

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



Section 1: School Context

Our Vision of Young People at the HEART of all we do and our values of Respect, Kindness, Fairness and Responsibility guide and drive the work of our school. We strive to achieve and sustain an outstanding educational experience for all of our young people and create a supportive, inclusive environment where wellbeing is prioritised. Cults Academy opened in 1967 and serves the suburbs of Aberdeen along the Lower Deeside valley. Our associated primary schools are Culter School, Cults Primary School, Milltimber School. A small number of young people join us each year from Lairhillock School (Aberdeenshire Council). We benefit from effective partnership working between associated schools, meeting regularly as an ASG and partnership forum to drive improvements in shared community issues. This includes planning and organising a rigorous P7-S1 transition programme.

As a result of more young people living in zone our school roll has grown in recent years. It has risen from rising from 1,036 pupils in September 2019 to a projected 1,340 pupils by September 2024. Almost all of our young people live in SIMD (Scottish index of Multiple Deprivation) Deciles 6-10. Our Pupil Equity Fund allocation (based on free school meal entitlement) was £22,111.25

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 Extended Leadership Team consists of eight Faculty Heads. Pupils are supported by seven Principal Teachers of Pupil Support (Pastoral) and one Principal Teacher of Pupil Support (Curriculum). Pupils belong to one of seven houses – Blairs, Cairn, Devenick, Hillview, Friarsfield, Murtle and Ronan, with each house led by a Principal Teacher of Pupil Support (Pastoral) and supported by a Depute Head Teacher. Our school benefits from an Enhanced Provision where we support the education and learning of 7 young people with more complex needs. The spaces in this provision are allocated by Aberdeen City Council's Child Planning Support Forum.

Our parents and our learners are highly ambitious and have high aspirations. Our learners are motivated, hardworking, polite and well-behaved young people. As a result our school benefits from a calm, purposeful atmosphere, both in classes, in corridors and in social spaces. We are extremely fortunate to have an involved parent body who are supportive of the school. The school is supported very well by a very active Parent Council and PTA.

The percentage of school leavers in a positive destination in 2023 was 98%. We offer an outstanding range of opportunities for personal achievement, including a range of sports, performing arts and culture based clubs. We offer a full Activities Week for S1, S2 and S3 pupils which includes a residential outdoor learning offer to S2s and various residential options for our S3s in the UK or abroad. Our young people take on a variety of leadership opportunities to contribute and give back to our school.

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Section 2: Self Evaluation Summary (format taken from Education Scotland website [here](#))

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)			
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
<p>Our Vision of Young People at the HEART of all we do and our values of Respect, Kindness, Fairness and Responsibility continue to drive our approach to school improvement. Staff across the school have a clear understanding of the social, economic and cultural context of our school community.</p> <p>Our parents and our learners are highly ambitious and have high aspirations. They are supported by a staff group that share have high expectations of our learners. This level of ambition is reflected in the presentation rates, SQA successes and positive destination figures.</p> <p>There is a strong collegiate approach to strategic planning for continuous improvement in our school. This involves consultation, discussion and debate at all levels. Additionally, we seek and reflect on the views of our young people and parents/carers to help inform our improvement planning. This ensures that the whole school community plays a part in shaping our improvement journey. During session 23/24 we identified improvement priorities in 4 key areas, ensuring that the pace of change was manageable, which allowed us to follow through on strategies for achieving change. Staff at all levels took responsibility for implementing change, supported by our strong membership of <i>School Improvement Groups</i>. This is allowing us to build on the skills and talents of our staff and in turn build leadership capacity within our school. For example we used Inservice Day time to allow staff from all levels to present their good practice and/or learning from professional enquiry around adaptations to their practice to promote appropriate challenge and differentiation. Additionally we formed a staff working group with representatives from all levels and all departments to co-create our Positive Behaviour and Relationship Policy draft.</p>	<p>Our Tracking and Monitoring data shows that almost all young people across our school are positively engaged in their learning.</p> <p>Almost all young people remain at school until the end of S6. Cults Academy leavers have secured a positive destination over the past 5 years (2023 – 98.54%) with most moving on to Higher or Further Education and few moving into employment.</p> <p>School attendance remains high (93.45%) and above the national average (90.20%). Our exclusion rate remains low.</p> <p>Across both periods of Learning Visits in session 23/24 there SLT visited 102 lessons. 99/102 were evaluated as satisfactory or better, 79/102 were evaluated as good or better and 39/102 were evaluated as very good or better. No observed lessons were rated as unsatisfactory.</p> <p>Most staff volunteered to be part of School Improvement Groups, to help contribute to school improvement.</p> <p>The newly launched CLPL calendar/offer has been well received by staff and can be evidenced by strong attendance and positive feedback.</p>	<p>Introduce 2x23 Month PT (Project) positions to provide an opportunity for staff to lead on key improvement priorities.</p> <p>Establish a Teacher Learning Community across our school to support professional learning and practitioner enquiry. (see QI 2.3)</p> <p>Plan and introduce a peer observation programme (optional) to support self-evaluation and opportunities for professional dialogue around Learning and teaching and good practice. (See QI 2.3)</p> <p>Continue to develop our in-house professional learning offer to maximise opportunities to share effective practice and continue to develop our culture of self-evaluation and professional learning.</p> <p>Complete the implementation of the Local Authority 'Northern Lights' initiative which will include a roll out of new mobile devices, WiFi and new Smart Boards. Plan and deliver professional learning, supported by Microsoft Champions, to all staff.</p>	Good

Self-Evaluation & Improvement Plan 2024-25
 School: **Cults Academy**

Section 1: School Context
 Section 2: Self Evaluation Summary
 Section 3: Logic Models

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In session 2023/24 we altered our approach to learning visits to ensure that self-evaluation was robust. Visits were conducted by our SLT (Visit 1) and ELT (Visit 2). The focus and standards expected were discussed, debated and agreed in advance to ensure judgements were as consistent as possible. Following each visit a professional discussion took place to discuss strengths and areas for development.

