Self-Evaluation & Improvement Plan 2023-24 School: **Cults Academy**	Section 1: School Context Section 2: Self Evaluation Summary Section 3: Logic Models

Key Quality Indicator	Current Self-Evaluation
1.3 Leadership of Change	5
2.3 Learning Teaching & Assessment	5
3.1 Ensuring Wellbeing, Equality & Inclusion	5
3.2 Raising Attainment & Achievement	5

Section 1: School Context

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 School, Cults Primary School, Milltimber School and Lairhillock 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 has grown rapidly in recent years; in September 2021, it was 1150, in September 2022, it was 1180, and is forecast to be over 1300 in September 2023. This is due to increased numbers coming into school and also to a very high staying on rate. The school is led and managed by a Senior Leadership Team, consisting of the Head Teacher, four Depute Head Teachers and a Resources Manager. The fourth DHT position was created in 2022 to take account of the growing school roll. 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 six houses – Blairs, 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 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 (In session 2022-2023, following consultation, we reverted to 'in person' 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 most of our young people live in deciles 6-10. Our Pupil Equity Fund allocation (based on free school meal entitlement) was £22,111.25. It should be noted, however, that the number of pupils claiming their free school meal entitlement has risen very sharply in the past couple of years. 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. The percentage of school leavers in a positive destination in 2023 was 99%. The Covid-19 recovery phase has meant that we are again able to offer a wide range of opportunities for personal achievement, including a number of sporting opportunities, drama, music and so on. In 2023, we offered a full Activities Week to S1, S2 & S3, with residential trips offered to all in S2 and S3. This followed a consultation with parents, the vast majority of whom favoured a return to this model. The school was last inspected by Education Scotland in 2019. This was a very positive report. Our shared vision for the school and its values 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.

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Section 2: Self Evaluation Summary

Self-evaluation summary for schools: (format taken from Education Scotland website here)			
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?**	**Evaluation**
QI 1.3 Leadership of change (Developing a shared vision, values and aims relevant to the school and its community; Strategic planning for continuous improvement; Implementing improvement and change)			
The current vision, values and aims of the school, agreed during session 2019-2020, continue to guide our work well both in terms of our day-to-day work and more strategically. There is shared understanding of what the school is trying to achieve, and a strong sense of teamwork. Staff clearly understand the social, economic and cultural context of our local community. They are aware of the impact of the cost-of-living crisis, and leadership is being provided to ensure that this features in our decision-making processes moving forward, for example with the issue of cost of school trips. We continue to see strong leadership across the school, with colleagues readily taking on leadership roles. We will continue to ensure that such leadership opportunities are available to colleagues, leading to an enhanced sense of empowerment amongst staff. The work of the Learning and Teaching School Improvement Group has helped colleagues to maintain a very high standard of learning and teaching, with 89% of parents agreeing that they are satisfied with the quality of teaching in the school (compared to 88% in 2022, and 68% in 2019. There is an ongoing established culture in the school of teachers constantly looking to improve their own practice. We also continue to have a culture of self-evaluation, leading to improvement, guided by our Quality Improvement Policy. We are mindful of the need to look outwards – to seek and to share good practice across the country.	• Parent survey approval in terms of learning and teaching shows 89% who are satisfied with the quality of learning and teaching, the highest in the last four surveys. • 85% of parents agreed that the school was well led and managed (compared to 65% in the 2019 inspection) • 92% of parents would recommend the school to other parents (compared to 73% in 2019) • 38% of pupils feel happy all of the time with the quality of teaching in their school, compared to 43% in 2022, and 30% in 2019. • Vision and values are displayed across the school and pupils and staff can articulate these. They are regularly referred to in a variety of different ways. • Quality Improvement policy and procedures • Quality Improvement Calendar • School Improvement Plan priorities are 'simplified' to a single sided poster, on display throughout the school. • Minutes of staff meetings, SLT meetings, ELT meetings • School Improvement groups exist to support the SIP every year. These provide leadership opportunities for staff. • Professional learning / PRD • PEF plans are clear and the limited funds are used appropriately. • SLT Learning Visits • Surveys • Focus groups • Pupil Voice	Continue to work towards consistent and high quality Learning and Teaching (see QI 2.3 improvement plan). Develop our wellbeing strategy, initially focussing on culture and relationships – central to our school's vision and values. (see QI 3.1 improvement plan). Review and adjust our approaches to tracking, monitoring and reporting to ensure young people and parents are well informed and that data can be easily used by all staff to support planning and academic interventions. (see QI 3.2 improvement plan). Continue to embed curriculum changes in S3/S4 and review our S5/S6 curriculum to ensure all young people have the opportunity to study a curriculum that is appropriate and challenging. (see QI 2.2 improvement plan). Continue to ensure that Professional Learning is linked to school priorities. Plan opportunities to consult with staff, pupils, parents and partners on current and future improvement priorities. Continue to ensure that leadership opportunities exist for pupils and staff.	Very good

