – open to all staff
- DYW group to continue 2018-19, providing inserts to staff on In-service Days as required, looking at Skills Development.
- Link Wider Achievement records to Skills for Learning & Life and target pupils at danger of non-engagement.

Review of School Improvement Plan Progress 2017-2018

2017-2018 Improvement Priority 4: Year 1 of 3 Rights Respecting School Award	
NIF Priority <ol style="list-style-type: none"> 1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	NIF Driver <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School Improvement • Performance Information
HGIOS?4 QIs	
<ol style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership of management and staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 	<ol style="list-style-type: none"> 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.2 Securing children's progress (ELC) 3.3 Increasing creativity and employability
Impact and Evidence: <ul style="list-style-type: none"> • A large cohort of pupils volunteered to work with staff on the Rights Respecting School initiative a topic which was embraced throughout the school following presentations at Assemblies and Staff meetings throughout the session. • The School produced a Rights Respecting Charter highlighting the 5 key Rights Adopted by the school and these are displayed around the school on notice boards. • The School achieved UNICEF Rights Respecting School Silver Award in May 2018. • Pupil evaluation, shows noticeable impact in most criteria, with two evaluated "significant impact." 	
Next Steps: <ul style="list-style-type: none"> • To directly link the Rights Respecting School Charter to the School Vision and Values and link to our referrals to parents • Continue to maintain the Silver Award and the interest of the pupils via the Curriculum and Pupil Forum. • Use Rights Respecting School Group and skills learnt to build Pupil Voice Activity. 	

Pupil Equity Fund 2017-2018 (Budget £10,800)	
Evaluation of Intervention Impact	
Plan 1: Identify cohort of pupils in lower SIMD (profile 2 – 5) and pupils who receive FSM. Monitor attendance, engagement and participation and attainment to identify those requiring input	
Impact and Evidence: An overview of achievement/attendance/exclusions and extra-curricular activities was created to make an initial engagement with the PEF. All staff were involved in the initial planning during the Inset 2017 and target pupils identified – see Appendix 1. No one group of measures identified, more small individual/niche measures:- Resources (PE Kit; dictionaries; calculators; pencil cases, Chromebook for 1 pupil etc) Staff Mentor (self-esteem) 1:1 Support in SfL ROV Project Music tuition	
Plan 2: Outdoor Education Policy Engagement and participation - Outdoor Education Policy. To encourage targeted pupils to attend the School Activity Week event, by providing funding and materials allowing them to mix with their peers, raising their self-esteem and build relationships.	
Impact and Evidence Compared with previous years, almost all pupils participated in this year's programme, the highest engagement rate since Policy introduced.	
Plan 3: Attainment Attendance/Attendance and Engagement – ROV Project	
Impact and Evidence See Report below	
Plan 4: Improve Attendance Mentoring for self-esteem	
Impact and Evidence Aim to raise attendance of 2 S3 pupils identified as having low self-esteem and body image. Staff member identified as personal mentor for both – weekly meetings and support offered	

with use of school gym' clothing for PE classes, toiletries as well as supply of school materials eg pencils, calculators, dictionary etc.

Pupil 1: Attendance percentage at start of mentoring in December was sitting at 62%. Through weekly mentoring sessions and incentives, this figure has steadily increased to 85% for the academic year to June. This has included February and April with 100% attendance and march 95% attendance.

Pupil 2: Attendance percentage at start of mentoring in December was sitting at 72%. Through weekly mentoring sessions and incentives, this figure has steadily increased to 77% for the academic year to June. Attendance reached over 90% for the month of April, however, a change in circumstances at home has had an adverse effect on recent attendance, impacting on the overall figure of 77%.

Plan 3 Report - ROV Project 2017/18

Six pupils from S2-S4 were involved in designing and building an underwater remotely operated mini vehicle. The pupils received input initially one period per week from local Youth Worker Dougie Simpson. This increased in January 2018 to two periods per week. The pupils met in Design and Technology.

The pupils visited ROVOP, a company based in Westhill that specialises in all aspects of ROV operations for the Oil and Gas industry. The visit took place in December 2017.

A mini ROV was successfully launched in the water in April 2018. The group took their ROV to Robert Gordon University in April as part of a national competition.

Pupils were asked to rate aspects such as self-confidence, motivation, overall experience of school and school enjoyment at the start of the project and then at the end of the project.

1-5 scale

	Overall Experience of School		Self Confidence		School Enjoyment		Motivation	
	Before	After	Before	After	Before	After	Before	After
Pupil 1	3	4	3	4	3	3	2	3
Pupil 2	3	3	3	4	2	2.5	3	4
Pupil 3	3	3	2.5	4	2	3.5	2	3
Pupil 4	3	4	4	4.5	2	4	2	3
Pupil 5	2	3	4	4	1	3	3	4
Pupil 6	4	4	2	3	3	4	3	5
	18	21	18.5	23.5	13	20	15	22
	60%	70%	62%	78%	43%	67%	50%	73%
	10%		16%		24%		23%	

Some quotes:

"Enjoyed the project. I think I can work better now in a team."

"Should help me to become a mechanic. It has helped me to try harder."

"The visit to ROVOP was great. I can see myself working there."

"Never thought I would have the chance to use a simulator."

Core Quality Indicator Evaluations – School

Quality Indicator	School Self-Evaluation
1.1 Self-evaluation for self-improvement	4
1.3 Leadership of change	4
2.3 Learning, teaching and assessment	4
3.1 Ensuring wellbeing, equity and inclusion	4
3.2 Raising attainment and achievement	4

Core Quality Indicator Evaluations – ELCC (where appropriate)

Quality Indicator	ELCC Self-Evaluation
1.1 Self-evaluation for self-improvement	
1.3 Leadership of change	
2.3 Learning, teaching and assessment	
3.1 Ensuring wellbeing, equity and inclusion	
3.2 Securing Children's Progress	

6	Excellent	outstanding sector leading
5	Very Good	major strengths
4	Good	important strengths with some aspects for improvement
3	Satisfactory	strengths just outweigh weaknesses
2	Weak	important weaknesses
1	Unsatisfactory	major weaknesses

Capacity for continuous improvement statement

Evaluation from Improvement Planning, and on-going self-evaluation through analysis of data, professional meetings and feedback, indicate a range of approaches to support continuous achievement.

We also know we require to increase Pupil Voice in our evaluations of our work across the themes in HGIOS 4. In particular a focus on Learning and Teaching to ensure a consistent and high-level pupil experience. We also recognise the need to have more effective engagement with parents and both feature in our Plan for 2018-19.