In session 2023/24 we re-established an in-house professional learning programme which allowed staff to showcase excellent practice to their peers. Many of the sessions were on topics that were identified from learning visits. As an SLT we regularly advertise relevant Professional Learning opportunities to staff and encourage attendance. As a result staff across our school regularly attend relevant events, training and enrol in academic programmes of learning to enhance their own practice.

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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																																											
<p>Our vision and values drive our approach to learning and teaching. Our young people are ambitious and motivated to learn and achieve. Almost all young people are positively engaged in learning across our school.</p> <p>In session 2022/23 our Teaching and Learning group created and developed and introduced a framework that is used as a resource to ensure consistently high standards of Learning and Teaching. The framework provides focus on 'Planning, Teaching and Feedback' and helps to contribute to our school wide understanding of excellent Learning and Teaching.</p> <p>During observation periods in 2023/24, most lessons in Cults Academy were rated as Good or better.</p> <p>In almost all lessons, positive relationships are embedded and there is a calm, purposeful learning environment. Mutual respect is clear through the interactions between young people and teachers.</p> <p>In most lessons Learning Intentions and Success Criteria are routinely embedded into learning via PowerPoints, Smart Board files, booklets or written on the board. In almost all lessons, young people can confidently discuss what they are learning and link the purpose of the learning to the wider topic area, learning outcomes or SQA criteria. In the best lessons, staff regularly refer to Success Criteria to inform their feedback and to support ongoing and formative assessment.</p>	<p>Our Tracking and Monitoring data shows that almost all young people across our school are positively engaged in their learning. The tracking and monitoring data and learning update logs show that there are a low number of overall behaviour concerns in lessons.</p> <p>Throughout the 2023-24 session we conducted 2 periods of SLT Learning Visits. In September there were 54 Visits and in April 48. These resulted in the following ratings:</p> <table border="1"> <thead> <tr> <th></th> <th>September 23</th> <th>%</th> <th>April 24</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td>2</td> <td>3.70%</td> <td>2</td> <td>4.17%</td> </tr> <tr> <td>Very good</td> <td>19</td> <td>35.19%</td> <td>16</td> <td>33.33%</td> </tr> <tr> <td>Good</td> <td>19</td> <td>35.19%</td> <td>21</td> <td>43.75%</td> </tr> <tr> <td>Satisfactory</td> <td>14</td> <td>25.93%</td> <td>6</td> <td>12.50%</td> </tr> <tr> <td>Weak</td> <td>0</td> <td>0%</td> <td>3</td> <td>6.25%</td> </tr> <tr> <td>Unsatisfactory</td> <td>0</td> <td>0%</td> <td>0</td> <td>0%</td> </tr> </tbody> </table> <p>In May 2024 parents were asked to complete a questionnaire regarding their child(ren)'s experience in school. Questions related to learning and teaching are listed below:</p> <table border="1"> <thead> <tr> <th>Question</th> <th>Agree or Strongly Agree</th> </tr> </thead> <tbody> <tr> <td>My child finds their learning activities hard enough</td> <td>81.15%</td> </tr> <tr> <td>My child receives the help he/she needs to do well</td> <td>86.55%</td> </tr> <tr> <td>I am satisfied with the quality of teaching in the school</td> <td>89.08%</td> </tr> </tbody> </table>		September 23	%	April 24	%	Excellent	2	3.70%	2	4.17%	Very good	19	35.19%	16	33.33%	Good	19	35.19%	21	43.75%	Satisfactory	14	25.93%	6	12.50%	Weak	0	0%	3	6.25%	Unsatisfactory	0	0%	0	0%	Question	Agree or Strongly Agree	My child finds their learning activities hard enough	81.15%	My child receives the help he/she needs to do well	86.55%	I am satisfied with the quality of teaching in the school	89.08%	<p>We plan to introduce teaching staff to the Circle Framework and provide professional learning and collegiate time to embed this in practice. This will provide staff with tools to meet the needs of young people at a universal level and through planning, learning and teaching.</p> <p>Establish a Teacher Learning Community across our school to support professional learning and practitioner enquiry.</p> <p>Plan and introduce a peer observation programme (optional) to support self-evaluation and opportunities for professional dialogue around Learning and teaching and good practice.</p> <p>Introduce a 23 Month PT (Project) Learning and Teaching role to support our work towards the</p>	Good
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In almost all lessons explanations and instructions are clear. As a result almost all young people are able to access and complete tasks and activities.

In session 2023/24, a key improvement priority was to ensure that learning was appropriately challenging for all young people. Staff took part in planned Professional Learning, including engaging in relevant research, sharing good practice and being encouraged to utilise practitioner enquiry. Varied strategies for effective differentiation is evident in most lessons and reflected in the individual teacher's or departments shared planning. Teacher know the young people very well and are very skilled in observing learning and responding to the needs of our young people. Teachers work effectively with Pupil Support Assistants when they are assigned to classes.

The majority of staff also use questioning strategies effectively to promote to ensure young people are *thinking hard*. For example, the use of higher order questioning to challenge young people to explain and deepen their thinking and engage in critical debate.

