

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 1,350 pupils by September 2025. Almost all of our young people live in SIMD (Scottish index of Multiple Deprivation) Deciles 6-10. Last session 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, five Depute Head Teachers (4.2 FTE) 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 2024 was 97.57%. 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)

Evaluation	Good	
How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities?
<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 high expectations of our learners. As a result, our learners benefit from high levels of support and challenge to attain and achieve at the highest possible level. 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. Time is dedicated to consultation around strategic planning through Extended Leadership Team (ELT) meetings, staff meetings, in-service days and feedback sought from staff. 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.</p> <p>During session 24/25 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>, in particular our Teacher Learning Community (TLC) Leadership group which is helping to drive</p>	<p>Our Tracking and Monitoring data shows that almost all young people across our school are positively engaged in their learning. In our third tracking/reporting episode 91.8% of the 'effort' ratings communicated by teachers were either 'excellent' or 'very good' and less than 2% of the ratings was 'needs to improve'. In terms of behaviour ratings 94.25% of ratings were 'excellent' or 'good' with less than 1% 'needs to improve'.</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 – 97.57%) with most moving on to Higher or Further Education and few moving into employment.</p> <p>Average attendance for session 2024-25 was 93.93% which is approximately 4% above national average and 3% above ACC average. Attendance has also improved between 2023-24 and 2024-25 by around 2%. Exclusions remain low and have decreased from session 2023-24 to 2024-25.</p> <p>In 2024-25 there were 48 SLT Learning Visits. 46/48 were evaluated as satisfactory or better, 34/48 were evaluated as good or better and 15/48 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>Due to the evolving context of our school, we plan to review our current school vision and values which have been in place since 2019. Depending on the feedback from our school community consult with stakeholders around updating our vision/values.</p> <p>Implement a school wide programme of peer-to-peer observation opportunities to encourage self-evaluation and critical reflection around learning and teaching. Support staff by planning and delivering professional learning activities around how to conduct supportive peer to peer observations and how to approach feedback conversations. Possible opportunity to 'buy in' an external speaker for this area. (see QI 2.3 Plan)</p> <p>Plan and facilitate additional opportunities for professional learning and collegiate discussion amongst Principal Teachers with a particular emphasis on improving the quality of quality assurance and self-evaluation activities and sharing the highly effective practice that already exists.</p> <p>Plan and deliver/facilitate a programme of in-house professional learning opportunities for those aspiring to progress into PT or DHT roles.</p>

Self-Evaluation & Improvement Plan 2025-26
School: **Cults Academy**

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Learning and Teaching. Our TLC Leadership group consists of our DHT and PT Learning and Teaching, and 10 volunteer staff who facilitate professional learning inputs and group discussions with all teaching staff in identified themes. This has increased our leadership capacity in learning and teaching. As a result of the high quality and valued professional learning opportunities, learners are now experiencing greater consistency of approaches to questioning and checking for understanding. Additionally, learners are experiencing more varied and research driven approaches to learning and teaching.

The effectiveness of Learning and Teaching is evaluated by conducting SLT learning visits. The focus and standards expected were discussed, debated and agreed in advance with SLT and ELT to ensure judgements were as consistent as possible. Following each visit a professional discussion took place to discuss strengths and areas for development.

Young people take an active role in leadership at Cults Academy. We have a 'Captains' structure in place which provides formal opportunities for young people to positive impact areas of our school. This includes School Captains and House Captains who work directly with SLT and ELT on a weekly basis. This provides young people with a direct link to feed back to key staff on issues important to the pupil body. Learners also value the autonomy they have to make suggestions and the support they receive to take ownership of implementing these, in addition we have a large body of prefects who support the school through a variety of duties. This year we have introduced captains that are linked to school improvement priorities or key agendas – this includes Sports Captains, Equality and Diversity Captains, Learning and Teaching Captains and DYW Captains. These young people will play a key role in shaping the strategic direction of our school.

Our parents play a valuable role in our school and are regularly consulted with. This is achieved through an annual survey, parent council meetings, focus groups and questionnaires. Our parent body have shaped several recent improvements. An example is the introduction of our NQ Parent Support Evenings which have led to our parents feeling better informed and advised on how they can support their child's learning at home. IN

In May 2025 parents were asked to complete a questionnaire regarding their child(ren)'s experience in school. Questions related to learning and teaching are listed below:

Question	Agree or Strongly Agree
	48.28%
The school gives me advice on how to support my child's learning at home	72.22% for S4-S6 only – evidence of impact of NQ Sessions
The school takes my views into account when making changes	77.11%
I feel comfortable approaching the school with questions, suggestions and/or a problem	88.52%
I feel encouraged to be involved in the work of the Parent Council and/or parent association	87.50%
I am kept informed about the work of the Parent Council and/or parent association	86.44%
The school is well led and managed	93.75%

Ensure that key policies and procedures are accessible for staff create summary documents that can be referred to quickly.

Review and update our induction programme for new staff ensuring that roles and responsibilities at all levels are clear.

