

Cults Academy
Standards & Quality Report 2020-2021
School Improvement Plan 2021-2022



YOUNG PEOPLE AT THE
HEART 
OF ALL THAT WE DO

Cults Academy

Standards, Quality & Improvement Planning

<p>National Improvement Framework Priorities</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in children and young people’s health & wellbeing • Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	<p>Local Outcome Improvement Plan (LOIP) Stretch Outcomes</p> <ul style="list-style-type: none"> • 95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026. • 90% of children and young people will report that they feel mentally well by 2026. • 95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026. • 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026. • Child Friendly City which supports all children to prosper and engage actively with their communities by 2026. • 25% fewer young people (under 18) charged with an offence by 2026.
<p>School Improvement Priorities 2020 - 2021</p> <p>Priority 1 – School recovery post-COVID-19 lockdown</p> <p>Priority 2 – Learning, teaching and assessment</p> <p>Priority 3 – Ensuring wellbeing, equality and inclusion</p> <p>Priority 4 – Developing the young workforce</p>	<p>School Improvement Priorities 2021-2022</p> <p>Priority 1 – Comprehensive review of the curriculum, in light of OECD report</p> <p>Priority 2 – Review of policy and procedures for tracking, monitoring and reporting</p> <p>Priority 3 – High quality learning, teaching and assessment</p> <p>Priority 4 – Ensuring wellbeing, equality and inclusion</p> <p>Priority 5 – Developing the Young Workforce</p>

Context of the school:

Cults Academy opened in 1967 and is a non-denominational six year comprehensive school serving the suburbs of Aberdeen along the Lower Deeside valley. Our associated primary schools are Culter Primary School, Cults Primary School, Milltimber Primary School and Lairhillock Primary School (in Aberdeenshire). A significant number of placing requests are received every year. We enjoy very positive and productive links with our associated schools, including a very well organised transition programme. The school roll in September 2020 was 1064. The school is managed by a Senior Leadership Team, consisting of the Head Teacher, three Depute Head Teachers and a Resources Manager. The Extended Leadership Team consists of eight Faculty Heads. Pupils are supported by six Principal Teachers of Pupil Support (Pastoral) and one Principal Teacher of Pupil Support (Curriculum). Pupils belong to one of five houses – Cairn, Devenick, Friarsfield, Murtle, and Ronan, with each house led by a Principal Teacher of Pupil Support (Pastoral), supported by a Depute Head Teacher. The school works hard to meet the very aspirational needs of the pupil and parent body. Expectations from parents are rightly very high, and they are very supportive of their children, with very high attendance at Parents’ Evenings. The school is supported well by its Parent Council and its PTA. The Scottish Index of Multiple Deprivation (SIMD) for Cults Academy shows that the overwhelming majority of our young people live in deciles 6 -10. Our Pupil Equity Fund allocation (based on free school meals entitlement) was £24,000. We have a school full of ambitious, motivated, hardworking, polite and well-behaved young people. The school has a very calm, purposeful atmosphere, both in classes and in corridors and social spaces. In terms of outcomes, the school performs to a very high standard, with the school regularly outperforming its virtual comparator in almost every measure. However, we also believe very much that outcomes aren’t just about exam performance. 100% of our school leavers in 2019 were in positive destinations, whilst this dropped a little in 2020 to 96.4%. The hard work and commitment of our staff leads to the offer of a wide range of Opportunities for Personal Achievement, including a number of sporting opportunities, drama, music and so on. Particular features are the annual Activities Week, and the annual inclusive whole school Sports Day. The school was inspected by Education Scotland in March 2019, with the inspection report published in 21 May 2019. This was a very positive report, with actions arising from the inspection being addressed within our School Improvement Plan for 2019-2020. The vision and values for the school were refreshed in 2019-2020. Our vision is “Young people at the HEART of all that we do”- Happiness, Health & Sustainability; Excellence; Achievement; Rights respecting; Teamwork and relationships. Our core shared values are Respect, kindness, resilience, fairness and responsibility. Much of the normal life of the school from March 2020 until the present was disrupted by the restrictions, mitigations and prolonged periods of school closure caused by the COVID-19 pandemic.