Young people value receiving feedback that helps them to improve their learning. In the majority of lessons teachers utilise a variety of strategies to ensure young people receive effective feedback. For example the majority of teachers 'work the room' to check for understanding which allows them to provide ongoing and instant feedback, something our young people have told us that they value greatly. Our young people have also told us that, when best, feedback from teachers is personalised and individual to them. This gives them confidence that teachers know them well and made them more likely to ask for support. In almost all lessons, teachers are confident using SQA criteria to assess learning and provide quality, relevant feedback to learners.

In May 2024 young people were asked to complete a questionnaire regarding their experience in school. A 5 year improvement trend can be seen in almost all questions. These responses and the responses of previous years are broken down below:

I am happy with the quality of teaching in my school

Year	All of the time	Some of the time	Not very often
2024	43.69%	52.25%	4.05%
2023	39.18%	52.58%	8.25%
2022	44.33%	55.52%	5.15%
2021	36.67%	58.89%	4.44%
2020	31.25%	61.46%	7.29%

I enjoy learning at school

Year	All of the time	Some of the time	Not very often
2024	25.76%	61.57%	12.66%
2023	19.59%	67.07%	13.40%
2022	21.88%	69.39%	10.42%
2021	19.39%	71.88%	11.22%
2020	14.58%	54.55%	13.54%

I feel that my school work is hard enough

Year	All of the time	Some of the time	Not very often
2024	48.89%	45.33%	5.78%
2023	44.44%	58.48%	8.08%
2022	42.42%	50.51%	4.04%
2021	37.37%	51.52%	8.08%
2020	36.36%	54.55%	7.07%

Improvement Priorities noted above.

Following the initial implementation of the new whole school tracking and monitoring system due to launch in September 2024, review it's effectiveness and consider whether it can be used to add value to faculty tracking and monitoring, which would be a longer term action.

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Almost all staff use a variety of assessment methods to judge the progress of learners. In almost all senior phase lessons teachers are confident applying SQA criteria and standards to generate valid and reliable assessment evidence and judgements. At points throughout the year faculties work in teams to moderate and discuss evidence and judgments. This is supported by the high number of SQA markers within our staff team and the collegiate approach within faculties to ensure effective information sharing within teams. The significant investment to senior phase moderation activities over recent years, both in school and across the local authority has helped to develop staff confidence. In some faculties this approach is mirrored in the BGE, however, it is recognised that development is required in this area to ensure valid and reliable assessment across the whole school.

All Faculties have a tracking system to record ongoing assessment and the progress of all learners. Based on this data, teachers, Faculty Principal Teachers, and House Teams ensure appropriate interventions take place when required.

The feedback I receive on my work helps me to improve my learning

Year	All of the time	Some of the time	Not very often
2024	40.27%	53.98%	5.75%
2023	35.71%	53.06%	11.22%
2022	38.54%	53.13%	8.33%
2021	35.71%	52.04%	12.24%
2020	35.05%	55.67%	9.28%

Several focus groups were held with groups of S3 students to evaluate Learning and Teaching alongside the S3 experience. Young people enjoyed the pace and level of challenge provided by starting NQs in S3. They valued the high quality notes and revision materials provided in most subject areas. Additionally they felt that the feedback received in most subject areas was strong, and had a positive impact on their learning.

The analysis of initial 2024 Exam performance demonstrates the strength and confidence our teachers have generating assessment evidence and applying SQA standards to their predicted grades. 72% of results achieved by learners were within 1 band of their teachers predicted grade. 90% were within 2 bands.

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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

BGE - ACEL Data

In 2023 the number of learners achieving Level 3 and better was higher than the national average. For numeracy 95.3% achieved Level 3 or better by the end of S3, compared to the 90% nationally. In Literacy organisers (Talking & Listening, Reading and Writing) 97.7% achieved Level 3 or better, compared with 88% nationally. Analysis of Level Achieved data by SIMD indicates that there is no pattern or significant attainment gap between SIMD quintiles.

Measure	Level 1	Level 2	Level 3	Level 4
Numeracy	0 (0%)	11 (4.6%)	25 (10.5%)	201 (84.8%)
Talking & Listening	1 (0.4%)	5 (2.1%)	30 (12.7%)	200 (84.7%)
Reading	1 (0.4%)	5 (2.1%)	30 (12.7%)	200 (84.7%)
Writing	1 (0.4%)	5 (2.1%)	30 (12.7%)	200 (84.7%)

%Numeracy

Organiser/Subject Name	No Data	Quintile 1 - Most Deprived	Quintile 2	Quintile 3	Quintile 4	Quintile 5 - Least Deprived
Numeracy (N)						
Early Level					1.98%	0.41%
First Level				4.00%	2.97%	3.06%
Second Level	22.22%		33.33%	32.00%	38.61%	24.90%
Third Level	50.00%		33.33%	46.67%	36.63%	38.98%
Fourth Level	27.78%	100.00%	33.33%	17.33%	19.80%	32.65%

#Reading

Organiser/Subject Name	No Data	Quintile 1 - Most Deprived	Quintile 2	Quintile 3	Quintile 4	Quintile 5 - Least Deprived	Total
Reading (ER)							
Early Level						1	1
First Level					5	7	12
Second Level	7		3	28	35	156	229
Third Level	6	1		31	39	165	242
Fourth Level	5		3	16	21	161	206
Total	18	1	6	75	100	490	690

Implement new school-wide tracking system to support raised attainment. Integrate relevant information such as ASN, prior attainment etc. Ensure adequate staff training and support to utilise functions that allow staff at all levels to analyse attainment data to support interventions.

Evaluate the success of our current approaches to raise attainment for our lowest performing 20% (our poorest area of attainment vs our Virtual Comparator), including the curriculum offer. Implement more focused tracking and monitoring for this group of learners and consider staff roles and responsibilities to support improved attainment. (Clear link to improvement priority related to improving attendance – see 3.1 plan).