The leadership of change is strong at all levels and therefore the school is well placed to continue to improve and all Faculty High Level Reviews evidence a commitment to continuous improvement.

In 2017-18 our attendance rate S1 – S5 was 94.75% compared to 95.37% 2016-17. Unauthorised absences were 0.94% and 0.81% respectively. Weekly attendance reports are issued to PTPS (Pastoral) and SMT and all individual cases tracked and actioned if no underlying diagnosed cause. Parents and Partner Agencies are all involved in supporting young people with non-attendance patterns. Input from the HSLO has had an impact with a few individual cases although this provision was much reduced during 2017-18 with only acute cases supported.

Exclusion rate for 2017-18 was 84 compared to 78 2016/17. These are almost all “one-off” events for a serious breach of acceptable behaviour and a spike in “vaping” in toilets accounts for the rise.

ATTAINMENT

BGE

In the Junior Stage a expanding range of assessment approaches and involving pupils in their success criteria is supporting our capacity for improvement. Insight Data and changes in National courses and assessment are increasingly feeding down to the Junior Stage to influence change to Curriculum content.

S3 CfE Levels

	NUMERACY		ENGLISH	
		% Pupils Achieved		% Pupils Achieved
2017	Level 3	99.40	Level 3	99.40
	Level 4	82.14	Level 4	83.83
2018	Level 3	90.00	Level 3	97.77
	Level 4	66.67	Level 4	81.01

While these raw figures show a slight dip they are in line with expected progression for the year group and show the same pattern of improvement from P7 levels as previous years.

SNSA

Our first experience of SNSA results has revealed a range of data which will be used to help track this year group across S4 and beyond, especially pupils eligible for PEF support and the bottom 20%.

SNSA 2017 -2018 (S3)					
Reading		Writing		Numeracy	
H	72%	H	85%	H	66%
M	22%	M	11%	M	30%
L	5%	L	4%	L	4%

We will look to increase our skills at analysing this data, incorporating P7 results and the new individual scores available 2018-19, in the coming session.

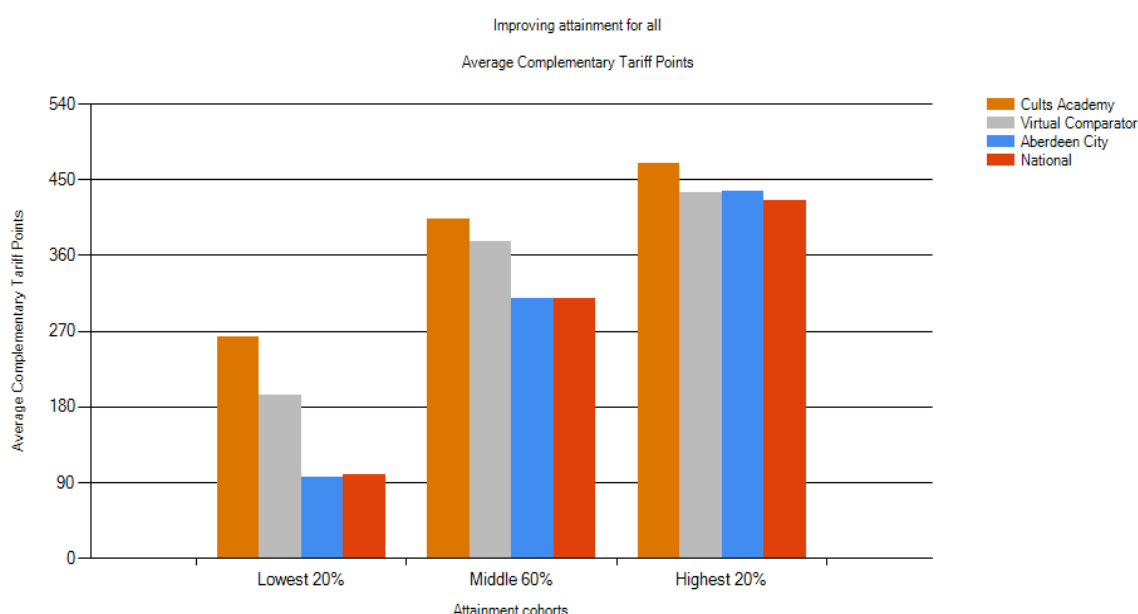
SENIOR PHASE

Continued strong attainment in S4 shows evidence of very good Leadership of Change with a smooth implementation of changes to National Courses. At National Level, 18/19 subjects had a positive relative rating with almost all subjects being significantly positive. PE rated a slight negative, less than 0.5 not significant and not a pattern.

At Higher across S4 – S6 several subjects have outstanding significant positive relative ratings with 16/19 subjects positive overall. PE is on the mean rating. Art & Design has a slight negative, less than 0.5 and is not significant. Higher Modern Studies is significant at -0.63 however this is a one year rating and with no change in the course, staff or teaching therefore the reasons are unclear. Nevertheless all staff concerned are taking steps to ensure rigour to return positive relative results.

