

Parent Council Meeting of Cults Academy
Thursday 5th March 2020 7-9pm

Attendees: David Barnett (DB) Head, Rick Sansom (Chair)(RS), Robert Brew (Secretary)(RB), Vannin Bloch (VB), Oma Okolliogbe


Non-Members: Adam Barker (AB), Adam Forbes, Daniel Morrice, Vijay Kumar, Elizabeth Ritchie, Kay Sutcliffe

Apologies: Liz Horgan, Daniel Verhamme, Tony Brady

Agenda items	<u>Updates and discussions</u>	Action
	<p><u>Developing the Young Workforce – Presentation from Adam Barker</u></p> <p>Adam Barker who devotes one day a week to the Developing the Young Workforce initiative gave a presentation. (see attachment)</p> <p>In 2014 the Scottish Government developed a seven-year plan aimed at ensuring the education system was meeting the future needs of a changing world of work. 50% of pupils starting education are expected to start their career in jobs that do not currently exist. It is believed that mid-skilled workers are those most at risk of seeing their careers subsided by technology.</p> <p>Cults Academy:</p> <ul style="list-style-type: none"> • has 100% of pupils leaving for positive destinations • aims to emphasise employability skills as skills transferable into employment • has a well-developed partnership with ROVOP (an oil industry engineering firm) • inspection report highlighted missed opportunities for Developing the Young Workforce, especially in relation to use of My World of Work online resources and skills-based education <p>Two key areas of focus:</p> <ul style="list-style-type: none"> • embed skills-based learning at every stage of the curriculum in every curricular area <ul style="list-style-type: none"> ○ new courses offered through North East Scotland College <ul style="list-style-type: none"> ▪ Engineering ▪ Healthcare ▪ Food and Catering • Raise awareness <ul style="list-style-type: none"> ○ among the staff with INSET Days ○ demonstrate wider benefits of better pupil engagement that encourages learning more broadly ○ DYW Working Group established ○ Pupils consulted <p>New online profile for S1 and S2 pupils to feed into S3 profile. Google sites for the profile with Activities Week and Subject areas.</p> <p>Relevant Curricular Offerings</p> <p>Increase links with local employers</p> <ul style="list-style-type: none"> • Spree books – six week app design • National Air Traffic Service – link with S2 Maths (vectors and bearings) • Camphill – work experience in the Care sector • Kippie – personal training and cookery <p>Choice forms</p> <ul style="list-style-type: none"> • Ten Foundation Apprenticeships • Five new subjects <ul style="list-style-type: none"> ○ Graphic communication ○ Girls in energy ○ Sport and recreation 	<p>AB</p>

	<ul style="list-style-type: none"> ○ Sports leadership ○ Practical woodwork <p>Scottish Credit and Qualifications Framework ambassador school</p> <ul style="list-style-type: none"> ● Pupil ambassadors visible at parents' evenings and working with primary schools <p>Next steps</p> <ul style="list-style-type: none"> ● Embed career management across the curriculum <ul style="list-style-type: none"> ○ Help pupils plan career path ● Promote range of post-school pathways <ul style="list-style-type: none"> ○ Many go to university but some drop out ○ Graduate and Modern Apprenticeships ● Career Ready <ul style="list-style-type: none"> ○ Targets small group of young pupils ○ Link with mentor ○ Coached through tasks ○ Builds confidence ● Self-Reflection in Anticipation of Subject Choice <ul style="list-style-type: none"> ○ S1 – basic level of interest (e.g. "technology", "working with animals") ○ S2 – based on skills ● Lesson inserts for science 	
	<p><u>Minutes</u> To be approved by exception</p> <p><u>Follow-Up Letter to Aberdeen City Council on Letter Regarding Teacher Numbers</u> A draft letter was circulated and a re-write suggested.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Action: RS and RB to draft and issue new version of the letter</p> </div>	RS
2.	<p><u>Head Teacher Update</u></p> <p><u>Pupil Teacher Ratio</u> A city-wide headteacher meeting covering staff allocation was held. There is no indication that Cults Academy's pupil-teacher ratio will improve, as there is a backcloth of a citywide cut in teacher numbers.</p> <p><u>Staffing</u></p> <p>Geography – maternity cover vacancy will be filled after the summer by a recruit from Old Machar Design and Technology – vacancy filled by a recruit from Robert Gordon Modern Languages – vacancy had been filled but the successful applicant has since withdrawn, therefore the vacancy will be re-advertised Business Studies – probationer recruited PE - maternity cover vacancy will be advertised Librarian - maternity cover vacancy – cover has been identified</p> <p><u>Insight Update</u> The February update to the Insight database was issued. 100% of Cults Academy pupils have departed for positive destinations.</p> <p>Headline figures Literacy and Numeracy - 83% met Level 5 (versus 82% for the virtual comparator), 95% met Level 4 (versus 95% for the virtual comparator)</p> <p>Attainment</p>	DB