Continue to evaluate our S5/S6 curriculum offer to ensure that ALL young people can access appropriate subjects. (See 2.2 plan)

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Senior Phase		
<p>Literacy</p> <p>In 2023, 96.71% of our young people in S4 achieved Level 4 in Literacy. This is identical to our VC and is an improvement on 2022 where we were also behind our VC. 88.73% achieved Level 5 in Literacy which is slightly below the VC (90.89%).</p> <p>In 2023, 95.15% of our young people in S5 achieved Level 4 in Literacy. This below the VC (98.64%). 94.17% achieved a Level 5 in Literacy which is again slightly below the VC ((96.46%). Level 6 Literacy was achieved by 62.14% of our young people in S5. This is below the VC (76.21%).</p> <p>In 2023, 96.82% of our young people in S6 achieved Level 5 in Literacy, which is in line with our VC (97.82%) our VC and showing an improvement on 2021. 78.34% achieved Level 6 in Literacy. This behind our VC (87.45%) and our lowest figure in the past 5 years. .</p> <p>Numeracy</p> <p>In 2023, 97.18% of our young people in S4 achieved Level 4 in Numeracy. This is above the VC (95.07%). 73.27% achieved Level 5 Numeracy. This is below the VC (81.60%) and our lowest figure in the past 5 years.</p> <p>In 2023, 97.09% of our young people in S5 achieved Level 4 in Numeracy. This is in line with the VC (97.28%). 88.35% achieved Level 5 in Numeracy. This is behind our VC (90.87%). 52.43% achieved Level 6 in Numeracy. This is above the VC (46.46%).</p> <p>In 2023, 90.45% of our young people in S6 achieved a Level 5 in Numeracy. This is below the VC (93.89%) and our lowest figure from the past 5 years. 61.15% achieved a Level 6 in Numeracy. This is above the VC (52.48%).</p> <p>Attainment for all</p> <p>In S4, S5 and S6, the lowest performing 20%, middle 60% and highest 20% are attaining higher than the VC, ACC and National Establishment in the last three years, except our lowest attaining 20% S4 2022 and lowest attaining S5 2023 groups who are slightly behind VC.</p> <p>Breadth and Depth Cohorts</p> <p>In 2023, most young people in S4 gained 5 or more qualifications at SCQF level 5 (77%). This is ahead of our VC (76.71%). A few of our learners achieved 1@ SCQF level 6 (5.63%) by being presented for higher qualifications in music and languages.</p>	<p>Establish a system to better track and monitor participation in wider achievement opportunities, either in school or out with school.</p> <p>Implement SCQF Level 6 First Aid training for all S5 learners.</p>	

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In 2023, most young people in S5 gained 5 or more qualifications at SCQF level 5 (88.35%). Most achieve 1 or more SCQF level 6 (89.32%), this is similar to our VC (89.66%). Most of young people achieve 3 or more SCQF level 6 (80.10%), which is above the VC (74.95%). The majority of learners (50.49%) achieve 5 or more SCQF Level 6 awards. This is similar to our VC (50.39%).

In 2023, almost all young people in S6 gained 5 or more qualifications at SCQF level 5 (93.63%). This is slightly below the VC (95.03%). Almost all young people achieved 1 SCQF level 6 (96.82%) award. This is above the VC ((96.56%). Almost all achieved 3 or more SCQF level 6 awards (92.36%), which is a above VC (89.81%). Most achieved 5 or more SCQF level 6 awards (80.25%), which is above VC.(76.82%) In 2023, the 58.60% of young people achieved 1 SCQF level 7 award (VC 54.78%) and 27.39% achieved 3 @ SCQF level 7 (VC 10.07%).

Breadth and Depth leavers

In 2023 most leavers achieved at least 1 SCQF level 6 award (84.95%). This is slightly above the VC (84.49%). Most leavers achieved at least 3 SCQF level 6 awards (76.21%) which is above VC (74.04%). The majority of leavers (63.59%) achieved at least 5 SCQF level 6 awards, above our VC (60.87%).

In 2023 less than half of our learners achieved at least 1 SCQF level 7 award (45.63%), which is above the VC (41.94%) and less than half achieved at least 3 SCQF level 7 awards (20.87%), which is also above VC (9.76%).

Attainment v Deprivation

In 2022-23, our SIMD profile shows that almost all senior phase learners were living in SIMD 6-10.

2022-23 attainment analysis by SIMD Decile shows that Cults Academy is performing above or in line with VC and the National Establishment at almost all deciles across S4, S5 and S6. This has been the case over the past 3 years.

In S4, our average complimentary tariff scores in all deciles, with the exception of decile 3 (which represents 1 learner), are higher or in line with than the National Establishment and VC. Our performance in decile 6 is much greater (significant statistical finding) than the National Establishment and VC.

In S5, our young people are performing similar to or higher compared with the national establishment and VC in almost all deciles. The average complementary tariff score is lower than the National Establishment in decile 2, but remains slightly higher than our VC. However, this decile represents only 1 young person.

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In S6, our young people are performing the same or higher compared with the National Establishment and VC in all deciles. INSIGHT analysis has determined that there is statistical significance in comparison to the National Establishment - in decile 6 we perform *much higher* and in deciles 8 and 9 where we perform *higher*. Additionally there is statistical significant in our *higher* performance in decile 6 in comparison to our VC.

Positive destinations

Almost all learners stay on until S6. We work closely with young people, parents and partners to plan pathways for our learners. We track all our learners and ensure they are well supported to achieve a positive destination. In 2023, almost all of our young people (98.54%) who left school achieved a positive destination. This figure is above our VC and the National Establishment.