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addition, parents are now provided with online resources to support them as well as assessment calendars to support their child with workload management. As a result, most parents of young people in our senior phase now report that they agree that *the school gives me advice on how to support my child's learning at home.*

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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)		
Evaluation	Good	
How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities?
<p>Quality of 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 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 which provides. This provides learners with an effective foundation for learning, wellbeing and equity in Cults Academy.</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>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.</p> <p>Varied strategies for effective differentiation is evident in most lessons and reflected in the individual teacher's or departments shared planning. Teachers know the young people very well and are very skilled in observing learning and responding to the needs of our young people ensuring that they are effectively supported and challenged. In session 2024-25 a working group of staff began to engage with the CIRCLE Framework, with an initial focus on ensuring an inclusive <i>Physical Environment</i>. The working group has co-ordinated an audit of classrooms</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. Since launched in November 2024, 8% of pupils have received 1 or more demerit in any category (Safe, Respectful, Responsible) but only 1.3% received 3 or more. However, 46% of our pupils have received 1 or more merit in any category with 25% receiving 3 or more. In our third tracking/reporting episode 91.8% of the 'effort' ratings communicated by teachers were either 'excellent' or 'very good' and less than 2% of the ratings was 'needs to improve'. In terms of behaviour ratings 94.25% of ratings were 'excellent' or 'good' with less than 1% 'needs to improve'. In subjects where homework was issued and rated, 86% of our young people were judged to be 'excellent' or 'good' by staff for completion of homework.</p> <p>Staff were asked to completed evaluations following TLC sessions 1-3. There is clear evidence that staff have valued the TLC model that has been implemented and also that staff feel the sessions have had a positive impact on their learning and teaching. Following each session staff indicated that they felt the working in a group format was beneficial for sharing ideas around the topic of questioning (90%, 94%, 100%). Across each session, on average most staff (89%) indicated that the sessions where 'very effective' or 'somewhat effective' in improving their understanding of the area within learning and teaching. Almost all (94%) of staff reported that they had either tried a questioning strategy that was new to them or revisited a strategy that they had previously used as a result of the TLC sessions. Across each of the 3 sessions almost all staff indicated that they were either 'extremely confident' or 'somewhat confident' in applying the questioning strategies that were discussed and exemplified during the TLC session (96%, 96%, 86%).</p>	<p>Continue to operate the TLC model that was introduced during the previous session to support professional learning and practitioner enquiry. The focus for our TLCs will be around effective feedback.</p> <p>Plan and introduce a peer observation programme to support staff with meaningful opportunities for self-evaluation and professional dialogue with peers around learning and teaching. Provide staff with training on conducting observations and providing feedback.</p> <p>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. The initial focus will be on the Physical Environment.</p> <p>In session 2022/23 our Teaching and Learning group developed and introduced a framework that to help exemplify high standards of Learning and Teaching. An evaluation of this</p>

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that has provided a clear picture of where the physical environment can be improved to better support our learners.

Most staff are using use effective questioning strategies (for example cold calling) to ensure young people are engaged in their learning and to check for understanding. A growing number of staff are making use of mini white boards (or other strategies) that allow them to check the understanding of the whole class or large groups. The majority of staff are using questioning to promote higher order thinking and to ensure young people are *thinking hard* during learning.

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 our learners with quality and relevant feedback.

In session 2024/25 we launched our Teacher Learning Communities (TLC) with all staff. During collegiate sessions our staff worked in groups of around 10 to discuss learning, teaching and assessment themes – generally focused on questioning, checking for understanding and/or higher order thinking skills. Each group was facilitated by a TLC leader who worked alongside our PT Learning and Teaching and DHT Learning and Teaching to plan staff sessions. Each session allowed opportunity to discuss/observe exemplified strategies on a specific area and reflect on and discuss approaches that have been used by each group member. Some sessions also allowed staff to set targets to try new approaches, or revisit something used previously, prior to the next session. Our TLC leadership group have engaged with research and evidence to ensure staff were discussing strategies that can positively impact learning and

In May 2025, members of SLT conducted a programme of lesson observations across the school. Prior to observations the focus, criteria and method of providing feedback was discussed and agreed. Following observations, SLT worked as a team to quality discuss feedback and quality assure judgements. Of the lessons observed, 71% of lessons were judged to be good or better and 96% satisfactory or better. 4% of lessons were evaluated as weak and 0% as unsatisfactory. This resulted in a whole school report as well as specific recommendations for each faculty area.

In May 2025 parents were asked to complete a questionnaire regarding their child(ren)’s experience in school. Questions related to learning and teaching are listed below:

Question	Agree or Strongly Agree
My child finds their learning activities hard enough	78.63%
My child receives the help he/she needs to do well	86.07%
I feel staff really know my child as an individual	90.35%
My child is making good progress at the school	95%
I receive helpful, regular feedback about how my child is learning and developing e.g. informal feedback, reports and learning profiles	75.57%
I understand how my child’s progress is assessed	77.78% (94.87% for S4-S6, 70.11% for S1-S3)

resource was begun with staff at the end of last session to ensure it is an accessible and helpful tool for staff. Pupils will be given the opportunity to feed into the tool in order to ensure a whole school understanding of what quality learning and teaching looks like.