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ABERDEEN
CITY COUNCIL

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QI 2.3 Learning, teaching and assessment (Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring)

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?	Evaluation
This year the focus for Learning and Teaching has been the development of the Cults Academy excellence framework for Learning and Teaching. The Learning and Teaching working group developed a framework that is used as a resource to ensure consistently high standards of Learning and Teaching. The Learning and Teaching group worked with all staff during the February In-Service day to present the work that had been produced and to gather feedback and changes. The framework provides focus on 'Planning, Teaching and Feedback'. Planning- focusing on adaptability, pace and challenge and reflection through the following strategies, reflection time, long and short term planning, learning intentions and success criteria, differentiation, pupil voice and adapting. Teaching- focusing on building positive relationships, engaging learners and differentiation through questioning techniques, learning approaches, ASN, retrieval practice, positive behaviour, digital learning, and links to employability. Feedback- focusing on assessment is for learning and constructive and positive through different methods for feedback, these include, summative, formative, opportunity and pupil led. A Learning and Teaching themed in-service day in February gave staff the opportunity to share and celebrate best practice. Teaching staff from different faculty areas volunteered to deliver a 15-minute carousel style session to small groups of staff, demonstrating best practice and strategies used in their subject area/lessons. C Stanton delivered a session on the use of questioning in the classroom during the in-service day. Providing staff with ideas and strategies to support questioning (a key theme on the L&T framework) in the classroom. Staff engaged in subject moderation events across Aberdeen City to share ideas and moderate work across the different schools in the city. The increase in the number of tracking events and the change from target grade to early working grade has allowed SLT, PTPS, Faculty Heads and Teachers to see which learners are working significantly below their target grade. This intensive tracking allowed for PTPS and the link DHT to meeting with the learners identified and address the support needs needed.	Engagement from staff for the Learning and Teaching Framework has been fantastic, all staff groups contributed to the in-service day, giving feedback to what they liked and the suggestions they would make. The use of Padlet was used to gather the thoughts of staff. This feedback was instant and live during the in-service day. Evidence from SLT Learning Walks demostrates use of the learning and teaching framework within teachers lesson as well as the use of the strategies shared during the in-service day and on the Learning and Teaching hub. The Pupil Voice session that took place in Decemeber 2022 gave evidence that learners are experiencing high standards of Learning and Teaching throughout the year groups. Pupils commented that differentiation was high in subjects such as Maths, Social Subjects and Music. Challenge in lessons was discussed in French, English and Maths. Pupils commented that a variety of tasks are offered by teachers in subjects such as Music, Maths, English, Drama and Art. The early intervention and learning conversations with learners have allowed learners to focus on areas of development ahead of the formal examinations. SLT and PTPS meetings with students have provided targeted support, helped leaners understand their working grades and provide support moving forward.	Our focus for Learning and Teaching next academic year is differentiation. Evidence gathered this year through learning walks and pupil voice has highlighted that there is still work to be done with differentiation across the school. Ensuring that as a school we provide for all learners needs and provide the challenge for all. Build differentiation workshops into the professional learning programme, giving staff the opportunity to develop their knowledge and learning. Continue to build on the peer observation programme with a focus on differentiation to allow staff the opportunity share best practice with staff in different faculty areas.	Very good