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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																																		
<p>Positive relationships are embedded across our school community and built on our shared values, mutual respect and high expectations. Our staff are proactive in encouraging and promoting positive relationships and these are evident in the learning environment, corridors and social spaces.</p> <p>Almost all young people feel safe in school and when identified otherwise, supports are put in place immediately to support the child. 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. During session 2023-24 we embedded the MVP programme, training a group of seniors as Mentors who delivered the sessions to S1 pupils through PSE.</p> <p>Our House system/structure underpins our approach to supporting our learners. Young people highly value the support they receive from their PT Pupil Support Pastoral. PTs Pupil Support (Pastoral and Curriculum) co-ordinate targeted supports and interventions to help improve outcomes. They are skilled in involving young people in planning and decision making.</p> <p>During session 2023-24 we reviewed and improved our anti-bullying policy. During this</p>	<p>House Teams analyse wellbeing and record supports through a variety of planning tools, where appropriate, for example IEPs, Child's Plans, PCRA etc. These are held on a central TEAMS channel and regularly reviewed to ensure improved outcomes for young people.</p> <p>House teams use established tracking and monitoring systems to both identify young people who require support and to evaluate the effectiveness of established supports/interventions.</p> <p>Pupil Support Staff meet weekly and discuss identified trends and plan universal supports, for example through inserts into the PSE programme. The weekly meetings provide a forum to discuss the effectiveness and impact on learners.</p> <p>In May 2024 young people were asked to complete a questionnaire regarding their experience in school. These responses and the responses of previous years are broken down below:</p> <table border="1"> <thead> <tr> <th rowspan="2">Question</th> <th colspan="2">2024</th> <th colspan="2">2023</th> </tr> <tr> <th>Strongly Agree or Agree</th> <th>Disagree or Strongly Disagree</th> <th>Strongly Agree or Agree</th> <th>Disagree or Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>I feel safe when I am in school</td> <td>98.66%</td> <td>1.34%</td> <td>94.57%</td> <td>5.43%</td> </tr> <tr> <td>My school helps me to feel safe</td> <td>95.69%</td> <td>4.31%</td> <td>82.56%</td> <td>17.44%</td> </tr> <tr> <td>I have someone in the school I can speak to if I am upset or worried about something</td> <td>92.89%</td> <td>7.11%</td> <td>88.04%</td> <td>11.96%</td> </tr> <tr> <td>Staff treat me fairly and with respect</td> <td>94.37%</td> <td>5.63%</td> <td>85.71%</td> <td>14.29%</td> </tr> <tr> <td>Other pupils treat me fairly and with respect</td> <td>86.19%</td> <td>13.81%</td> <td>82.80%</td> <td>17.20%</td> </tr> </tbody> </table>	Question	2024		2023		Strongly Agree or Agree	Disagree or Strongly Disagree	Strongly Agree or Agree	Disagree or Strongly Disagree	I feel safe when I am in school	98.66%	1.34%	94.57%	5.43%	My school helps me to feel safe	95.69%	4.31%	82.56%	17.44%	I have someone in the school I can speak to if I am upset or worried about something	92.89%	7.11%	88.04%	11.96%	Staff treat me fairly and with respect	94.37%	5.63%	85.71%	14.29%	Other pupils treat me fairly and with respect	86.19%	13.81%	82.80%	17.20%	<p>Continue the ongoing work to develop and implement a refreshed positive Relationships and Behaviour Policy to ensure there is a greater consistency of approach across our school and clearly outlined roles and responsibilities for staff, pupils and parents. Provide Professional Learning opportunities for staff to ensure that there is a shared understanding of our school wide approach and the research/strategies that underpin it.</p> <p>Review our approach to sharing relevant information with staff about ASN, medical needs and other possible or barriers to learning experienced by our young people. Currently this information is shared via multiple systems and staff have feedback a desire for systems to be streamlined and easier to access. This priority may have links with the implementation of our new tracking and monitoring system (see 3.2).</p> <p>Embed revised attendance procedures, tracking system and intervention strategies to improve whole school attendance. This includes the specific priority of improving the attendance of our lowest attenders and 'at risk' group (e.g FSM, Care Experienced, SIMD etc).</p>	Very Good
Question	2024		2023																																		
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Self-Evaluation & Improvement Plan 2024-25
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	Good
2.3 Learning Teaching & Assessment	Good
3.1 Ensuring Wellbeing, Equality & Inclusion	Very Good
3.2 Raising Attainment & Achievement	Very Good



<p>process we consulted with young people and parents. We monitor and track bullying incidents via the SEEMIS Bullying and Equalities tool and discuss any school wide trends to identify appropriate interventions. We have also successfully embedded our MVP programme to explore and tackle concepts such as gender based violence.</p> <p>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. We have refreshed our Attendance procedures, which is supporting us to maintain very high levels of attendance across all year groups. We have introduced a system of 4 weekly tracking of all young people. This work has been heavily supported by our newly appointed Family Liaison Officer (FLO). As a result we ensure that interventions and communication with families are timely.</p>	My school helps me to understand and respect other people	94.93%	5.07%	89.66%	10.34%	<p>Evaluate our approach to LGBT Inclusive and Anti-Racist Education and identify future improvement priorities. Create an Equality and Diversity calendar to ensure that the diversity of our school community is celebrated effectively. Establish a PT (Project) Equality and Diversity position to lead this work within our school community.</p>
	My school teaches me how to lead a healthy lifestyle	86.21%	13.79%	72.94%	27.06%	
	There are lots of chances at my school for me to get regular exercise	92.00%	8.00%	88.17%	11.83%	
	My school offers me the opportunity to take part in activities in school beyond the classroom and timetabled day	93.93%	6.07%	95.88%	4.12%	
	I have the opportunity to discuss my achievements with an adult in school that knows me well	84.34%	15.66%	79.22%	20.78%	
	My school listens to my views	81.35%	18.65%	70.89%	29.11%	
	My school takes my views into account	74.88%	25.12%	66.20%	33.80%	
	My school deals well with any bullying.	73.03%	26.97%	55.22%	44.78%	
	I was well supported if I moved to a new school within the last year.	95.65%	4.35%	90.91%	9.09%	
	Exclusion remains low. We work hard to consider alternatives for young people at risk of this. <p>Our recently refreshed Pupil Support Handbook is helping to ensure consistency of practice across our Pupil Support Teams, very effectively supporting staffing changes at both PT Pupil Support and DHT.</p>					