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teaching. As a result of the TLC model, staff are receiving regular high quality professional learning. The format and content of our TLC sessions has been valued highly by staff who have appreciated the opportunity to participate in small group sessions that allow them to contribute and to discuss good practice from a range of colleagues/subjects. As a result of TLC sessions, more professional dialogue around learning and teaching is taking place amongst the teaching, with an increase in discussions being noted within faculties, out-with TLC sessions. This is contributing to our aim to strengthen our culture of ongoing self-evaluation and improvement in learning and teaching. Teacher feedback has indicated that teachers would appreciate the opportunity to take part in a peer observation programme as an opportunity to share and observe good practice, and to receive feedback from colleagues. As a result of the high quality and valued professional learning opportunities, learners are now experiencing greater consistency of approaches to questioning and checking for understanding. Additionally learners are experiencing more varied and research driven approaches to learning and teaching.

Effective use of assessment

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 the BGE courses are well planned against CFE Benchmarks and E's and O's ensuring that learning experiences and assessments are pitched against National Standards ensuring that assessments judgements are based on valid and reliable assessment evidence. Moderation and

I am satisfied with the quality of teaching in the school	90.91%
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In January 2025 young people were asked to complete a questionnaire regarding their experience in school. The responses were based around 5 sections taken from the HGIOURS? document. Responses to the relevant questions are listed below (for the purposes for the analysis "don't know" responses have been excluded).

Question	Strongly Agree or Agree	Disagree or Strongly Disagree
The school environment allows me to learn and achieve my best	97.3%	2.7%
I have many positive relationships with other pupils and staff	98.0%	2.0%
I learn useful skills in my lessons that help me to take responsibility for my own learning	98.3%	1.7%
My lessons are challenging and enjoyable	92.3%	7.7%
My needs are met in my lessons	94.6%	5.4%

The analysis of initial 2025 Exam performance demonstrates the strength and confidence our teachers have generating assessment evidence and applying SQA standards to their predicted grades. There were 3044 presentations that required an estimate grade to be provided. 72% of results achieved by learners were within 1 band of their teachers predicted grade (2024 was also 72%). 89% were within 2 bands (2024 was 90%).

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<p>verification has been prioritised within the senior phase in recent years and it is recognised that this is an area within the BGE that could be improved. Given the ongoing Curriculum Improvement Cycle work, staff will need to consider any recommendations or updated national guidance.</p> <p>Planning, tracking and monitoring All Faculties have a tracking system to record ongoing assessment and the progress of all learners. Additionally our whole school tracking system provides an overview of progress and engagement at 3 times per year in all subjects. Based on this data, teachers, Faculty Principal Teachers, and House Teams ensure appropriate interventions take place when required. This results in learners receiving support and challenge at the right time to ensure they are making progress within courses.</p>		
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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)