	<p>For the highest 20% 1477 (vs VC of 1416), for the mid 60% 955 (vs VC of 865), for the lowest 20% 301 (vs VC of 228)</p> <p>Attainment versus Deprivation On measures of attainment versus deprivation the picture was mixed with some Deciles outperforming their virtual comparator and others underperforming.</p> <p><u>On Measures of Breadth and Depth</u></p> <p>5 or more Highers – 64% (vc 55%) (a widening differential compared to last year) 3 or more Highers 78% (vc 68%) (equivalent from previous year was 78% vs vc 71%) 1 or more Highers 88% (vc 81%) (equivalent from previous year was 88% vs vc 85%) Level 5 – 86% (vc 81%) (equivalent from previous year was 86% vs vc 84%) [not sure what this measure is]</p> <p><u>School Improvement Plan for 2020/2021</u> Learning and Teaching continues to be a key area with a focus on differentiation (providing teaching for the spread of abilities in each class)</p> <p>Developing the Young Workforce Development of business links, career management skills. The Career Ready programme that aims to boost confidence by pairing a pupil with a mentor and providing three weeks paid work experience over the summer.</p> <p>Advice on supporting learning at home – Clare Cunningham has done a lot of work on parental involvement and family learning.</p> <p><u>Coronavirus</u> A letter to parents was issued summarizing government advice (as at 26th of February). Soap dispensers were being filled and hand rails cleaned daily. Business continuity plans were being updated with plans formed for how to respond in a range of scenarios. The City Council was asking for plans for a activities week.</p> <p><u>Nat 5 Prelim Issue</u> A commercially available prelim paper was leaked between a number of schools in Aberdeen, leading to a resit being necessary. Plans are underway to avoid a repeat.</p>	
	<p><u>Questions Raised by PC Members</u></p> <p><u>Survey Response Level</u> A question was posed as to what reasons there may be for the poor response (only 16%) to the parent survey when parental engagement is generally very high and what could be done to raise the response rate. One possibility considered was the timing of the survey being issued on what for many was the first day back at work after the Christmas break. In terms of increasing the response rate, a different date, more reminders, a simpler survey, completion in school at parents' evenings, and the reopening of the survey in response to a low turnout were all suggested.</p> <p><u>Subject Choices and Report Information</u> RB suggested that the Achievement Levels reported in Pupil Reports were so broad that they were of very limited use to parents in supporting subject choices for pupils. With such a broad measure it was impossible to properly compare a pupil's performance across different subjects and identify if a pupil had a particular talent that should be taken into account when choosing options for S4.</p> <p>RB also stated that this issue was compounded by the narrowing of subject choice a Nat5 to six subjects which means that pupils are essentially choosing their five Higher subjects in S3. While the SQA argue that a basket of Highers can be built in S5 and S6, because some universities, for competitive courses, demand Higher results be achieved in or by the end of S5 and, similarly, English universities look only at Advanced Higher grades, the "basket" approach will not work for all pupils.</p> <p>Traditional ranking has obvious disadvantages and would not be acceptable. Communicating the results of a common, year-wide unit assessment for each subject might provide additional information.</p>	<p>RB</p> <p>RB</p>

	<p>RB agreed to follow-up directly with DB with a concrete example.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Action: RB to follow up with illustrative example</p> </div>	
3.	<u>AOB</u>	
4.	<p><u>DATE & TIME OF NEXT MEETING AND AGM</u> <u>Next PC MEETINGS -</u></p> <p>Monday April 27th - 7 pm Wednesday June 3rd AGM - 7 pm</p> <p>Outline agenda to be agreed in advance and circulated Local Councillors and student representatives will be routinely invited to all future meetings</p> <p>Any parent or guardian of a pupil at Cults Academy is welcome to attend any Parent Council meeting.</p> <p>The Parent Council can be emailed at PCCultsAcademy@aberdeen.npfs.org.uk</p> <div style="display: flex; align-items: center; gap: 20px;"> <div style="border: 1px solid blue; padding: 2px;">  <p>Find us on: facebook</p> </div> <div> <p>fb.me/CultsAcademyPTA or https://www.facebook.com/CultsAcademyPTA</p> </div> </div>	

Draft