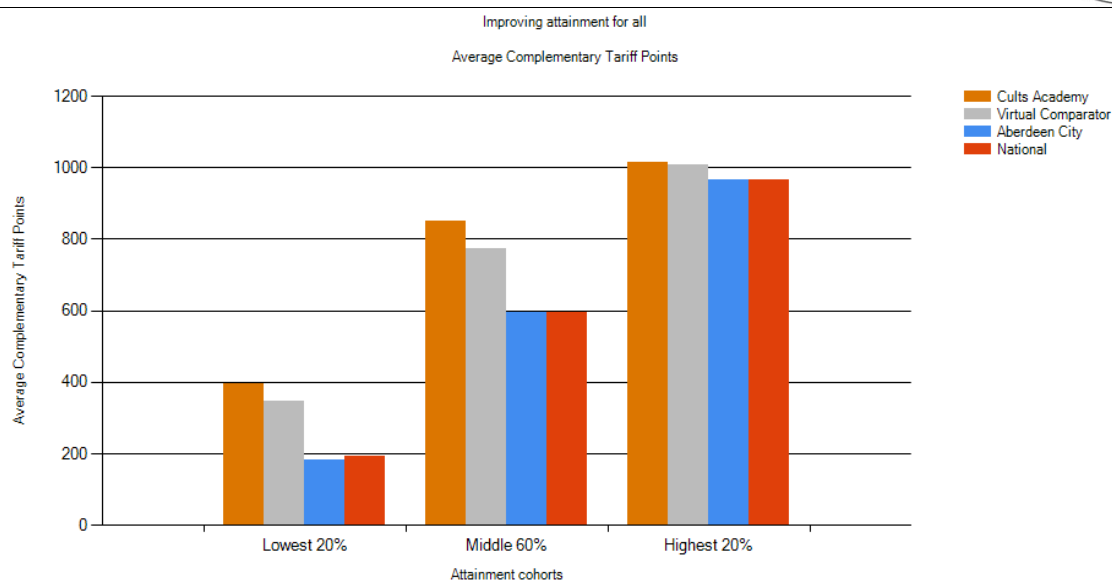
Insight Graphs

Improving Attainment for All – Complementary Tariff Points



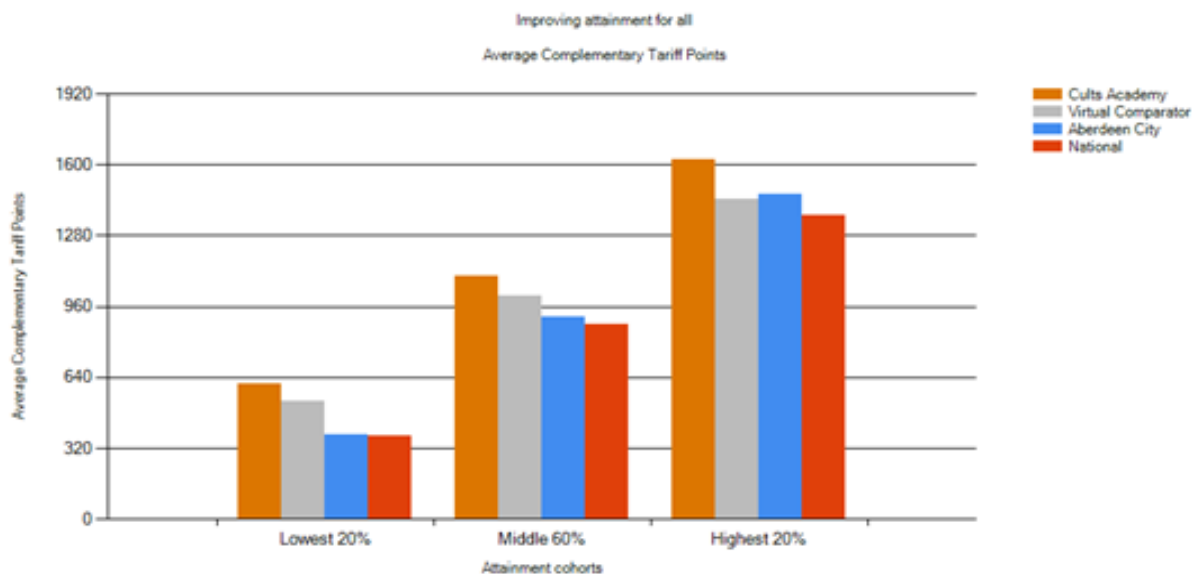
S4

Insight analysis for attainment at end of S4 shows that we are out performing our comparator schools in every measure (20, 60, 20). The lowest 20%, and middle 60% have increased measure beyond Virtual comparator compared to 2017, whilst the highest 20% is maintained.



S5

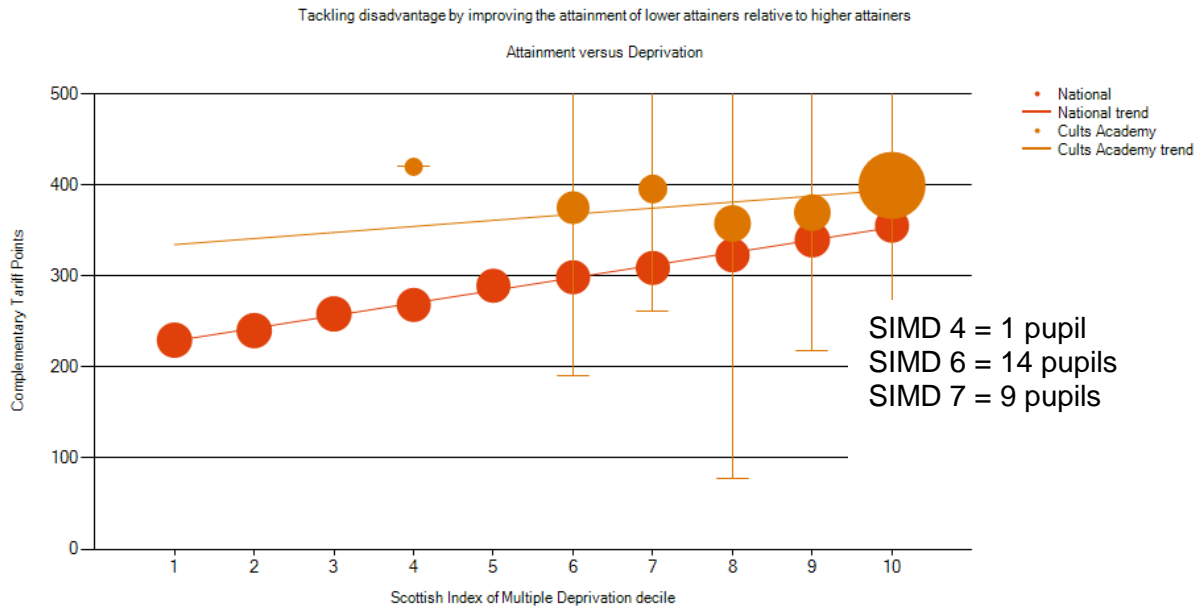
This positive pattern continues in S5 attainment, with narrower differentials in the top 20%, given the range of tariff points in this measure, increasing headroom is more challenging when “H” bandings are maintained Nationally.