QI 3.1 Ensuring wellbeing, equality and inclusion (Wellbeing; Fulfilment of statutory duties; Inclusion and equality)			
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?**	**Evaluation**
We have strong and well embedded approaches to support the wellbeing of all through Universal support and inputs from partners such as Active Schools, Youth Work and Counselling. We have refreshed our Attendance Policy, which is supporting us to maintain very high levels of attendance across all year groups. Our revised Pupil Support Structure is now well embedded, having seen through a full school calendar year. Young people continue to be supported into a positive destination, with this figure significantly above national and local averages. We continue to deal effectively with child protection concerns, ensuring that young people are safe and that involvement of other agencies is sought whenever required. The voice of young people is strong. Through our work on equalities, we engaged with young people in all year groups through Pupil Voice sessions where we discussed Respect and Anti Bullying. They told us that "giving your opinion without pushing it on others" is important, as well as "Acknowledging and being conscious of people's boundaries."	Six members of teaching staff have undertaken Mental Health Training. Referrals to CAHMS have remained at a steady level, indicating an ongoing need to support Mental Wellbeing. Teachers have engaged with the Compassionate and Connected Communities program. This helps staff to build positive relationships with all young people, even those who are harder to reach. The recently developed Pupil Support Handbook supports consistent practice across the team. The knowledge of our Pupil Support Team, alongside other data sources such as our Bullying Concerns and Wellbeing Concern Reports show that misogyny and child sexual exploitation are themes which are causing concern. Exclusion remains low. We work hard to consider alternatives for young people at risk of this. A team of staff has been trained as Mentors in Violence Prevention. They are recruiting a team of Seniors to roll out this training. Last session, emotional wellbeing was the dominant theme in Child Protection concerns. This session, sexually abusive behaviour has become a concerning issue that needs to be addressed.	Next, we will undertake work on developing our Wellbeing Strategy, including work on Culture and Relationships. The intended impact of this is to improve relationships amongst all and to further improve the calm and purposeful environment to the benefit of all. It is hoped this work can help us to further improve wellbeing, attendance, increase the capacity of staff to support inclusion and improve the extent to which *all* young people are successful learners and responsible citizens. Equalities – focus on Protected Characteristics. Work to be done to with staff and young people to establish agreed focus. Current data, such as that from Child Protection Concerns, suggests that sexualised violence is one area which requires to be targeted. The MVP group intend to roll out the programme, with Senior Pupils supporting younger pupils. A Pupil Survey held in February 2023 showed that the percentage agreeing that *"school helps me to understand and respect other people"* has fallen from 91% (2020) to 85% (2022) and to 78% (2023). We have already begun exploring this with young people through the Pupil Voice sessions on Bullying. Their views will be incorporated into a revised policy.	Very good

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QI 3.2 Raising attainment and achievement (Attainment in literacy and numeracy; Attainment over time; Overall quality of learners' achievement; Equity for all learners)