Leadership of Change (QI1.3)

What is our current evaluation of this QI? 5 – Very Good

How well are we doing? What’s working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
A new vision and set of values for the school were agreed during the course of 2019-2020. We are now ensuring that we address this vision and these values in all of our decision-making processes and as we go about the daily life of the school. The lockdown due to COVID-19 affected the ability to highlight these directly with pupils as regularly as we might eg. in assemblies. Staff clearly understand the social, economic and cultural context of	<ul style="list-style-type: none">In the spring term of 2020-2021, surveys were undertaken with our young people and with parents with regard to how the school was delivering remote learning during the second major lockdown. This indicated that 80% of parents were satisfied with the school, whilst 13% indicated that they were not satisfied. This related in the main to a perception of not enough ‘live’ learning online. The pupil survey	<ul style="list-style-type: none">We will proactively undertake a comprehensive review of our curriculum, to ensure that we continue to meet the needs of all learners, ensuring that all young people are at the heart of everything we do.

<p>our local community. The pandemic has led to the further development of teamwork in the school, ensuring that online, remote learning was effective. For example, the work led by the Learning and Teaching Group was of a high quality, and was very helpful support to staff across the school. This work is very effectively led by a member of staff who is given responsibility on a 0.2 FTE basis to lead learning and teaching developments in the school. This has created the opportunity for professional dialogue and collegiate learning and self-evaluation. Due to the very nature of dealing with the pandemic, staff have had to demonstrate innovation and creativity, with the support of middle and senior leaders. During the pandemic, change has had to be made on an ongoing basis, often with very little notice, and without the opportunity to consult fully on proposed changes which were forced upon the school. However, opinions have been sought on a regular basis. A report on remote learning was produced in the January – March term of 2021, which outlined the approaches being taken in tandem with the guidance and advice produced by Education Scotland, taking into account the views of stakeholders.</p> <p>The normal ambition of our School Improvement Plan was reduced for 2020-2021 to reflect the fact that the year ahead was very uncertain and that we would be running the school with considerable restrictions in place. The priorities for 2021-2022 will be carefully balanced to allow for ‘recovery’, but also with a view to addressing the long-term strategic needs of the school. Senior leaders have worked effectively and collaboratively with central officers and colleagues from across the city to steer a way through the pandemic. Our staff have continued to show their commitment to doing the best for our young people, addressing the restrictions and mitigations whilst still striving to improve outcomes for young people.</p>	<p>indicated that 95% understood what they had to do for each task and that 95% agreed that they know how to ask for help.</p> <ul style="list-style-type: none"> • Staff readily took part in work organised by the Learning and Teaching Group during 2020-2021, a group very ably led by a teacher who had been given responsibility for leading learning and teaching development within the school. The work of this group was invaluable in supporting colleagues both in terms of restrictions whilst the school was open between August and December 2020, and with support, advice and research for the period of remote learning between January and March 2021. • In February 2020, a team of central officers and peer SLT visited to school to help us assess the quality of learning and teaching in the school. This led to rating QI 3.1 as ‘very good’. Whilst we have not been able to assess ‘in class’ teaching on an ongoing basis due to the pandemic, the work of the Learning and Teaching Group has meant that learning and teaching is still of high quality. 	<ul style="list-style-type: none"> • We will continue to ensure that Pupil Voice is central to our work. We hope to re-establish the regular Year Council and Senate meetings. This was not possible during lockdowns; however, we maintained pupil voice by conducting surveys and convening focus groups.
--	---	--

Learning, Teaching & Assessment (QI 2.3)

What is our current evaluation of this QI? 5 – Very Good

How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
<ul style="list-style-type: none"> • Session 2020-21 has been unprecedented, with the immense challenges created by the Covid-19 pandemic. Despite this, Cults Academy, as a community, worked hard to deal with the challenges via the implementation of a wide range of mitigations. Appropriate challenge through positive relationships between staff and learners lead to high quality learning outcomes. • The use of digital technology, principally through the Google suite of apps, was fundamental to the success of remote learning. Learners, staff, and parents commented positively about how the Google classroom platform played a key role in facilitating effective learning and teaching. Staff quickly built upon their already considerable skills to embrace the use of applications such as Mote, to engage with young people and give meaningful high-quality feedback, enhancing the learning and teaching experience. 	<ul style="list-style-type: none"> • Creation of 'Cults Remote Learning and Teaching Chat' via Google Hangouts - Frequent discussions and shared practice. • Cults L&T website, with 'Remote Learning' section: ideas, tips, blog posts, links to webinars • Cults L&T website, with ICT Support section: ideas, tips, tutorials • Live Meets (optional) for colleagues via Google Meet: • Best tools, strategies and interactive activities for remote learning; Remote L&T- Facilitating Collaborative Work; General catch-ups • Colleague collaborative Jamboard and newsletter: remote L&T ideas to take back to the classroom; Four Colleague Newsletters (monthly) with hints and tips: • Remote Update; Time Savers for Google Suite; Live Drops Ins; General update • Monthly Pupil Newsletters with hints and tips for remote L&T: co-created with our pupil L&T Captains (S6) • Pupil Guide to Remote Learning • Colleague Google Form: analysis of live drop-in format • Positive feedback from parents and pupils through questionnaires indicated a high level of satisfaction. • The maintained high standard in SQA provisional grades indicated the success of learning and teaching throughout this session. 	<ul style="list-style-type: none"> • Development of in-house Learning & Teaching Professional development program. • Development and implementation of peer – observation • Development of Cults Learning & Teaching Culture document – learner version. • Overview of digital learning