Evaluation	Very Good																																																														
How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities?																																																													
<p>Our Raising Attainment and Achievement Strategy is underpinned by the expectation that all young people will be supported and appropriately challenged to achieve their potential within a curriculum structure that allows them to experience courses relevant to their future aspirations.</p> <p>All staff have high expectations of and high aspirations for their learners. Planning, learning and teaching ensures that almost all young people are engaged in their learning. Almost all staff utilise effective learning and teaching approaches to ensure young people are appropriately challenged. Learners receive regular feedback that supports their attainment journey in most classes.</p> <p>All faculties have tracking and monitoring systems that are embedded and used to track learner progress within subjects. In 2024/25 we launched a new whole school tracking and reporting system that has been adopted by all staff. Our whole school tracking system has allowed us to integrate contextual information (e.g SIMD, FSM) about young people as well as attainment data from wider sources (e.g prior attainment, SNSA, 20/60/20) giving staff an 'at a glance' view of all relevant</p>	<p>BGE</p> <p>S3 – ACEL Data</p> <p>In 2024 the number of learners achieving Level 3 and better was higher than the national average for all indicators. For numeracy 98.3% achieved Level 3 or better by the end of S3. This is 8% higher than the national average and 3% ahead of our own figure for 2023. For Reading and Writing 97% achieved Level 3 or better by the end of S3. This is 8.7% higher than the national average and 1.3% behind of our own figure for 2023. For Talking and Listening 98.7% achieved Level 3 or better by the end of S3. This is 10.4% higher than the national average and 0.7% ahead of our own figure for 2023.</p> <table border="1"> <thead> <tr> <th>Measure</th> <th>Level 1</th> <th>Level 2</th> <th>Level 3</th> <th>Level 4</th> </tr> </thead> <tbody> <tr> <td>Numeracy</td> <td>1 (0.4%)</td> <td>3 (1.3%)</td> <td>26 (9.1%)</td> <td>207 (89.2%)</td> </tr> <tr> <td>Talking & Listening</td> <td>0 (0%)</td> <td>3 (1.3%)</td> <td>29 (12.5%)</td> <td>200 (86.2%)</td> </tr> <tr> <td>Reading</td> <td>0 (0%)</td> <td>7 (3%)</td> <td>26 (11.2%)</td> <td>199 (85.8%)</td> </tr> <tr> <td>Writing</td> <td>0 (0%)</td> <td>7 (3%)</td> <td>26 (11.2%)</td> <td>199 (85.8%)</td> </tr> </tbody> </table> <p>Analysis of Level Achieved data by SIMD indicates that there is no pattern or significant attainment gap between SIMD quintiles.</p> <table border="1"> <thead> <tr> <th>Organiser/Subject Name</th> <th>No Data</th> <th>Quintile 2</th> <th>Quintile 3</th> <th>Quintile 4</th> <th>Quintile 5 - Least Deprived</th> </tr> </thead> <tbody> <tr> <td>Numeracy (N)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td> Early Level</td> <td></td> <td></td> <td></td> <td>3.13%</td> <td></td> </tr> <tr> <td> Second Level</td> <td></td> <td></td> <td></td> <td>3.13%</td> <td>1.23%</td> </tr> <tr> <td> Third Level</td> <td>25.00%</td> <td></td> <td>6.45%</td> <td>21.88%</td> <td>6.75%</td> </tr> <tr> <td> Fourth Level</td> <td>75.00%</td> <td>100.00%</td> <td>93.55%</td> <td>71.88%</td> <td>92.02%</td> </tr> </tbody> </table>	Measure	Level 1	Level 2	Level 3	Level 4	Numeracy	1 (0.4%)	3 (1.3%)	26 (9.1%)	207 (89.2%)	Talking & Listening	0 (0%)	3 (1.3%)	29 (12.5%)	200 (86.2%)	Reading	0 (0%)	7 (3%)	26 (11.2%)	199 (85.8%)	Writing	0 (0%)	7 (3%)	26 (11.2%)	199 (85.8%)	Organiser/Subject Name	No Data	Quintile 2	Quintile 3	Quintile 4	Quintile 5 - Least Deprived	Numeracy (N)						Early Level				3.13%		Second Level				3.13%	1.23%	Third Level	25.00%		6.45%	21.88%	6.75%	Fourth Level	75.00%	100.00%	93.55%	71.88%	92.02%	<p>Continue to support staff to better access and make use of data to enhance their day to day planning and support provided to learners.</p> <p>Review the performance of our Lowest 20% attaining young people following on from 2024/25 improvement activities.</p> <p>Work in partnership with DHT Curriculum to review the attainment impact of new courses that have been introduced.</p> <p>Review value of S5 study periods and consider whether these periods could be used differently to add value to learners' attainment and achievement.</p> <p>Develop a system to allow closer monitoring of progress for vulnerable groups – ASN, FSM, SIMD, Risk of Negative Destination (link to 3.1 Improvement Priorities).</p> <p>Provide collegiate time to discuss and agree a consistent approach across all faculties to working grades (S3-S6) and Levels Achieved (S1-S3).</p>
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information. Training has also been provided to staff on how to utilise the system to look at learners' attainment in other subjects. Some staff are beginning to utilise this data to inform their planning and interventions to support young people.

During session 2024-25 we began to categorise learners as T20, M60 or L20. This indicated whether their average performance in subjects put them in the Top 20%, Middle 60% or Lowest 20% of the year group in terms of current attainment. The attainment groupings are updated at each tracking period. This is allowing staff to measure the progress in their subject against average performance in a quick and accessible manner. It has also effectively highlighted learners within the Lowest 20%, a target group for improved attainment. This allowed us to monitor attainment more closely and ensured that teachers worked to maximise both presentation and attainment for our lowest 20% in particular. Insight analysis in Sept 2025 will indicate whether this approach has been successful.

We offer a programme of revision classes for National Qualifications that is accessible by all young people on an optional basis. Although no formal analysis has taken place to gauge impact, sessions are well attended, and young people report that these sessions provide valuable support with revision and exam preparation.

Organiser/Subject Name	No Data	Quintile 2	Quintile 3	Quintile 4	Quintile 5 - Least Deprived
▲					
☐ Listening & Talking (ELT)					
Second Level				3.13%	1.23%
Third Level	50.00%		9.68%	15.63%	11.66%
Fourth Level	50.00%	100.00%	90.32%	81.25%	87.12%

Organiser/Subject Name	No Data	Quintile 2	Quintile 3	Quintile 4	Quintile 5 - Least Deprived
▲					
☐ Writing (EW)					
Second Level				9.38%	3.07%
Third Level	25.00%		16.13%	21.88%	7.36%
Fourth Level	75.00%	100.00%	83.87%	68.75%	89.57%

Organiser/Subject Name	No Data	Quintile 2	Quintile 3	Quintile 4	Quintile 5 - Least Deprived
▲					
☐ Reading (ER)					
Second Level				9.38%	2.45%
Third Level	25.00%		16.13%	18.75%	8.59%
Fourth Level	75.00%	100.00%	83.87%	71.88%	88.96%

Senior Phase

Literacy

In 2024 98.48% of our young people achieved Level 4 Literacy. This is ahead of our VC (96.36%) and represents a 3-year positive trend and the only time we have been ahead of VC in those years. 91.41% achieved Level 5 in Literacy and increase from 88.73% in 2023 and ahead of our VC (89.29%).