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?	Evaluation
Attainment in Literacy and Numeracy By the end of S3, almost all young people achieved Curriculum for Excellence Third Level in Reading and Listening, Talking and Writing. Almost all young people also achieved third level in Numeracy. Young people in 2022 attained very well in Literacy and Numeracy by the time they left school. In the S4 cohort most learners attained SCQF level 4 in literacy and numeracy, most (77%) young people attained a SCQF level 5 in literacy and numeracy. Whilst in S5 almost all learners achieved level 5 Literacy and most achieved level 5 numeracy. Almost all Senior Phase leavers attained Level 5 Literacy and Numeracy, with most achieving Level 6. **Attainment over time** In Senior Phase, the number of entries and resulting attainment remains strong, with high number of presentations and achievement levels. Levels of achievements remain inline or above the VC in almost all curricular areas. Staff are using effective, reliable and valid assessments to make judgements on student performance. Estimate judgements in most cases match outcomes. We have made more use of previous attainment data to analyse estimate judgements and to ensure assessments are appropriately set. Our learners' progress and attainment are tracked using SEEMiS tools and interventions made to support learners based on this data. We have introduced a new tracking system using SEEMiS data that has allowed closer monitoring of learner performance and earlier intervention where required. Attainment of young people remains strong over the past 5 year period. Whilst caution is recommended in comparing national data 2019-2021, our attainment levels have been maintained throughout this period. In the Science and Social Science Curricular areas, learners' average Tariff Score remains well above the Virtual Comparator across S4-6. Mathematics remains above the VC having	Our teachers use professional judgement, annual Scottish National Standardised Assessments (SNSAs) and a range of internal assessments to demonstrate attainment improvement. Staff have used more robust internal moderation procedures to ensure validity and reliability of evidence. • Use of Insight, along with SNSA and ACEL data provides an evidence base to evaluate the performance of our young people. We use our Virtual Comparator in Insight to measure our relative performance and identify areas for further improvement. • The school has a tracking and monitoring calendar for both the broad general education and the senior phase. The Head Teacher and Depute Heads meet with Faculty PTs twice each year to review attainment in both the BGE and the senior phase. Using the Insight Curricular Area analysis tool we can drill into Curricular Areas and compare to Virtual Comparators. All staff were again involved in moderation activities at school and Local	We continue to develop and review our curricular offering to ensure breadth of provision and access for all. We are developing and introducing new courses for level 3 and level 4 learners on the Senior Phase. Assessment will continue to be moderated across faculties and Local Authority partnerships. Staff encouraged to work with faculty networks. We recognise that our Broad General Education tracking system is not as robust as we want. A whole school system to track and monitor within the BGE is needed to effective track young people into the Senior Phase. Regular data meetings with Faculty Heads to predict and review pupil performance using digital tools to provide analysis. We will offer further staff training on data manipulation and handling to give staff confidence to analyse and track data to support learning.	Very good

been so over the past 5 years. Overall attainment in the Technologies is above our Virtual Comparator. In English at S4 level, the Average Tariff Score remains above the VC for 5 years.

Overall quality of learners' achievement
Year measures – Improving Attainment for All
S4 – Using Complimentary Tariff Points learners in the lowest, middle 60% and highest 20% all outperform the Virtual Comparator.
S5 - Learners in the lowest attaining 20%, mid 60% and highest 20% average complementary tariff points are above that of the VC. This has been a pattern over the previous 5 years. In 2022, in S5, almost all learners achieved one Higher (SCQF level 6), most achieved three Highers and the majority of the cohort achieved five Highers. Our learners in the lowest 20% achieved, on average, 50% more tariff Points that those in their Virtual Comparator.

In S6 - Learners in the lowest attaining 20%, middle 60% and highest 20% average complementary tariff points are higher than that of the VC. Almost all learners achieved 4 or more SCQF 6 Qualifications with the majority achieving at least one at Level 7.

Overall quality of learners' achievement
Overall, our learners are successful, confident, exercise responsibility and contribute to the life of our school, the wider community. They are personally and socially confident and have developed a range of skills and attributes through participation in a wide range of activities offered in school and their wider life. The school's super-curricular programme continues to grow and offer an increasing diverse range of activities.

Equity for all learners
We have effective systems in place to promote equity of success and achievement for all our
young people. The attainment of all our learners is compares well against our Virtual Comparator including that of our most disadvantaged young people. Over the past 5 years almost all our learners consistently move into sustained positive destinations when they leave school.