Ensuring Wellbeing, Equality and Inclusion (QI 3.1)

What is our current evaluation of this QI? 5- Very Good

How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
<ul style="list-style-type: none"> • Wellbeing has been a key priority of the school over the course of the Covid-19 pandemic. During lockdown, young people had opportunities to check in with a key member of staff every day. In addition, attendance and engagement was closely tracked. Interventions were put in place for young people who required extra support, such as through the distribution of technology and through the involvement of partners to wellbeing, such as Education Social Work and the Home School Liaison Officer. Wellbeing Sessions were held for all young people in March 2021 to build connection ahead of the return to in-school learning. These sessions included Outdoor Learning opportunities which were very well received by the young people. • The school takes any incidences of bullying very seriously and can evidence a very low number of concerns raised. Nonetheless, in order to provide further opportunities to report concerns, the Wellbeing & Equalities Group introduced an Online Reporting Form. Young people can report their concerns anonymously if they wish and they can also select any Pupil Support Teacher for follow up. Our wellbeing concern form provides an opportunity for young people to raise concerns with Pupil Support Staff. The number of concerns raised has been low. Indeed, there are so few concerns raised, it is difficult to provide an analysis with a considerable degree of confidence. • Healthy eating is promoted across the school. All young people in S1-S3 stay in school for break and lunch whilst S4-S6 young people have the option of going down to the village. Concerns have been raised by the school regarding 	<ul style="list-style-type: none"> • There are very low numbers of Child Protection concerns and evidence of a reduction compared to previous years. The CP Co-ordinator maintains an overview and considers implications for improvement, such as through the PSE Curriculum. This session, concerns raised have been an even split between physical and mental wellbeing. There has been regular emphasis through lockdown of the importance of mental health. Three days of counselling provision was maintained through lockdown and support for S6 leavers was extended until the end of summer 2020. • Relationships in school are, on the whole, very respectful with very low rates of exclusion. Young people benefit from a very calm environment for learning in a building with lots of natural light. In addition, young people predominantly spend their breaks and lunches outside, with designated areas for each year group. • Young people have lots of opportunities to contribute to school improvement through Pupil Voice forums, Wellbeing & Equalities Group and, more informally, through a culture where they can approach staff to discuss anything on their mind. Our Captains Team take a key leadership role in the school, meeting on a regular basis with PT S6, DHT and HT. In addition, they lead Pupil Voice Forums with younger pupils. This session, the school appointed two Wellbeing Captains. • Care experienced young people and those with additional support needs are effectively included in the school. Attainment for young people with additional support needs 	<ul style="list-style-type: none"> • Refresh approaches to Pupil Support in respect of multi agency working and access to support from partners. • Consider re-establishment of Tutor Time, with S6 Captains involvement. • School Nurse review of Medical Procedures • With the planned introduction of Enhanced Provision, review the curriculum in order that all young people continue to be successfully included. • Member of PTPS team attending "Compassionate and Connected Classroom" and will consider possibility of a wider rollout. • Wellbeing and Equalities Group to tackle next phase of work on Protected

<p>updated school meal provision in respect of carbonated drinks with artificial sweeteners. It is hoped that feedback provided by the school will result in more appropriate, healthier options being available for young people.</p> <ul style="list-style-type: none"> The Pupil Support Team know their pupils very well and work effectively with a range of partners to support wellbeing. Covid-19 has presented challenges in being able to bring partners to wellbeing into the school building whilst some services have stopped working directly with young people and have moved to consultative work only. Young people benefit greatly from those partners who do offer direct support. 	<p>remains above the virtual comparator. Further work is planned to share best practice in terms of an inclusive curriculum and approaches to inclusive reporting which best promotes progress for all.</p>	<p>Characteristics of the Equalities Act.</p>
--	---	---