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



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?
<p>In S1 and S2 our learners experience breadth and depth in a full range of subjects representing all curricular areas.</p> <p>Following significant planning and consultation, in session 2023-24 we introduced a 2 year pathway for our S3 learners, allowing them to study 8 SCQF Qualifications. This model is valued by our pupils, parents and staff and is allowing additional time to provide depth and challenge to our learners.</p> <p>From S3 young people benefit from there being a large number of courses to choose from, ensuring they have a personalised curriculum that suits their needs and career aspirations. Our senior phase curriculum is fluid and flexible. Changes to our offer are made each year to ensure that we offer the right courses to maximise the success of our cohort.</p> <p>Within our Enhanced Provision we offer a varied and flexible curriculum that includes activities provided through established partnerships with community providers. Over recent sessions significant work has been done to design learning experiences in collaboration with faculties across our school, and ensure that our Enhanced Provision learners can access supported learning experiences within our mainstream setting where appropriate and beneficial.</p>	<p>In S3/S4 we offer 29 National Qualifications, with almost all of them providing options from SCQF 3-5. In S5/S6 we offer our learners a very broad range of options within school which allows them to choose from the 3 NPAs (SCQF Level 4-6), 13 National 4 or 5, 26 Higher and 16 Advanced Higher courses that we currently offer. This includes the new courses that have been developed to be offered in 2024/25 – Environmental Science, RMPS (both National 5) and Applications of Mathematics and RMPS (both Higher). Our young people in S6 also have access to the full range of SCQF level 7 YASS courses offered by the Open University and to N5 and Higher Mandarin through a link with the Confucius Institute. In addition to this already vast offer for our learners, our school is part of the ABZ Campus partnership which allows learners to choose from a range of other options offered by other ACC schools, NESCOL and other partners. This gave our young people access to a range of courses, many of which are not offered in Cults Academy, providing greater flexibility for our learners to personalise their curriculum. In session 2023/24 45 learners accessed provision through ABZ Campus, giving them access to 20 additional courses including NPAs, Foundation Apprenticeships and National Qualifications (N5-Advanced Higher).</p> <p>85% of parents felt that their child was well supported through subject choice.</p> <p>90% of learners who completed our yearly pupil survey felt that they were given advice that helped them to make choices that were right for them.</p>	<p>Continue to review and develop our S5/S6 curriculum offer to ensure that we are meeting the needs of all learners. A particularly focus continues to be those who require alternatives to Higher and Advanced Higher options. Review the effectiveness of assigned study periods in S5 and consider alternatives that would add additional value to learners' experience and contribute to their portfolio of qualifications and/or skill building opportunities.</p> <p>We have made significant changes to our curriculum structure from S3 onwards. As a result in session 2024/25 we need to evaluate our S1/S2 curriculum experience against the principles of curriculum design and to ensure that we are preparing our learners for 2 year SQA courses starting in S3.</p> <p>A longer term priority is to evaluate the extent to which Learning for Sustainability is embedded our curriculum and to identify any development work that is required to ensure that we are meeting national expectations.</p>

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



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?										
<p>We are extremely fortunate to have an involved parent body who are ambitious for their children supportive of the school.</p> <p>We regularly consult with our parent body through questionnaires and surveys to give parents a voice in shaping school improvement. Our yearly parent survey has provided several areas for improvement which have either been address in planning for session 2024/25 or factored into our school improvement plan for the session. For example, we have adjusted the number and timing of tracking episodes to improve communication with parents regarding their child(ren)'s progress, specifically in the BGE.</p> <p>Attendance at school events targeted at parents/carers is high. For example, parents' evenings, curriculum information evenings or transition events.</p> <p>The school has an active Parent Council, who provide appropriate support and challenge, and who play a part in not only shaping school improvement plan priorities, but giving valuable feedback throughout the implementation of improvement priorities.</p> <p>Additionally we benefit from the support of a PTA, who raise significant sums every year which they donate to the school to support our young people.</p> <p>When implementing school improvement priorities we involve parents/carers in the process by establishing focus groups to consult with parents/carers. For example, several parents were involved in consulting on the draft update on our anti bullying policy which was launched in session 2023/24.</p> <p>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.</p>	<p>Parents' Evening attendance</p> <table border="1"> <tbody> <tr> <td>S1</td> <td>86%</td> </tr> <tr> <td>S2</td> <td>80%</td> </tr> <tr> <td>S3</td> <td>82%</td> </tr> <tr> <td>National</td> <td>62%</td> </tr> <tr> <td>Higher/Advanced Higher</td> <td>67%</td> </tr> </tbody> </table> <p>Survey responses indicate that almost all parents are satisfied with their child(ren) attending Cults Academy. In May 2024 parents were asked to complete a questionnaire regarding their child(ren)'s experience in school. In this survey 93% of respondents stated that their child enjoyed being at Cults Academy, 93% said they were satisfied with the school and 96% said they would recommend the school to other parents.</p> <p>Related to consultation and partnership working 91% felt well informed about the work of the Parent Council, 71% felt that the school took their views into consideration and 88% said they felt comfortable approaching the school with suggestions or issues.</p>	S1	86%	S2	80%	S3	82%	National	62%	Higher/Advanced Higher	67%	<p>Following parent feedback, improve written reports and tracking reports by ensuring there are more evenly distributed form S1-S6, rather than most of our communication coming in the Senior Phase. Evaluate the impact of these changes through further consultation with parents.</p> <p>Provide parents/carers with the required information to access our new tracking and monitoring portal, due to be launched in September.</p> <p>Continue to implement our new attendance procedures to ensure that parents receive period by period groupcall messages to alert them of any absences. Provide an offer of additional support sessions to parents to support them to improve their child(ren)'s attendance and learning, for example promoting positive sleep habits. The focus of each sessions will be based on the responses received to a survey parents completed in June 2024.</p> <p>Introduce NQ Support Evenings for all senior phase parents to provide parents with advice and strategies to assist them in supporting their child's learning in preparation for SQA examinations. Only 49.56% of the parents that responded to our survey believed that we provided them with advice on how to support their child's learning at home.</p>
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S2	80%											
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Key Quality Indicator	Current Self-Evaluation
1.3 Leadership of Change	Good
2.3 Learning Teaching & Assessment	Good
3.1 Ensuring Wellbeing, Equality & Inclusion	Very Good
3.2 Raising Attainment & Achievement	Very Good