In 2024 98.10% of young people in S5 achieved Level 4 in Literacy which is in line with our VC (98.62%) and in increase from. 93.81% achieved Level 5 Literacy which remains below our VC (96.57%). Level 6 Literacy was achieved by 75.24% of our young people. This is a considerable increase from 2023 (62.14%). Whilst we remain slightly below our VC (76.71%) the 'gap' has decreased from 14.75% in 2023 to 1.47% in 2024.

In 2024 96.43% of our young people in S6 achieved Level 5 in Literacy which in slightly below our VC (98.39%). 76.79% achieved Level 6 in Literacy. This behind our VC (88.04%).

Develop or adopt a system that allows for more effective tracking of achievements and successes (e.g My World of Work Profile).

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



Learners are now benefiting from recent changes to our S3/S4 curriculum structure. There has been a positive impact on attainment in S4 following the 2025 SQA exam diet. Whilst we await INSIGHT analysis, early analysis indicates that this curriculum change has had a significant impact on the number of young people achieving 3 (or more) and 5 (or more) SCQF Level 5 qualifications. Our 2025 SQA results indicate that almost all young people achieved 3 (or more) SCQF Level 5 qualifications (91.14% - increase of 3.26%) and most young people achieved 5 (or more) SCQF Level 5 qualifications (85.23% - increase of 7.96%). It is hoped that this will provide learners will a greater range of options moving into S5 and S6 with less reliance on 'crash' subjects in S6 in particular).

During session 2024-25 we reviewed our approach to SQA presentation. Following work with Principal Teachers and further work in Faculty Teams there is now a greater consistency of approach. Staff across the school encourage young people to work towards the 'highest and best' qualification. There has been a reduction in the number of 'change of presentation' requests, which is largely attributed to a greater understanding of the tariff point value of attaining a D award and also the articulation routes to further education that it can provide learners. As a result, learners are receiving support and encouragement to attain at the 'highest and best' level. This has contributed

Numeracy

In 2024 93.43% of our young people achieved Level 4 in Numeracy. This is slightly behind our VC (94.75%). 72.73% achieved Level 5 Numeracy. This is below the VC (79.85%).

In 2024 96.67% of our young people achieved Level 4 in Numeracy. This is in line with our VC (97.48%) 88.57% achieved Level 5 in Numeracy. This is behind our VC (91.10%). 53.81% achieved Level 6 in Numeracy. This is above our VC (45.14%).

In 2023, 94.05% of our young people in S6 achieved a Level 5 in Numeracy. Whilst this remains below the VC (95.25%), we have reduced the 'gap' between the VC from 3.44% in 2023 to 1.19% in 2024. The figure has also increased from our figure of 90.45% in 2023. 64.29% achieved Level 6 Numeracy, increasing from 61.15% in 2023 and remaining above our VC (56.85%).

Attainment for all

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 2024. This is also the case across the last three years, except our lowest attaining 20% S4 2022 and lowest attaining S5 2023 groups who are slightly behind VC.

Breadth and Depth Cohorts

In 2024 almost all (95.45%) young people in S4 achieved 1 or more SCQF Level 5 qualification. This is ahead of our VC (93.84%). Most young people achieved 3 or more SCQF Level 5 qualifications (87.88%) which is also ahead of VC (86.17%). Most young people also gained 5 or more SCQF level 5 qualifications (77.78%). This is ahead of our VC (74.70%). A few of our learners achieved 1 or more SCQF level 6 (4.55%) by being presented for higher qualifications in music and languages.

In 2024, most young people in S5 gained 5 or more qualifications at SCQF level 5 (89.52%). Most achieve 1 or more SCQF level 6 (88.57%), this is similar to our VC (89.71%). Most of young people achieve 3 or more SCQF level 6 (75.24%), which is similar to the VC (76.05%). The majority of learners (53.33%) achieved 5 or more SCQF Level 6 awards. This is ahead of our VC (49.19%).

The quality of grades achieved by our learners results in strong performance against the VC in SQA National Courses. For example 47.62% achieved 5 or more Highers at Grade C (VC 35.75%), 36.19%

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



to an increase in the number of courses young people are being presented for.

During session 2024-25 we reviewed our approach to subject choice, the support provided to learners and the quality assurance processes. Rigorous quality assurance procedures are now in place. Young people are advised to study courses that both challenge them, but also give them an opportunity to be successful. This has contributed to an increase in the number of courses young people are being presented for.