Raising Attainment and Achievement (QI 3.2)

What is your current evaluation of this QI? 5 - Very Good		
How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?
<ul style="list-style-type: none"> Attainment in literacy and numeracy <p>In 2018/19, by the end of S3, almost all young people achieved Curriculum for Excellence third level in reading, writing, and listening and talking. (ACEL data was not collected in 2019-2020 due to the pandemic). Almost all young people also achieved third level in numeracy. Our teachers use professional judgement, annual Scottish National Standardised Assessments (SNSAs) and a range of internal assessments to demonstrate attainment improvement. Some staff have used QAMSO training to support moderation activities in literacy and numeracy.</p> <p>Young people are attaining very well in literacy and numeracy by the time they leave school. Almost all young people achieve SCQF level 4 qualification in literacy and numeracy by the time they leave school, with almost all achieving a SCQF level 5 in literacy and numeracy. These figures are broadly in line with that of the Virtual Comparator, however at SCQF level 6 the school performs above the VC in numeracy and slightly below in literacy.</p> <p>In S4 almost all learners attained SCQF level 4 in literacy and numeracy, most (88%) young people attained a SCQF level 5 in literacy and numeracy, both of which are above the VC.</p>		<p>Through a concentration on the priorities within the 2021-2022 Improvement Plan - reviewing the curriculum, reviewing our tracking, monitoring and reporting system, ensuring high quality learning and teaching and though ensuring wellbeing, equality and inclusion - we hope to see further improvements in these figures in terms of how the school compares against its virtual comparator.</p>

Year measures

S4 - Learners in the lowest, middle 60% and highest 20% all outperform the VC by 50%, 4% and 22% respectively.

S5 - Learners in the lowest attaining 20% and mid 60% are above the VC as is the but highest 20% average complementary tariff points are below that of the VC. This has been a pattern over the previous 5 years. In 2020, in S5, almost all learners achieved one Higher (SCQF level 6), the most achieved three Highers and the majority of the cohort achieved five Highers.

S6 - Learners in the lowest attaining 20, middle 60% and highest 20% average complementary tariff points are higher that of the VC.

Leavers

Young people leaving Cults Academy in the lowest attaining 20%, the middle 60% and highest 20% all have average total tariff scores above the VC in 2020. In the past four years in almost all cases the lowest 20%, middle 60% and highest 20% outperform the VC.

Sustained, positive destinations for all

Almost all young people in 2019/20 (96.3%) reached a positive destination when they left Cults Academy, in the previous 4 years this figure has outperformed the VC. Most young people moved onto Further (13.3%) or Higher (78.8%) Education from Cults Academy. Our aim is to have 100% of young people leave into a positive and sustained destination, this has been achieved in 2 of the past 5 years.

Overall quality of learners' achievement

Overall, our learners are successful, confident and responsible individuals who contribute positively to the school and wider community. Their wide range of skills is developed and achieved through a broad range of opportunities within and beyond timetabled classes. Learners develop their leadership and citizenship skills through participation in the house system and although limited by COVID-19, tutor classes, running lunchtime and afterschool clubs and leading a variety of charity initiatives.

2021-2022 School Improvement Plan

Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i> Relevant QIs	Actions Required What do we need to do?	Resources Who and what is required? (including cost/fund)	Timescales When will this be achieved?
---	---	--	---	---

Priority area 1 – Comprehensive review of the curriculum

SLT Overview – David Barnett

<p>1.1 We will undertake a comprehensive review of our curriculum to ensure that it continues to best serve the needs of all of our learners. This will take place in light of national advice arising from the OECD report on Curriculum for Excellence.</p>	<ul style="list-style-type: none"> • A report on the review will be produced, with interim reports. • A plan will then be produced for any amendments to the curriculum which have been identified by the review. Some of these changes will take place in time for session 2022-2023; others may take longer, depending on the evolving nature of national and local advice. • QI – 2.2 	<ul style="list-style-type: none"> • Included in the review: curriculum rationale; curriculum structure; the make-up of the BGE; Transitions (primary – secondary; BGE – senior phase; senior phase – post school); how many qualifications undertaken. • OECD and Education Scotland advice will be sought. • Research into most effective curricular models • Views of stakeholders • Curriculum Review group to be formed - will include stakeholder representation 	<p>Curriculum Review Group</p> <p>All staff</p> <p>Pupil reps</p> <p>Parent reps</p>	<p>First interim report to be produced by December 2021, in time for any possible changes to course choice procedures for 2022-2023. Curriculum rationale to be reviewed by December 2021. Further dates and deadlines in line with national and local advice.</p>
---	--	---	--	--