Section 3: Logic Models

Learning, Teaching and Assessment

Resources and Context	Outputs		Outcomes
	Activities	Outputs	
<p>SLT Lead: K. Makepeace L. Duncan: PT Learning and Teaching</p> <p>Context: Our current learning and teaching framework (developed in 2022/23) provides focus on 'Planning, Teaching and Feedback' and helps to contribute to our school wide understanding of excellent Learning and Teaching.</p> <p>Learning visits last session found strengths in the learning and teaching being delivered. However less than half observed lessons were rated as 'Very Good' or 'Excellent' leaving scope for improvements to be made.</p> <p>The appointment of a PT L&T allows for further staff development to review and enhance our learning and teaching framework, enthuse staff and encourage professional dialogue thus improving the learner experience at Cults Academy.</p>	<p>DHT liaison with ACC colleagues around implementation of CIRCLE framework (KM)</p> <p>Staff will have professional learning delivered via in service days and collegiate time to support their understanding of the CIRCLE framework (KM/RP)</p> <p>A working group will support staff knowledge and confidence to implement aspects of CIRCLE framework across faculties. (KM)</p> <p>Establishment of Teacher Learning Communities with an agreed focus/foci. (KM/LD)</p> <p>Learning visits will assess progress of implementation of CIRCLE framework and evaluate agreed focus of TLC groups. (KM/SLT)</p> <p>Surveys will be conducted to capture stakeholders' views.(KM/RA)</p>	<p>Almost all teachers will report feeling confident in their knowledge of the CIRCLE framework and next steps for implementing it within their subject/classroom.</p> <p>Almost all teachers will actively participate in TLCs and most will report finding these helpful for professional development.</p> <p>The majority of observed lessons during learning visits will be rated as Very Good.</p> <p>Almost all young people will continue to report they are happy with the quality of teaching some or all of the time.</p>	<p>Universal supports across the school will be consistent and staff will use the CIRCLE framework's common language to support discussions to help support young people in an effective learner-centred way.</p> <p>Greater consistency across the school in the consideration and provision of universal supports will improve the learning environment for young people.</p> <p>We will have a curious and motivated staff who value professional learning discussions with peers to support their practise thus enhancing the learner experience at Cults Academy. Staff will feel confident in their abilities to research, try and review pedagogical approaches. Staff will feel confident in sharing good practise with colleagues.</p>

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



Raising Attainment and Achievement

Resources and Context	Outputs		Outcomes
	Activities	Outputs	
<p>SLT Lead: A. Tullock</p> <p>Context: Cults Academy consistently ranks among the highest –performing schools in terms of academic performance. The school encourages its young people to be ambitious and it is supported well by its parent body and wider community.</p> <p>Whilst known for its strong focus on attainment and achievement, the school is committed to improving the highest-quality education and support needed for all learners to achieve their potential.</p>	<p>Implement new tracking system in line with all other Aberdeen City Council Schools. Provide staff training on data input. Provide optional staff training on using the system for data analysis. (AT)</p> <p>Develop data collection systems that allow easy, accurate access to data through PupilTracking. (AT)</p> <p>Discuss and agree roles and responsibilities for tracking, monitoring and use of data for staff at all levels. (AT/ELT)</p> <p>Establish a system to identify learners the lowest attaining 20% of any cohort. Implement more intensive tracking and monitoring of progress. (AT)</p>	<p>Parents and Young People receive more frequent and accurate online reports</p> <p>Documentation shared with all teaching staff. Training sessions offered to support colleagues.</p> <p>Online materials available to all staff cover tracking, reporting and viewing progress data to drive improvement.</p> <p>Collate “Tracking, Monitoring and Use of Data” Roles and Responsibilities into a procedural document. (AT)</p> <p>Implement appropriate supports and interventions to ensure attainment is maximised for the lowest performing 20%. (AT/Pupil Support/Teaching staff)</p>	<p>Almost all staff will report confidence in using the Tracking, Monitoring and Reporting system</p> <p>Learners and parents will report that they are better informed on progress throughout the year.</p> <p>Insight Data will show improved attainment for our lowest performing 20%.</p> <p>Evidence of improved tracking, monitoring and use of data, as a result of the newly established systems, will be observed in some areas of the school. (Further improvement activities planned in this area for session 25/26)</p>