Planning for 2025-26 we have continued to seek opportunities to improve our curriculum offer in S5/S6 to ensure that young people can access an appropriately challenging and relevant curriculum that allows them to attain the 'highest and best' qualifications that they are capable of. This has resulted in the inclusion of an additional 7 new courses: NPA Business with IT, NPA Technical Theatre, L6 Communication, NPA Computer Games Development, L5 Personal Finance, NPA Exercise and Fitness Leadership and NPA Enterprise and Employability. In addition, we have worked in partnership with Bon Accord Care to introduce the Foundation Apprenticeship in Social Services and Healthcare with all spaces on this course filled. Young people now have a greater range of courses available to them as well as the option of progressing into several non-examined

achieved 5 or more at Grade B (VC 24.76%) and 14.29% achieved 5 or more at Grade A (VC 12.05%). Similarly strong performance can be seen when analysing the 3+ at Level 6 measure.

In 2024, almost all young people in S6 gained 5 or more qualifications at SCQF level 5 (95.25%). This is similar to the VC (95.00%). Almost all young people achieved 1 SCQF level 6 (96.43%) award. This is similar to the VC (97.26%). Almost all achieved 3 or more SCQF level 6 awards (91.07%), which is above the VC (86.43%). Most achieved 5 or more SCQF level 6 awards (83.93%), which is above VC.(79.11%)
In 2024, 60.12% of young people achieved 1 or more SCQF level 7 award (VC 55.42%) and 26.19% achieved 3 @ SCQF level 7 (VC 11.85%).

The quality of grades achieved by our learners by S6 has resulted in strong performance against the VC in SQA National Courses. For example 69.05% achieved 5 or more Highers at Grade C (VC 64.35%), 55.36% achieved 5 or more at Grade B (VC 45.71%) and 33.93% achieved 5 or more at Grade A (VC 23.75%). Similarly strong performance can be seen when analysing the 3+ at SCQF Level 6 measure. At Advanced Higher 32.14% of S6 learners achieved at least 1 Advanced higher Grade A (VC 20.06%).

Breadth and Depth leavers

In 2024 most leavers achieved at least 1 SCQF level 6 award (85.92%). This is slightly below the VC (88.50%). Most leavers achieved at least 3 SCQF level 6 awards (81.07%) which is above VC (78.88%). The majority of leavers (71.36%) achieved at least 5 SCQF level 6 awards, above our VC (65.05%) and an improvement on 2023 (63.59%).

In 2024 the majority of our leavers achieved at least 1 SCQF level 7 award (50.00%), which is above the VC (45.39%) and less than half achieved at least 3 SCQF level 7 awards (21.36%), which is also above VC (8.98%).

Attainment v Deprivation

In 2023-24, our SIMD profile shows that almost all senior phase learners were living in SIMD 6-10.

2023-24 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.

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>SCQF 6 courses. We hope that this will provide opportunities for attainment at SCQF Level 6 for identified learners who, based on prior attainment and progress, are not suited to Higher courses in the same subjects. Planning for each of the new courses has included planning for progression routes for learners into S6 (if taking in S5).</p> <p>In session 2024/25 we introduced an SCQF Level 6 First Aid course which has been delivered to all S5 students and S4 leavers. This is providing all learners with a vital set of skills that may improve chances of employment or prepare them for challenging situations they may encounter. It is also providing all learners in S5 with an additional SCQF Level 6 qualification, adding value to their portfolio achievements.</p>	<p>In S4, our average complimentary tariff scores in all deciles, with the exception of decile 4 and 5 (which each represents 1 learner), are higher or in line with than the National Establishment and VC. Below are comparisons that are statistically significant. In comparison with the National establishment the average number of tariff points achieved by learners is much greater in decile 6 (368 vs 320) and greater in decile 8 (384 vs 328) and decile 9 (380 vs 342). In comparison with the VC the average number of tariff points achieved by learners is much greater in decile 8 (384 vs 320) and greater in decile 6 (368 vs 320) and decile 9 (380 vs 355).</p> <p>In S5, our young people are performing similar to or higher compared with the national establishment and VC in almost all deciles. Below are comparisons that are statistically significant. In comparison with the National establishment the average number of tariff points achieved by learners is much greater in decile 6 (801 vs 593). In comparison with the VC the average number of tariff points achieved by learners is greater in decile 6 (801 vs 681)</p> <p>In S6, our young people are performing similar to or higher compared with the national establishment and VC in almost all deciles. Below are comparisons that are statistically significant. In comparison with the National establishment the average number of tariff points achieved by learners is much greater in decile 6 (1159 vs 889) and decile 9 (1183 vs 992), greater in decile 8 (1078 vs 955) and lower in decile 7 (789 vs 935). In comparison with the VC the average number of tariff points achieved by learners is much greater in decile 6 (1159 vs 911) and greater in decile 9 (1183 vs 1030)</p> <p>Positive destinations</p> <p>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 2024, almost all of our young people (97.57%) who left school achieved a positive destination. This figure is similar to our VC (98.16%) and above the National Establishment (95.71%) the collective Aberdeen City Council figure (93.62%).</p>	
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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



QI 3.1 Ensuring wellbeing, equality and inclusion (Wellbeing; Fulfilment of statutory duties; Inclusion and equality)

Evaluation Very Good

How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities?
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Wellbeing, equality and inclusion at Cults Academy is driven by our vision for wellbeing: **acceptance and progress for all.**

Almost all learners report that they have many positive relationships across the school. 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.