Priority area 2 – Review of our tracking, monitoring and reporting system

SLT Overview – Alan Tullock

<p>2.1 We will undertake a review of our tracking, monitoring and target-setting system for both Senior Phase and BGE. Identified improvements will then be implemented. We wish to continue to ensure that our young people receive the best possible support to enable them to make informed progress</p>	<ul style="list-style-type: none"> • System is fully reviewed, with possible improvements identified and implemented. 	<ul style="list-style-type: none"> • A working group will be formed to review these areas, including representation from stakeholders. • Research into best practice to take place. • Models / improvements to current model identified and taken forward. • Views of all stakeholders sought. 	<p>Working group</p> <p>All staff</p> <p>Pupil reps</p> <p>Parent reps</p>	<p>Decisions made by February 2022, ready for implementation at beginning of 2022-2023 timetable.</p>
<p>2.2 We will review our current reporting and parents' evenings schedule, with a view to implementing a system which will have the most positive impact on our young people and their progress.</p>	<ul style="list-style-type: none"> • A review has taken place and suggested improvements made to the system, ready for implementation session 2022-2023. 	<ul style="list-style-type: none"> • A working group will be formed to undertake this work, including representation from stakeholders. • Research into various models will take place. • Model which best meets the needs of our learners to be developed and implemented. 	<p>Working group</p> <p>All teachers</p> <p>Pupil reps</p> <p>Parent reps</p>	<p>Decisions made by February 2022, ready for implementation at beginning of 2022-2023 timetable.</p>

Priority area 3 – Wellbeing, equality and inclusion

SLT Overview – Nick Cowling

<p>3.1 Wellbeing: By January 2022, all young people and staff will have opportunities to nurture their wellbeing. It is planned that the new S6 Executive will consider a range of clubs that can run alongside existing Covid mitigations.</p>	<ul style="list-style-type: none"> • Surveys will show at least 91% of young people reporting positive wellbeing. • Child Protection Concerns will show a continuing reduction. • Staff and pupil attendance will remain at a high level. • Medical Procedures clear to all. Pupil Support staff will report reduction in referrals to the ACIS service. • QIs 3.1, 2.1, 2.4 	<ul style="list-style-type: none"> • Survey work via PSE • New phase of the Wellbeing and Equalities Working Group. • Update medical procedures and CP site, mitigating against reduced school nursing service • Consideration of development of Staff Wellbeing Charter/Activity Programme to highlight positive approaches to wellbeing 	<p>All staff, Counsellor, Nurse, PTPS</p>	<p>By January 2022</p>
<p>3.2 Equality and equity: By March 2022, all young people with protected characteristics will have the opportunity to lead improvements through the work of the Wellbeing & Equalities Group. We hope that</p>	<ul style="list-style-type: none"> • Record of W&E Group Action Plan will evidence actions of the group. • Wellbeing Concern Forms will evidence our work to tackle 	<ul style="list-style-type: none"> • S.A to share proposed Action plan for "Compassionate and Connected Classroom" • S6 Wellbeing Captains appointed to sit on W&E group 	<p>All teachers, PTPS DHTs</p>	<p>By March 2022</p>

<p>this leads to all recognising Cults Academy as a fully equitable and tolerant community.</p>	<p>issues related to the protected characteristics.</p> <ul style="list-style-type: none"> • QI 3.1 	<p>and to lead T.O.D (The Open Door)</p> <ul style="list-style-type: none"> • Wellbeing and Equalities Group to meet and to decide on priorities for the year ahead 		
<p>3.3 Inclusion: By June 2022, young people supported by enhanced provision will be happy, safe and achieving through the development of a curriculum which includes wider inputs including outdoor learning to provide rich learning experiences.</p>	<ul style="list-style-type: none"> • Shanarri Wellbeing assessments will evidence that young people feel happy and safe. • Staff feedback will show that young people are achieving and progressing. • QIs 3.1, 2.3, 2.4 	<ul style="list-style-type: none"> • Utilise Enhanced Provision funding to tailor experiences to the young people • Appoint SFL Teacher (Enhanced Provision) to play key role in leading the learning experiences for these young people • SFL to undergo training with a focus on positive early years experience 	<p>All teachers, PTsPS DHTs</p>	<p>By June 2022</p>