Authority level. This opportunity for Quality Assurance was welcomed by colleagues and increased confidence and reliability of judgements. Comparative analysis of Insight data demonstrates our learners perform well again Virtual Comparators and predictions by presenting Faculties.

In BGE faculties have a range of approaches to tracking and monitoring the progress of young people.

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QI 2.2 Curriculum: theme 2 Learning pathways

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?	Evaluation
The ability to offer 8 qualification subjects; current S3 taking a maximum of 8 courses, continuing into S4 has now been established. An indicative course choice process took place in October for all S2 to model the new structure for S3 learners. This modelling provided data for load/capacity decisions. This process was supported by assemblies, parental newsletter, and input from pupil support teachers. The Curriculum School Improvement Group (CSIG) was established representing teachers, faculty heads and SLT. The CSIG met throughout the year to be updated and to advise and steer the development. The course choice process began in January and was well supported by assemblies and 1:1 meetings with Pupil Support Pastoral teachers. These 1:1 meetings played an integral role supporting the course choice process. A parents' information evening took place in January to inform parents as to how they could best support their young people. An S2 subject specific parents' evening took place at the start of the course choice process. Faculties were given development time to facilitate articulation of the BGE Experiences and Outcomes with the two-year SCQF 3-5 courses in S3 and S4. Faculties also developed their one-year courses to allow them to be delivered over two years.	• S3 learners have begun (22 May) SCQF level 3 – 5 courses which will taught over two years. • 26 different courses offered (taught in school). • These courses are predominantly National Qualifications but also some NPAs are being delivered. • Almost all S3 learners were able to access their first-choice subjects (97%). • The S3 subject choice process was very successful as very few (5) post new timetable course changes were made. • Learners were well supported throughout the subject choice process: Pupil survey result (Feb23): *I was given advice to make choices about taking the subjects that were right for me*: 66% (2023), 49% (2019) strongly agree or agree. • Parents considered their young people to have been well supported through the subject choice process: Parent survey result (Feb23): *My child was well supported to make the choices about subjects that are right for them*: 82% (2023), 60% (2019) strongly agree or agree. • Faculty heads have reported that their S3 courses will offer greater depth and challenge.	• Survey stakeholders on perception of how the new courses are embedding. • Look to further expand the curricular offer. • Develop provision for one-year SCQF 4-5 courses for S5 and S6 learners.	

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QI 2.7 Partnerships: theme 3 Impact on learners (parental engagement only)

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?	Evaluation
Generally, parents at Cults Academy are very supportive, and have suitably high expectations of the school. As a parent body, they are ambitious for their young people. The school has an active Parent Council, who provide appropriate support and challenge, and who play a part in shaping school improvement plan priorities. Pupil Voice is represented at Parent Council through the attendance of the two School Captains. The school also has the support of a PTA, who raise significant sums every year which they donate to the school to support our young people. Following feedback in a parent survey in 2022, we built a priority into the SIP for 2022-2023 which focused on providing advice and support to parents on how to help learners at home. An evening for parents of S4 pupils was held to talk about supporting young people with study and revision skills and preparing for exams. This was very well attended and received by parents. We will look to maintain this initiative and expand it to parents in other year groups. Parents are kept well informed about the work of the school and the achievements of its pupils through a weekly newsletter "Cults Academy Weekly Update"; parents regularly contribute items for this publication. To improve the quality of information going home to parents to help them support their child, the tracking system for the Senior Phase was revised in 2023-2024 to include a new tracking point at the beginning of November. This allowed for interventions to be made at an earlier stage, with parents involved in discussions as appropriate.	Parental approval ratings are high. The latest annual parent survey was carried out in February 2023, and show some very high levels of satisfaction. Some examples are included here. The figures in brackets are for the same statements in the 2019 inspection: • My child likes being at Cults Academy 97% (81%) • The school helps my child feel confident. 85% (68%) • My child is making good progress at the school. 88% (76%) • I am satisfied with the quality of teaching in the school. 89% (68%) • The school is well led and managed. 85% (65%) • I would recommend the school to other parents. 92% (73%) • Overall, I am satisfied with the school. 92% (76%) Parent Council minutes. PTA minutes.	There are no specific actions to be taken here which would be included as priorities in the SIP for 2023-2024. However, we will look to maintain the new S4 Study Skills evening for S4, whilst also looking to extend this type of evening to other year groups. 2023 attainment data will help us to evaluate how useful this was, whilst the same data will allow us to look at the effectiveness of the additional November tracking point. Maintain publication of the Weekly Update	