During session 2024-25 we launched our new "Relationships and Behaviour Policy". The policy is driven by our vision and values and is helping to ensure that our school is an inclusive environment built on high standards and strong relationships. The policy provides simple and clear expectations that can be applied in all areas of our school community: Respectful, Safe and Responsible. This is allowing consistent language and conversations across our community which is helping to promote our expectations. The policy provides clear but flexible procedures to support staff to consistently respond to challenging situations. With the policy we have introduced a merit/demerit system. Merits are allowing staff to record behaviours that go "above and

Positive Relationships are evident across our school on a daily basis. Pupil voice questionnaire data shows that only 2% of young people disagreed with the statement "I have many positive relationships with other pupils and staff". A parent survey showed that 96.99% agreed that "Staff treat my child fairly and with respect". SLT learning observations highlighted positive relationships in classrooms as a key strength in almost all lessons. Whilst newly launched the merit/demerit data collected supports this. Since launched in November 2024 only 1.4% of young people have received 3 or more demerits for "being impolite (respect)" and only 0.5% of young people have received 3 or more demerits for "being unkind (respect)". Overall 8% of pupils have received 1 or more demerit in any category (Safe, Respectful, Responsible) but only 1.3% received 3 or more. However, 46% of our pupils have received 1 or more merit in any category with 25% receiving 3 or more.

Pupil voice questionnaire data shows that 96% of young people who answered responded to agree with the statement "I feel safe in school". A parent survey showed that 94.7% agreed that "I feel my child is safe at school".

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. 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. 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.

Bullying incidents remain low, with 27 incidents recorded over 2024-25. However, it is expected that this number will increase in future sessions as we are in the early stages of transitioning fully to using the SEEMIS Bullying & Equalities record

Continue to embed our approach to Positive Relationships and behaviour, following the launch of our Positive Behaviour and Relationships Policy. This will include:

- Providing collegiate time for staff professional learning/collegiate discussion around approaches to develop positive relationships and tackle behavior issues.
- Develop a means to use Merit/Demerit data to monitor behavior to allow for early identification of concerns/patterns. Ensure relevant staff (House Teams and PTs) are familiar with it to ensure it is used consistently.
- Develop and implement an approach to celebrating when young people consistently receive merits.

Use collegiate time to facilitate professional learning activities for relevant staff (Pupil Support Curriculum/Pastoral) on how to write high quality and effective single agency plans, multi-agency plans and IEPs. Work with Pupil Support Curriculum/Pastoral staff to agree and implement Quality Assurance activities to ensure that ASN information, strategies and plans are high quality, relevant, regularly updated and that the voice of parents/young people is considered.

Continue to develop and improve our approach to addressing bullying behaviours or incidents related to protected characteristics. This will include:

- Ensuring all incidents are recorded on the SEEMIS Bullying and Equalities module to ensure we can

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



beyond” basic expectations or to recognise improvement. Our demerit system is used to record concerns or where young people do not meet our expectations. The merit and demerit system has led to emerging good practice where pastoral and senior staff are more effectively tracking and monitoring low level issues and identifying emerging patterns. This will allow more consistent and earlier intervention where necessary.

Our school is a safe and welcoming environment. Almost all learners report there is a welcoming environment, that they feel a sense of belonging and that they feel safe in school. This is echoed by parent views and the ethos and environment that is observed by staff.

We have strong and well embedded approaches to support the wellbeing of all young people through Universal Support and inputs from partners such as Active Schools, Youth Work and Counselling. Our House system/structure provides our foundations for 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 which help to improve outcomes for young people. They are skilled in involving young people in planning and decision making. Our PSE curriculum is well planned and supports the wellbeing of our learners. It is also fluid and adapts to specific community or cohort issues. Almost all young people feel they have someone

keeping system. When fully adopted we will be able to more effectively monitor trends from year to year. The most common ‘nature’ of the bullying incidents recorded is ‘name calling’ and ‘teasing’. Responses from our parent survey indicate that 71.49% of parents agree that “My child’s school deals well with bullying” (excluding responses of ‘don’t know’ which was the most common – presumably because parents/carers’ child(ren) have not experienced bullying behaviours).

A day was dedicated to celebrating Diversity where timetable was suspended over lunchtime and a range of stalls and experiences were led by pupils, celebrating different cultures. Black History Month was incorporated into the curriculum via Personal Learning Planning sessions with S1. As part of this, pupils were surveyed as to their previous experiences. A Culture Cafe was setup whereby pupils could raise any concerns or feedback pertaining to our work in this area. Pupils were encouraged to engage with the link teacher to lead on aspects of improvement. The information gained from pupils and the personal stories/accounts shared were then conveyed to staff at a Staff Forum. There were messages about staff understanding a student’s culture and seeing things through their lens.