S6

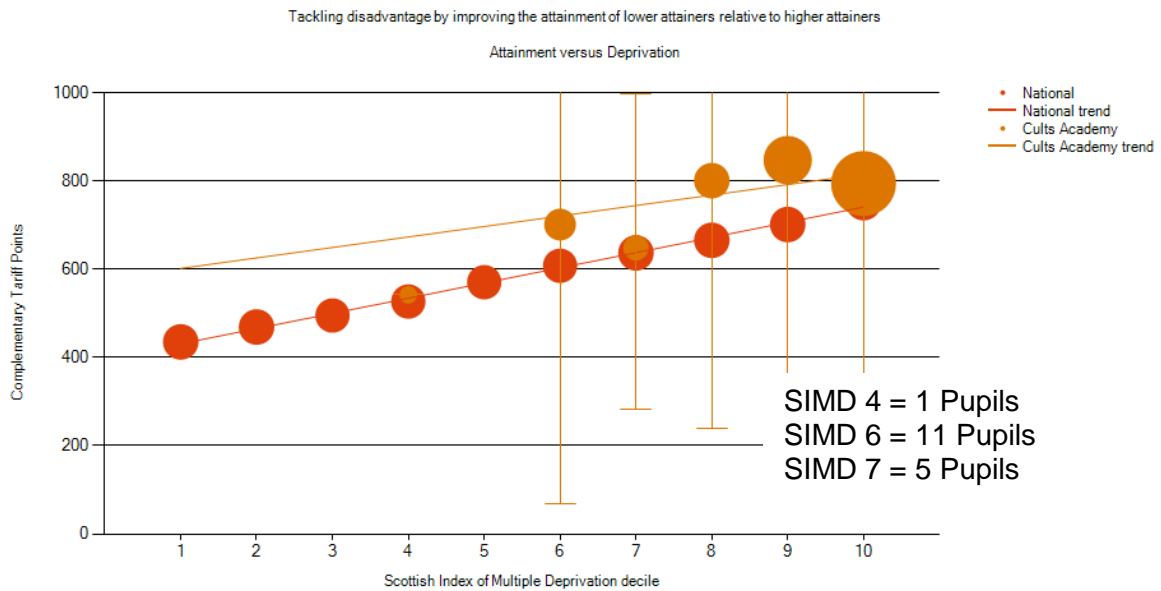
S6 measures remain positive in all three categories with increased differential in the highest 20%.

Local Benchmarking – Attainment vs Deprivation

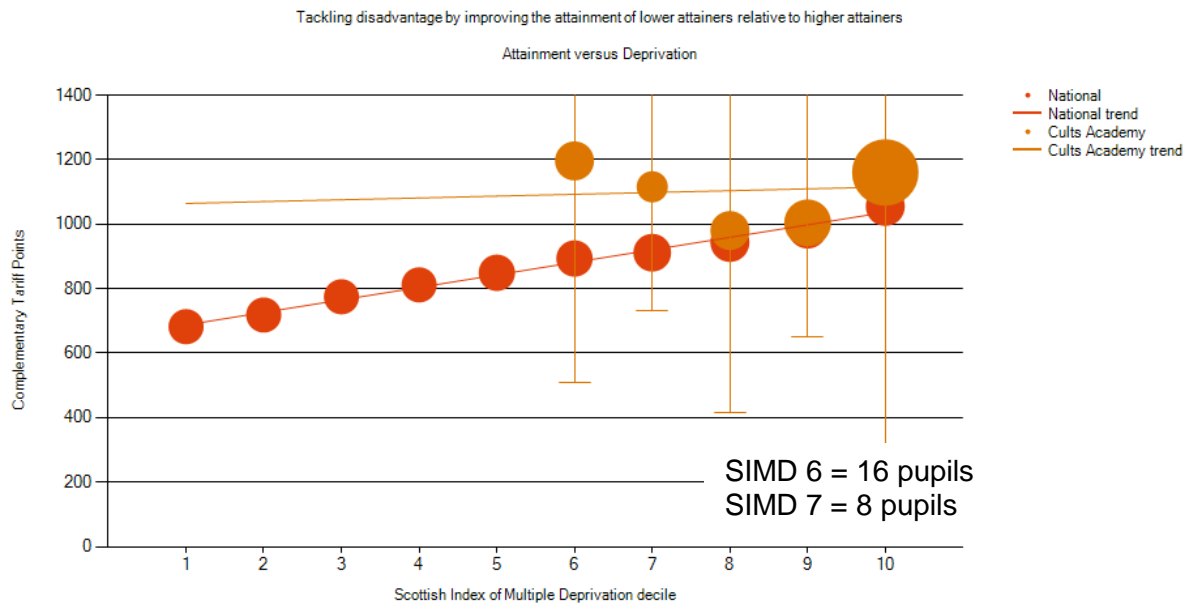


S4

Overall in all SIMD pupils are achieving above the National Trend.



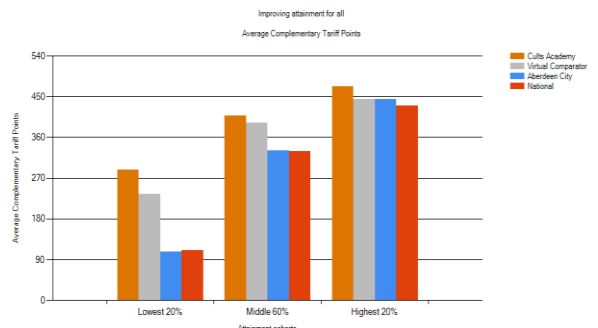
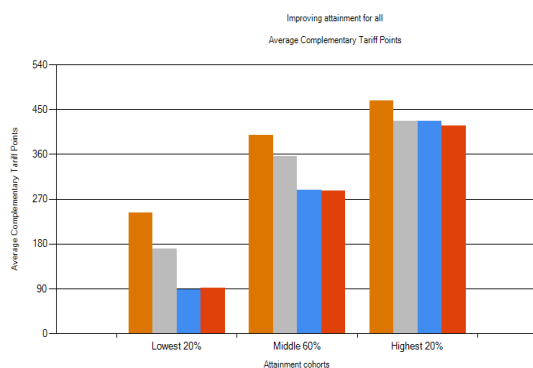
S5



S6

In all year groups breakdown by SIMD components show pupils in Cults Academy are attaining above the National Trend against pupils from similar backgrounds.