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Section 3: Logic Models

Learning and Teaching

Resources and Context	Outputs		Outcomes - Impact		
	Activities	**Outputs**	**Time-check 1**	**Time-check 2**	**Time-check 3**
SLT Lead: C Stanton Lead Practitioners: working group tbc **Context** Focus on differentiation within Learning and Teaching. Ensuring the needs of all learners are met. Appropriate challenge within lessons is available.	• Training and professional development opportunities in differentiation made available for staff. • Staff to share areas of expertise and best practice. • Continue to develop the peer observation programme with a focus on differentiation. • Learning visits by SLT with focus on differentiation.	Staff receive specialist training and given strategies for the classroom. Staff to share best practice and strategies across the school. Staff interact with other faculty areas to enrich professional learning. Measure the impact of the focus on differentiation within lessons. Identify	Staff training opportunities rolled out throughout the school year. Identify staff members wanting to take part in the peer observation programme.	Areas of best practice shared in February in-service day. Assign peer observation groups and organise opportunities for staff to observe each other.	Opportunity for staff to engage in further peer observations.

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	• Pupil voice activity to assess impact of differentiation within the classroom. Learning conversations with learners in all year groups.	areas of best practice with the idea of these members of staff sharing their knowledge with others. Assess the impact of differentiation with learners, what's working well and areas of further development.	Learning visits to take place in term 1. Pupil voice and learning conversations in term 1.	Learning visits to take place in term 2. Pupil voice and learning conversations in term 1	Pupil voice and learning conversations in term 1

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Curriculum

Resources and Context	Outputs		Outcomes - Impact		
	Activities	**Outputs**	**Time-check 1**	**Time-check 2**	**Time-check 3**
SLT Lead: D Strang Lead Practitioners: working group tbc **Context** Year 2 of the new S3 – S4 curricular structure. 1. Ensure that the structure is fit for purpose. 2. There is a need to continue to widen the curriculum to cater for all learners.	• Impact analysis of new S3-S4 curricular structure - Survey stakeholders on perception of how the new courses are embedding. - Survey stakeholders on the course choice process. - Analysis of how BGE E&Os are being covered (link with Tracking & Monitoring). • Develop provision for one-year SCQF 4-5 courses for S5 and S6 learners. - Need/Capacity analysis • Look to further expand the curricular offer. - Visits to/discussion with other schools to compare systems and seek best practice. - Explore gaps in curricular provision. - Consider NPAs which would complement current provision. Emphasis on SCQF 3 – 5. - Consider NESCol school-link courses for S4. Potential option for small cohort of learners.	Continued ownership of the new structure. Modification of course choice process where required. Creation of provision for one-year courses where there is demand and capacity. Creation of offer which better suits all our young people.	Embedding of new courses- November Course choice process analysis – Sept/Oct Need/Capacity analysis – Sept/Oct Best practice and gaps analysis – December	Embedding of new courses- April Course development update - Feb	Embedding of new courses- June Some new courses in place for session 24-25.