Priority area 4 – High Quality Learning and Teaching

SLT Overview - David Strang

<p>4.1 Development of in-house Learning & Teaching professional development programme</p>	<ul style="list-style-type: none"> • Staff questionnaires have identified areas for development • QI 2.3 	<ul style="list-style-type: none"> • All staff to participate through refresh questionnaire. • Group members develop program for self-learning and in-service activities 	<p>All staff L&T Lead L&T Group Tasks</p>	<p>October 2021</p>
<p>4.2 Development and implementation of peer – observation</p>	<ul style="list-style-type: none"> • Staff feedback • Evaluative questionnaire • QI 2.3 	<ul style="list-style-type: none"> • Production of policy, including small scale trial. 	<p>L&T group with SLT and whole teaching staff representation.</p>	<p>March 2022</p>
<p>4.3 Development of Cults Learning & Teaching Culture document – learner version.</p>	<ul style="list-style-type: none"> • Learners will have shared ownership of the school’s learning & teaching culture. • Greater understanding and confidence in our approaches to learning • QI 2.3 	<ul style="list-style-type: none"> • Using the current Cults Learning & Teaching document a L&T sub-group with pupils will develop a ‘pupil friendly’ version. • Focus for pupil forum 	<p>L&T sub-group with L&T captain(s)</p>	<p>November 2021</p>

Priority area 5 – Embedding DYW across the curriculum to ensure sustained positive destinations for learners

SLT Overview – Alan Tullock

<p>5.1 A Skills Progression Framework will be embedded across the curriculum at every level.</p>	<ul style="list-style-type: none"> • Success criteria and learning intentions will include references to the Cults Academy Skills Framework. • Learners will be aware of skill-based learning and can demonstrate how skills link to subject content. • The Cults Academy Skills Framework will be extrapolated to include progression statements to show a clear and coherent progression of skills. • QI 3.3 	<ul style="list-style-type: none"> • ELT meetings to promote embedding of skills into the curriculum. • Audit of the curriculum via Google form to seek the views of learners. • Liaise with Skills Development Scotland to develop a skills progression framework. 	<p>ELT – 2 meetings Teachers</p> <p>Pupils, teachers</p> <p>Adam Barker</p>	<p>December 2021</p> <p>May 2022</p> <p>May 2022</p>
<p>5.2 Develop and maintain sustained employer links</p>	<ul style="list-style-type: none"> • Existing partners will continue to engage in employer lead activities in curricular subjects. • New partners will sign partnership agreements with the school in liaison with DYW NE. • QI 2.7 	<ul style="list-style-type: none"> • Employer School Co-ordinator (ESC) will meet with faculty Pts to discuss options for embedding employer engagement into the curriculum. • Employer School Co-ordinator to meet with partners to organise curricular and whole school events such as subject specific workshops and a careers fair. 	<p>Employer School Co-ordinator</p> <p>Adam Barker</p> <p>Faculty PTs</p>	<p>May 2022</p>
<p>5.3 Promote informed pathway planning and a diverse subject offering</p>	<ul style="list-style-type: none"> • Improve website to assist communication with parents, including embedding course choice into an online, immersive environment • Social media channels will be used to showcase opportunities, extending the reach of 	<ul style="list-style-type: none"> • Creation of DYW Google Site to be accessed from main Cults Academy website. Work with SDS and ESC to populate the site. • Increase social media presence through existing Twitter account. Explore new avenues 	<p>Adam Barker, SDS, ESC</p> <p>Adam Barker</p>	<p>December 2021</p> <p>Ongoing</p>

	<p>traditional communication methods</p> <ul style="list-style-type: none"> All pupils will receive universal support with pathway planning. Some pupils will receive targeted support. QIs 2.4, 2.6 	<p>to communicate messages to pupils, parents and colleagues.</p> <ul style="list-style-type: none"> SDS School Partnership Agreement will utilize PSE periods and specific pupil understanding of Pupil Support Staff to identify targeted pupils who will receive a series of 1-1 appointments with Careers Adviser. 	<p>Adam Barker, SDS</p>	<p>May 2022</p>
--	---	---	-------------------------	-----------------