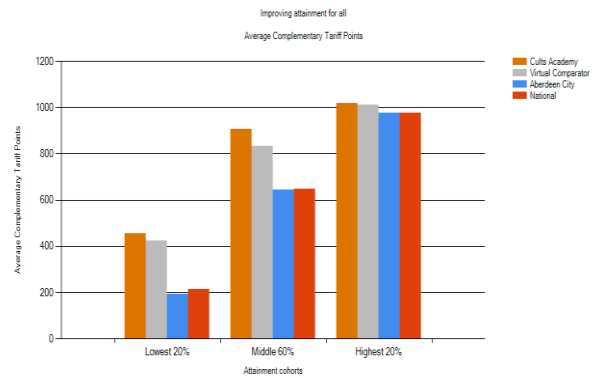
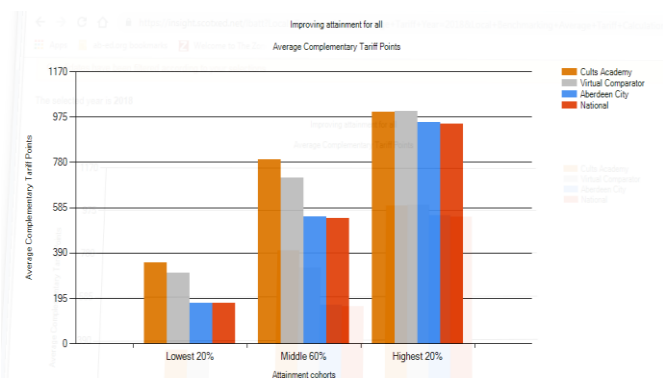
Improving Attainment for All – Complementary Tariff Points by Gender



S4 Male

In S4 both male and female attainment is greater than comparator school compared to 2017, the gender differential relative to comparator has narrowed.

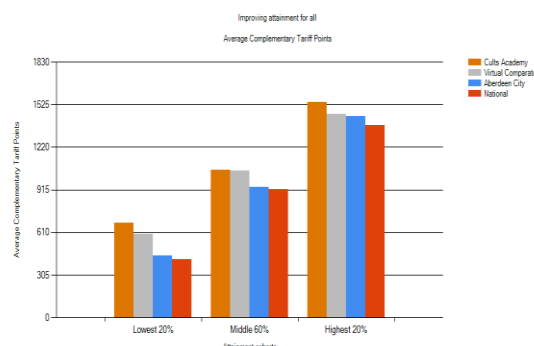
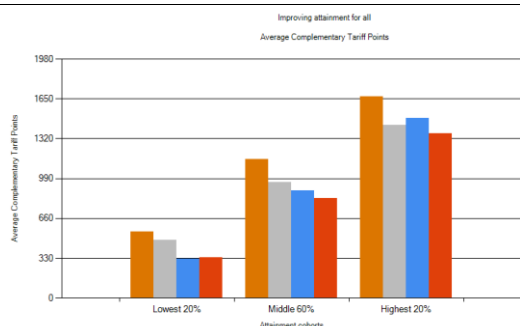
S4 Female



S5 Male

Please see there are no obvious differential between gender

S5 Female



S6 Male

Although all measures are above Virtual comparator, a slight, but not significant differential between male/female attainment in S6

S6 Female

Progression

2015

English – 133/206 A @ N5 progressed to 74 A @ Higher

Maths – 108/206 A @ N5 progressed to 54 A at Higher

2016

English – 95/181 A @ N5 progressed to 59 A at Higher

Maths – 88/181 A @ N5 progressed to 52 A at Higher

2017

English – 106/172 A @ N5 progressed to 51 A at Higher

Maths – 82/172 A @ N5 progressed to 55 A at Higher

By end of S4

6 or more at Level 5 (National)

2015 – 141/206

2016 – 112/181

2017 – 103/172

2018 – 126/171

By end of S5

5 or more at level 6 (Higher)

2015 – 96/181

2016 – 95/190

2017 – 85/168

2018 – 81/152

IMPROVEMENT PLAN 2018-2019

Cults Academy



PART TWO: School Improvement Plan 2018-2019 - Key Priorities informing Improvement Planning (National, Local and Service /School)

National Priorities	Local Authority Priorities	Agreed service / school priorities
Cross cutting themes	<ul style="list-style-type: none"> • Expand Early Learning and Childcare by 2020. • Utilise Partnership Forums to address the 4 NIF priorities. • Establish Aberdeen as a UNICEF Child Friendly City. • Continue to refine approaches to GIRFEC to improve the outcomes of children and young people 	<ul style="list-style-type: none"> • Increased collaboration across schools and ASGs • Improvement Methodology
NIF Priority 1: Improvement in attainment, particularly in literacy and numeracy	<ul style="list-style-type: none"> • Locality Plans seek to increase attainment of children in Priority Areas on entry to P1. 	<p>School Improvement Priority 1 – Learning & Teaching</p> <ul style="list-style-type: none"> • Increase rigour in self-evaluation of Learning & Teaching • Build learner engagement into Self-evaluation of Learning & Teaching using HGIOURS • Continue to emphasis benchmarks to pupils to support next steps in learning. <p>School Improvement Priority 5 - Linked to Priorities 1 & 3</p> <ul style="list-style-type: none"> • Whole School self-evaluation via use of Education Scotland questionnaire in Google Form format to parents & pupils • Pupil questionnaire also used for triangulation of measures (school partners, pupils)
NIF Priority 2: Closing the attainment gap between the most and least disadvantaged children.	<ul style="list-style-type: none"> • Close the Gap through effective multi-agency working • Increase data literacy at all levels of the system 	<p>School Improvement Priority 2 – PEF</p> <ul style="list-style-type: none"> • Continue targeted support of PEF pupils transition into S1 using data from Primaries • Continue with resource provision of young people facing financial and social barriers • Explore and use additional services for hard to reach pupils eg Youth Workers, Mentors off site • Key priority to encourage Faculties to examine teaching and learning resources and approaches and adapt and innovate as required, to reduce attainment gap.

NIF Priority 3: Improvement in children and young people's health and wellbeing.	<ul style="list-style-type: none"> • Improve mental health services, decrease rates of teenage pregnancy and reduce instances of bullying • Increase access to high quality play experiences and effectively utilisation of outdoor space • Reduce youth crime • Embed UNCRC Rights agenda across the City and increase pupil participation in decision making 	School Improvement Priority 3 – Young People's Wellbeing <ul style="list-style-type: none"> • HWB focus on Mental Health issues • Increase use of Pupil Voice in <u>all</u> areas of school life using HGIOURS to support engagement and participation • Embed and develop RRS principles • Track Pupil wider Achievement & encourage progression • Support staff attendance of "Mental Health & Wellbeing"
NIF Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people.	<ul style="list-style-type: none"> • Provide age appropriate employment skills for children and young people in schools • Survey aspirations to sharpen our pre and post school supports • Expand and improve post school learning and employment opportunities for children and young people 	School Priority 4 – DYW Agree and launch DYW partnership with ROVOP <ul style="list-style-type: none"> • Support subject teachers in addressing employment skills and next steps in Faculty Audit • Track Senior Phase pupil in danger of not meeting curriculum entitlement • Build and launch Business Directory esp with Parent Body.