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Wellbeing , equality and inclusion

Resources and Context	Outputs		Outcomes - Impact		
	Activities	**Outputs**	**Time-check 1**	**Time-check 2**	**Time-check 3**
SLT Lead – N.Cowling Working Group – Wellbeing & Equalities Context: - UNCRC - The Equality Act - GIRFEC - The Promise Self-Evaluation activities indicate a need to improve wellbeing of all by strengthening relationships and further educating young people and staff about the Equality Act and its implications, particularly around the protected characteristic of sex.	• Develop our Wellbeing Strategy, to include a focus on themes of Culture, Relationships, and Inclusion. • Update Child Protection Google Site to include Medical Information and section on Supporting Wellbeing • Look outwards to engage with other schools and contexts in respect of Wellbeing, Equality and Inclusion • Aim to develop approaches underpinned by trauma informed practice and nurture principles through the use of tools such as the Circle Framework and the Compassionate and Connected Classroom to improve the extent to which all young people feel included in all areas of the curriculum. • Link in with EP Service to provide opportunities to engage with current educational theory and research on culture and relationships with the aim of reducing the number of negative referrals and increasing positive interactions. • Link in with planned Learning Visits to assess the quality of culture, relationships, and inclusion. • Ongoing analysis of data through CP and B&E Module • Take account of updated ACC Guidance in formulation of revised Respect and Anti Bullying Policy. • Roll out MVP Programme to younger year groups through trained Senior Mentors to target misogyny and raise self-esteem, analysing data through SHINE.	Development of Wellbeing Strategy – Culture, Relationships and Inclusion. Updated CP and Wellbeing Site Revised Respect and Anti Bullying Policy Mentors in Violence Prevention Program embedded in curriculum.	CP Site updated to provide key wellbeing and safeguarding information including overarching Wellbeing Strategy. Meeting to be held with EP Service for strategic EIC on Culture and Relationships	Learning Visits evidence improved approaches to differentiation so that almost all young people are engaged and progressing in their learning. Self evaluation activities indicate improving perception amongst girls in terms of self-esteem and confidence.	Revised Respect and Anti Bullying Policy completed by end of school session 2023-24 and a reduction in cases related to protected characteristic of sex. MVP embedded by end of school session. Aspects of Circle Framework in use by end of session to support inclusion of young people with more complex challenges.

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- Review the processes and approaches around co-ordinating and sharing ASN Information to support Inclusion.
- Began discussion and dialogue with Pupil Support regarding the best way to co-ordinate supports for vulnerable learners in terms of a shared overview.

QI 2.3 Tracking , monitoring and reporting

Resources and Context	Outputs		Outcomes - Impact		
	Activities	Outputs	Time-check 1	Time-check 2	Time-check 3

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ABERDEEN CITY COUNCIL

Human Resource: SLT Lead – Alan Tullock Lead Practitioners – TBC LA Lead – Shona Milne **Context** Areas take a lead from ACC Priorities in Reporting along with identified school improvement priorities from self-evaluation	• Consultation on staff views on reporting formats • Update staff on ACC direction of travel regarding BGE reporting. • Setup reporting section on Cults Academy Staff Hub for ease of access and clarity of message. • Lead practitioners consult and decide on what BGE data needs to be shared and how best to do so. • Visits to other schools to compare systems and seek best practice. • Staff Training – sessions offered using tracking systems. • Staff training – How to guides accessible on Staff Hub • Develop system to process existing data sets into single system. • Consult on timings of BGE reporting windows • Develop system to efficiently and accurately transfer ACEL data to and from teachers.	Agreement on format for S3 Reports that best support learners within new curriculum structure. Agreement on data required to support learning and format by which it is shared. System in place to collate faculty. S3 learners have accurate reports that help support next steps in learning. Single place system to access all relevant BGE data. Teachers more confident in assessment judgements	**July 2023 -** Initial Consultation on S3 format **Sept 2023 –** Data for all S1-3 shared centrally. **Sept 2023 –** Contact made and visits arranged	**September 2023 -** Initial Setup of S3 reporting format, **Dec 2023 –** Review of system and update **Dec 2023 –** Summary of best practice presented by group	**December 2023 -** S3 Reports completed, **May 2024 –** Review of implementation