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



Wellbeing, Equality and Inclusion

Resources and Context	Outputs		Outcomes
	Activities	Outputs	
<p>SLT Lead: N. Cowling F. O'Brien PT Equality and Diversity</p> <p>Context: - UNCRC - The Equality Act - GIRFEC - The Promise</p> <p>At Cults Academy, our vision for Wellbeing is "Acceptance and Progress for all". Our Wellbeing Strategy is to develop Culture, Relationships and Inclusion to support the wellbeing and progress of all.</p>	<ul style="list-style-type: none"> Share best practice through a new Positive Relationships and Behaviour Policy, taking cognisance of developments at a local and national level. Keeping Trauma in Mind (KtiM) session attended with a view to one teacher becoming a Trainer (RS) Deliver session on Trauma Informed Practice and MAYBO to all staff. Link with lead for Professional Learning and Learning and Teaching so that effective strategies can be shared by staff. Sharing of Vulnerable Learners with the wider staff, through Pupil Conference and use of SEEMIS Custom Reports and additional pastoral information (LAC, CeYP, YC etc) Celebrate Diversity, evaluate our approach to LGBT Inclusive and Anti-Racist Education and identify improvement priorities. Embed new attendance/latecoming procedures - tracking, monitoring and intervention through QA Calendar. Plan and embed parent support sessions - FLO SFL and Pupil Support to consider, through Intensive Tracking, how best we support the lowest 20% in order to improve their attainment relative to virtual comparator. 	<p>Completed Positive Relationships and Behaviour Policy following feedback from staff, young people, parents and partners. (NC/SLT/Wider Staff)</p> <p>Delivery of <i>The Promise</i> during collegiate time, led by Pathways Advocate (RS)</p> <p>Staff team trained on MAYBO (Local Authority led)</p> <p>Staff team trained on Trauma Informed Practice. (SA/RS)</p> <p>New approach to sharing of ASN Information embedded, including SEEMIS registration information on ASN, Medical and Red Flags, where appropriate. (RP/SFL)</p> <p>PTPS/DHT QA Calendar in place. (NC/House Teams)</p> <p>Equalities and Diversity Policy and Calendar created via Impact Group. (F O'B)</p> <p>Wellbeing Impact Series (DN)</p> <p>Potential appointment of ELSA (RP/SFL)</p>	<ul style="list-style-type: none"> Exemplary standards of behaviour encouraged and promoted across the school with greater sharing of effective strategies A reduction in concerning behaviour through a climate of high expectations, strong support and greater consistency of approach. Staff confidence in devising effective Learning Updates that recognise Praise, Learning Concerns and Behaviour Concerns. A more trauma informed staff team so that Care Experienced Young People, Young Carers and those with other Adverse Childhood Experience are better understood and supported. Greater awareness of Additional Support Needs, including amongst cover staff so that young people have the support they need. Improved attendance of pupils, especially 'vulnerable' pupils – ASN, FSM, CP etc. More opportunities for young people and staff to celebrate diversity so that we improve the extent to which we are an inclusive and equitable school community.

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



Curriculum

Resources and Context	Outputs		Outcomes
	Activities	Outputs	
<p>SLT Lead: F. Duggan</p> <p>Attainment: Support the raising attainment target for the bottom 20%</p> <p>Subject choice: 85% of parents felt that their child was well supported through subject choice.</p> <p>Qualification structure: Session 2023-24 saw the introduction of the 2 year pathway for our S3 learners, allowing them to study 8 SCQF Qualifications throughout S3 and S4.</p>	<ul style="list-style-type: none"> • Discussion with pupils, curricular leaders and PTPS to identify current good course choice practice and identify where improvements can be made. (FD/RA) • Consider alternatives to PLP in S1 (FD/Staff Group) • Update course choice booklet to show progression routes through the curriculum. (FD/FHs) • Plan opportunities to support parents to better understand National Qualifications, SCQF, the Senior Phase and how to support their child's learning (SLT) • Visits to other schools to find examples of good practice with wider curricular offers.(FD) • Faculties will identify and develop new courses from SQA catalogue with clear progression routes from level 5 to level 6, including NPAs, SQA awards and skills for work. (FD/Faculties) • Explore partnership with another ACC school to broaden the curriculum offer (FD/RA) • Evaluate S1/S2 curriculum and learner experience – pupil voice, observations, staff and parent feedback. 	<ul style="list-style-type: none"> • Implementation of a clear course choice procedure for pupils using tracking data to ensure pupils are choosing an appropriate pathway. (FD/ELT) • Deliver National Qualification Support Evenings to all parents/carers of Senior Phase pupils. • Expanded current curricular offer with level 5 and 6 alternatives to Nationals and Higher courses offered • Faculties will conduct a curricular review to map the skills and knowledge developed in the BGE with the skills needed for level 4 and 5 courses. ((See Faculty Improvement Plans) • Possible shared curriculum offer between 2 similar schools to broaden course choice options in the senior phase. 	<ul style="list-style-type: none"> • All pupils and most parents will have a clear understanding of the curriculum on offer and the corresponding pathways • Almost all parents and pupils will feel well supported through subject choice. • The curriculum will be meet the needs for almost all of the learners at Cults Academy • A wider range of level 5 and 6 options for pupils out with N5, H and AH courses will be evident. • BGE Subject curricula will match up and feed into National subjects (See Faculty Improvement Plans)