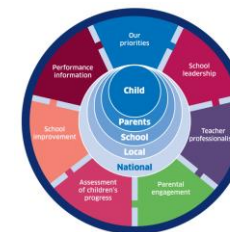
2018-2019 Improvement Priority 1: Learning & Teaching - Improvement in attainment.

NIF Priority

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people

NIF Driver

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School Improvement
- Performance Information



LOIP 'Prosperous People' partially realised through the ICS 'Children are our Future' theme identifies 3 primary drivers:

- Children are safe and responsible
- Children are getting the best start in life
- Children are respected, included and achieving

The ICS primary drivers have guided the formation of 4 key priorities for action:

- Closing the Gap
- Youth engagement and inclusion
- Health and wellbeing
- Community safety and environment

HGIOS?4 QIs

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership of management and staff
- 1.5 Management of resources to promote equity

- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 3.2 Securing children's progress (ELC)
- 3.3 Increasing creativity and employability

Curriculum for Excellence – Entitlements for all children and young people

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2. Every child and young person is entitled to experience a broad general education.
3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications.

4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing.
5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which *Curriculum for Excellence* can provide.
6. Every young person is entitled to support in moving into a positive and sustained destination.

Improvement Priority 1: Learning and Teaching

Improvement in attainment

Lead Responsible: HT/PTPS

Partnership Forum (where appropriate):

Expected Outcome(s) for whom, by when, by how much?

- By June 2019 – EMT will have increased confidence and working knowledge of high quality Learning & Teaching including AifL and feedback to support learning
- By May 2019, recorded increase (10%) in classes visited to inform professional judgement
- Introduction of SMT/PT & PT/teacher paired classroom moderation visits
- Learner participation in self-evaluation using HGIOURS introduced at Whole School Level and planned at Faculty Head Level

Impact Measures How will we know? Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation; Consultation; Professional Dialogue; Self-Evaluation; HGIOS 4	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
						On Track
						Behind Schedule
						Not Actioned
<ul style="list-style-type: none"> • FPT confidence in judging high quality Learning & Teaching collated October 2018. And May- June 2019 to measure impact. • Increase by 10% in number and type of class visits by SMT and FPTs. • Pupil's knowledge and confidence of effective Learning & Teaching measured at start and end of year 	Tasks to Achieve Priority 1a	PEF/ SAC	Resource	Who?	By When?	
	Staff Forum collegiate meeting to launch priority, EMT to capture initial measure QI 1.3		CLPL – All staff/FPT	HT/DHT led collegiate meetings	Oct 2018	
	HT & EMT to review HGIOURS and plan approaches at Whole School level. Faculty use to be considered.		CLPL	HT & EMT Representatives	May 2019	
	SMT & EMT plan and conduct joint classroom visits to share judgement of QI 2.3			SMT/EMT	Nov 2018	
	HT and Senior Pupils lead Pupil Forums on Learning & Teaching using HGIOURS resources together with RRS Group.			HT/Senior Pupils	Throughout session	

Monitoring Progress and Evaluating Impact

(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)

Impact and Evidence – Priority 1

2018-2019 Improvement Priority 2: PEF Fund

Closing the attainment gap between the most and least disadvantaged children / young people in School / Academy.

NIF Priority

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people

NIF Driver

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School Improvement
- Performance Information



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- Youth engagement and inclusion
- Health and wellbeing
- Community safety and environment

HGIOS?4 QIs

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership of management and staff
- 1.5 Management of resources to promote equity

- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 3.2 Securing children's progress (ELC)
- 3.3 Increasing creativity and employability

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3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications.

5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which *Curriculum for Excellence* can provide.

6. Every young person is entitled to support in moving into a positive and sustained destination.

Improvement Priority 2:

Closing the attainment gap between the most and least disadvantaged children / young people in Cults Academy

Lead Responsible: HT/DHT (BA)

Partnership Forum (where appropriate):

Expected Outcome(s) for whom, by when, by how much?

- PEF Fund will be managed to access support providers as required to support pupils in danger of underperforming/disengagement
- Increased attendance by May 2019 of pupils targeted through PEF funding. Aim for no pupil below 75%.
- All curriculum areas increase use of interventions and impact measures in subject areas to increase attainment of targeted group.

Impact Measures How will we know? Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation; Consultation; Professional Dialogue; Self-Evaluation; HGIOS 4	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
						On Track
						Behind Schedule
						Not Actioned
Engagement by group of individuals disengaged from education <ul style="list-style-type: none"> • Increased understanding of Outcomes & Measures" by staff • Impact of Interventions, measured by:- <ul style="list-style-type: none"> - Attendance, statistics - Leuven Scale - SQA Results analysis of affected pupils - PEF Budget monitored and allocated 	Tasks to Achieve Priority 2	PEF/ SAC	Resource Time / People / CLPL	Who?	By When?	
	P7/S1 "PEF" information shared on transition and New S1 pupils monitored	PEF	DHT & ASGs	BA	August 2018	
	Continue with resource/mentoring provision to key individual pupils measuring enjoyment and engagement on Leuven Scale.	PEF	Partnership & individual staff Mentors	HT	June 2019	
	All Faculties to provide and develop materials for positive learning experiences for pupils at danger of disengaging.	PEF	Faculty PTs	DHTs to monitor	June 2019	
	PEF Funds used to access support such as Youth Development Workers, and accreditation of Wider Achievement Awards	PEF	DHT/PTPS Curriculum	HT	Oct 2018 – June 2019	

Monitoring Progress and Evaluating Impact

(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)

Impact and Evidence: Priority 2

2018-2019 Improvement Priority 3: Improvement in children and young people's health and wellbeing.

NIF Priority

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people

NIF Driver

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School Improvement
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The ICS primary drivers have guided the formation of 4 key priorities for action:

- Closing the Gap
- Youth engagement and inclusion
- Health and wellbeing
- Community safety and environment

HGIOS?4 QIs

1.1 Self-evaluation for self-improvement	2.1 Safeguarding and child protection	3.1 Ensuring wellbeing, equality and inclusion
1.2 Leadership of learning	2.2 Curriculum	3.2 Raising attainment and achievement
1.3 Leadership of change	2.3 Learning, teaching and assessment	3.2 Securing children's progress (ELC)
1.4 Leadership of management and staff	2.4 Personalised support	3.3 Increasing creativity and employability
1.5 Management of resources to promote equity	2.5 Family learning	
	2.6 Transitions	
	2.7 Partnerships	

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Improvement Priority 3: Improvement in children and young people’s health and wellbeing Lead Responsible: DHT/PTPS/PT HWB Partnership Forum (where appropriate):		Expected Outcome(s) for whom, by when, by how much? <ul style="list-style-type: none">• All pupils receive information and advice on strategies to enhance wellbeing• Staff awareness of adolescent mental health issues raised.• HWB Week spotlights mental Health and resilience• Staff session on staff wellbeing provided				
Impact Measures How will we know? Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation; Consultation; Professional Dialogue; Self-Evaluation; HGIOS 4	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
						On Track
						Behind Schedule
						Not Actioned
<ul style="list-style-type: none">• Increase awareness and understanding of SHANARRI indicators by June 2019 in order that almost all (91 – 99%) pupils can talk with confidence and clarity about their wellbeing.• Increase attendance by June 2019 of targeted group of pupils with no pupils falling below 70%.• Raise staff awareness of SHANARRI indicators so that almost all (91 – 99%) understand their role and responsibility in supporting learners health & wellbeing.	Tasks to Achieve Priority 3	PEF/ SAC	Resource Time / People / CLPL	Who?	By When?	
	PTPS/PT HWB plan Health Week with relevant providers	PEFs as required	Counsellor, Nurse, PTPS	DHT	Oct 2018	
	PTPS track pupil understanding of SHANARRI and use in all interactions.		PTPS		May 2018	
	Staff workshop – All staff (teaching/support staff) to discuss and introduce use of SHANARRI indicators to evaluate meeting needs of all learners in curriculum settings.		All Staff	PTPS/DHT	Feb 2019 (inset)	
Monitoring Progress and Evaluating Impact <i>(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)</i>						
Impact and Evidence: Priority 3						

2018-2019 Improvement Priority 4:

Improvement in employability skills and sustained, positive school-leaver destinations for all young people.

NIF Priority

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. **Improvement in employability skills and sustained, positive school-leaver destinations for all young people**

NIF Driver

- School leadership
- **Teacher professionalism**
- Parental engagement
- **Assessment of children's progress**
- School Improvement
- Performance Information



LOIP 'Prosperous People' partially realised through the ICS 'Children are our Future' theme identifies 3 primary drivers:

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- **Children are respected, included and achieving**

The ICS primary drivers have guided the formation of 4 key priorities for action:

- Closing the Gap
- **Youth engagement and inclusion**
- Health and wellbeing
- Community safety and environment

HG10S?4 QIs

- | | | |
|---|---------------------------------------|--|
| 1.1 Self-evaluation for self-improvement | 2.1 Safeguarding and child protection | 3.1 Ensuring wellbeing, equality and inclusion |
| 1.2 Leadership of learning | 2.2 Curriculum | 3.2 Raising attainment and achievement |
| 1.3 Leadership of change | 2.3 Learning, teaching and assessment | 3.2 Securing children's progress (ELC) |
| 1.4 Leadership of management and staff | 2.4 Personalised support | 3.3 Increasing creativity and employability |
| 1.5 Management of resources to promote equity | 2.5 Family learning | |
| | 2.6 Transitions | |
| | 2.7 Partnerships | |

Curriculum for Excellence – Entitlements for all children and young people

- | | |
|--|---|
| 1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18. | 4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing. |
| 2. Every child and young person is entitled to experience a broad general education. | 5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which <i>Curriculum for Excellence</i> can provide. |
| 3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications. | 6. Every young person is entitled to support in moving into a positive and sustained destination. |

Improvement Priority 4:
Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Lead Responsible: AMU, DYW Group

Partnership Forum (where appropriate):

Expected Outcome(s) for whom, by when, by how much?

- All pupils increase their engagement with employability skills across the curriculum
- Staff have increased confidence in planning and delivering the curriculum linked to the world of work
- Staff are able to attend “Lunch & Learn” sessions hosted at DYWNE to increase partnership working

Impact Measures How will we know? Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation; Consultation; Professional Dialogue; Self-Evaluation; HGIOS 4	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
						On Track
						Behind Schedule
						Not Actioned
<ul style="list-style-type: none"> • Pupil confidence in employability skills is evaluated via questionnaire • Business Directory develops to include areas relevant to all Curriculum/Faculties • A majority of staff (50 – 74%) gain improved confidence in DYW via information sessions/workshops from different providers. 	Tasks to Achieve Priority 4	PEF/ SAC	Resource Time / People / CLPL	Who?	By When?	
	Formal DYW partnership launched and celebrated			HT/DYW/DYWNE/ROVOP	Aug-Oct 2018	
	Guests from “World of Work” invited to give talks to interested staff “Lunch & Learn” sessions		DYWNE, DYW Group	HT	All sessions	
	All Faculties contribute one partner to Business Directory			PTF	June 2019	

Monitoring Progress and Evaluating Impact

(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)

Impact and Evidence: Priority 4

2018-2019 Improvement Priority 5: Parental Engagement in Whole School Self-Evaluation

NIF Priority

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people

LOIP 'Prosperous People' partially realised through the ICS 'Children are our Future' theme identifies 3 primary drivers:

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- Children are respected, included and achieving

NIF Driver

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School Improvement
- Performance Information



The ICS primary drivers have guided the formation of 4 key priorities for action:

- Closing the Gap
- Youth engagement and inclusion
- Health and wellbeing
- Community safety and environment

HGIOS?4 QIs

1.1 Self-evaluation for self-improvement	2.1 Safeguarding and child protection	3.1 Ensuring wellbeing, equality and inclusion
1.2 Leadership of learning	2.2 Curriculum	3.2 Raising attainment and achievement
1.3 Leadership of change	2.3 Learning, teaching and assessment	3.2 Securing children's progress (ELC)
1.4 Leadership of management and staff	2.4 Personalised support	3.3 Increasing creativity and employability
1.5 Management of resources to promote equity	2.5 Family learning	
	2.6 Transitions	
	2.7 Partnerships	

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Improvement Priority 5: Parental & Pupil Engagement in Whole School Self-Evaluation

Lead Responsible: DHT (DS)

Partnership Forum (where appropriate):

Expected Outcome(s) for whom, by when, by how much?

- Parents will have the opportunity to contribute to school improvement agenda
- Pupils will have increased and more frequent opportunity to be involved in school planning
- School Leaders will have measureable data to inform judgements around QI 1.1

Impact Measures How will we know? Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation; Consultation; Professional Dialogue; Self-Evaluation; HGIOS 4	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
						On Track
						Behind Schedule
						Not Actioned
<ul style="list-style-type: none"> • Consultation with parents via a Google Form will provide a response measure in a range of school indicators. • Most pupils(75 – 90%) will participate in self-evaluation process via a range of activities 	Tasks to Achieve Priority 5	PEF/ SAC	Resource Time / People / CLPL	Who?	By When?	
	Google questionnaire prepared and promoted to Parents. Responses collated (QI 1.1 & QI 1.3)		SMT & PC	DHT ((DS)	Oct 2018	
	HGIOUS launched with pupils and staff. Pupils involved in planning and supporting implementation of Pupil Evaluation vis HGIOUS strategies		SMT & Pupil Reps	HT/SMT/Pupil leaders	April 2019	

Monitoring Progress and Evaluating Impact

(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)

Impact and Evidence: Priority 5

- SMT will have a clearer understanding of Parental perceptions and knowledge of the school. This will allow future planning of priorities to be addressed.
- Pupil data will provide similar information. This will be compared and matched to evidence gathered by Facilities and PTPS using HGIOUS with pupil groups. This will inform SMT & Staff decisions re pupil engagement and required development(s).

Continuing Development Work 2018-2019

Continued from session 2017-2018	Responsibilities	Progress 2017/18
ICT user strategy/Google Classroom/360° safe incorporating GDPR QI: 2.3; QI 3.3	D Strang & staff	Daily information is now on Google Classroom Google Parents Evening New Trainers in place Drop-in sessions In-service Day
Plan for further changes to SQA courses to meet new NQ requirements. (Faculty Action Plans) QI 2.2	FPTs and staff	Major work for Faculties this session on Higher Courses to be continued 2019/20 for AH courses
Launch electronic communication to parents of Positive Behaviour forms QI 2.7; QI 3.2	B Angus & staff & pupils	Positive Behaviour Policy updates done now moved on to developments RRS require.
Universal Support – continue to develop the delivery of Universal Support by all staff with staff training and support for Tutor Time QI 1.2	N Cowling/PTPS & all staff	Continue – revamped Learning Conversations using more rigour. Next steps review Learning Conversations with Pupil Reflection sheet. RRS gauging pupil views. Assemblies held and Parent Council kept up to date. Linking Article 5 to Vision & Values expectations.

Pupil Equity Fund Budget Allocation April 2018 - £18,000

Pupil Equity Fund Rationale 2018-2019

‘All our work to interrupt the cycle of deprivation and its impact on children’s progress’.

Rationale of how you plan to use Pupil Equity Funding to provide ‘additionality’ to core service delivery in new or enhanced activity to close the poverty related gap. A clear contextual analysis which identifies the poverty related attainment gap and plans must be based on evidence of what is known to be effective at raising attainment for children affected by poverty. E.g. EEF (Education Endowment Foundation)

1 Key Areas: Attainment; Attendance and Punctuality; Exclusion / Inclusion; Engagement; Participation

Achieving Equity - Identified gap(s) to raise attainment; Targeted Interventions; Quintiles / Deciles

Analysis of data indicates

There is no single group or barrier to doing well. Lack of engagement in learning is not necessarily indicative of our lowest decile pupils. Annually pupil numbers in decile 2 – 5 are very small.

Barriers for learning are identified as

- For a **small** group of pupils, not having money for extra resources can lead to a reduction in confidence and self-esteem.
- For a small pocket of individuals across **all** deciles lack of clear pathway or sense of educational worth can lead to disengagement with their learning and indeed school as a whole.

*Identified areas for PEF Funding 2018-19 identified from our self-evaluation:

- 1 PEF Transition discussions built in to P7/S1 information sharing. PTPS/DHT aware prior to transfer.
- 2 Continue with resource provision for young people facing financial barriers
- 3 Provide mentor/enrichment projects eg ROV, Green car and similar for small groups as appropriate. Continue to develop involvement of Business and community partners.
- 4 New funding priority is to encourage Faculties to examine teaching and learning resources and approaches to adapt and innovate, so pupils at risk of not achieving have work and lessons are positive experiences, leading to improved outcomes for them. Fund will support Development Days for adapting and revamping resources, Technologies and adding subject materials and Assessment tools including differentiation of levels etc.

***Please refer to detail of areas identified for Pupil Equity Funding in Improvement Plan Priority 2 - Closing the attainment gap between the most and least disadvantaged children / young people in Cults Academy**

QI 1.2 Leadership of Learning 2018-19 Professional Engagement and Collegiate Working – Leadership at all Levels	
Whole School Initiatives E.g. Working Group; Pupil Groups; Maintenance Areas	Leader(s) Promoted and Unpromoted Staff
Literacy Co-ordinator Numeracy Co-ordinator HWB Co-ordinator Curriculum Development	M Stewart F Duggan N Cowling, J McWilliam & PTPS Team PT Faculty & Teams
Pupil Equity Fund	A Muirhead, B Angus & K Makepeace (PTPS (Curriculum))
My World of Work – continue to develop DYW	A Muirhead & DYW Group
Continuing 1 + 2 Modern Languages	S Blanc
Pupil participation: <ul style="list-style-type: none"> • Pupil Council • House Captains • Engaging HGIOURS (Pupil Version) 	Led by A Muirhead. HGIOURS – all Faculties to engage
Global Citizenship Rights Respecting School Award Fairtrade	RRS – K Mann & Pupil Group Eco Group Pupil Lead – C Bayliss
Teaching & Learning	L Duncan
Google Suite Training	Google Trainers
Read Write Training	(tbc)
Intro Middle management (SCEL)	D Strang

Summary of Improvement Plan 2018-19 Consultation Process (Including Pupil Equity Funding)

Participants	Engagement Event	Date
Staff	Via audit discussions of 2017/18 Plan Via EMT/Faculty Meetings	August – Sept 2018
Children / Young People	Senior Leadership Team/Assemblies	Sept 2018
Parents	PC Meeting (with INSIGHT data)	Nov 2018
Partners and Volunteers		
Associated School Group	At either ASG or Partnership Meeting	August – Sept 2018
Partnership Forum Group		

Date uploaded onto website