Physical Abuse, Equal Protection and Restraint and “Neglect” were the most common categories of Protection concerns recorded over the past year . Recent CLPL sessions in Aberdeen City have focussed on these two areas. Work has been undertaken to update the Child Protection Short Guide so that staff are clearer on indicators of abuse and neglect, to ensure we are not missing any cases and to ensure that we deal effectively with those cases that do emerge. The survey for staff has been updated following training by ACC, in order that we have a greater amount of data on staff confidence with respect to Child Protection and Safeguarding. Staff are reporting

The Wellbeing Vision of “Acceptance and Progress” and the Wellbeing Strategy: “to develop Culture, Relationships and Inclusion” has been incorporated into the Child Protection Site and associated policy/short guide etc.

In January 2024 young people were asked to complete a questionnaire regarding their experience in school. Responses to relevant questions are details below (“Don’t know” responses have been excluded from the analysis below).

effectively monitor trends to allow proportionate intervention.

- Develop a visual overview of all incidents to help staff analyze patterns/trends. This will also provide a means to quality assure the response to all incidents and to ensure that all stages of the response to an incident have been actioned - investigation, intervention and review.
- Providing collegiate time for staff professional learning/collegiate discussion around approaches to responding to observed bullying behaviours and/or incidents related to protected characteristics.

Create and embed a Vulnerable Pupil overview to ensure key staff have access to relevant data that will allow earlier intervention and support of pupils with wellbeing concerns or at risk of a negative destination.

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



in school that they can go to seek support for their wellbeing.

During session 2023-24 we reviewed and improved our anti-bullying policy/procedures. During this 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. Most young people feel that everyone is treated fairly and with respect.

In session 2024-25 we introduced a (PT Project) Equality and Diversity role. As a result, a working group of staff was established to lead in this area. In April 2025 we held our inaugural Cults Academy Culture Festival with activities such wearing cultural clothing and young people setting up stalls in our assembly hall to give others an opportunity to learn about their culture. 15 different countries were represented. Young people had the opportunity to showcase their culture and learn about the culture of their peers. Young people appreciated the opportunity to celebrate the diversity within our school. A wider Equality and Diversity calendar was created and ensured that we took opportunities to discuss and celebrate key events throughout the school year through Tutor activities, assemblies and planned events. In addition our PT and working group set up the Culture Café. Young people now have more

Question	Strongly Agree or Agree	Disagree or Strongly Disagree
My school is welcoming and I feel like I belong here	95.9%	4.1%
The school environment allows me to learn and achieve my best	97.3%	2.7%
I have many positive relationships with other pupils and staff	98.0%	2.0%
My needs are met in my lessons	94.6%	5.4%
I feel safe in school	95.9%	4.1%
I learn techniques to help me cope when I'm having a difficult time	85.2%	14.7%
I feel I have someone I can go to in school if I am struggling with my mental and emotional health	90.1%	9.9%
Everyone is treated fairly and with respect	87.1%	12.9%
My school praises good effort and celebrates success and achievements	94.7%	5.2%
I am satisfied with the range of extra-curricular learning opportunities (clubs) on offer to me	95%	5%

Optional extended responses in some areas were gathered through the same questionnaire. Some common points made by learners include:

- Pupils consistently praised the welcoming environment and positive relationships with staff and peers.
- Pupils expressed pride in their school
- Pupils valued the supports they received with their wellbeing and mental health

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



opportunity to share opinions and feedback, related to equality and diversity at Cults Academy. This is allowing us to better promote and celebrate the diversity within our community.

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 attendance of most young people is above 90% with almost all young people attending 85% or more. Very few young people have attendance of 75% or below. Rigorous procedures are in place to monitor and promote high levels of attendance at Cults Academy. Attendance is formally reviewed for all young people on a 4 weekly cycle in a process coordinated by our Family Liaison officer. Pts Pupil Support Pastoral review attendance during each review period to ensure that ACC Attendance Procedures are being implemented in a timely manner. Our staff work effectively with parents and partners to support high level attendance. All TBC attendance marks are reconciled on a weekly basis ensuring our attendance figures are accurate. Highly effective procedures are in place to quickly identify young people missing from class which allows for proportionate and timely response.

- Pupils appreciated the range of extra-curricular learning opportunities (clubs) on offer

Average attendance for session 2024-25 was 93.93% which is approximately 4% above national average and 3% above ACC average. Attendance has also improved between 2023-24 and 2024-25 by around 2%. Below is a breakdown by attendance band:

Attendance Band	Number of Pupils	% of Pupils
Above 95%	776	63%
Above 90%	1063	86%
Above 85%	1158	94%
Above 80%	1189	96%
Above 75%	1208	98%
Below 75%	30	2%
Below 50%	10	1%

Exclusion remains low. We work hard to consider alternatives for young people at risk of this. We have also seen a reduction in the total number of exclusions between 2023-24 and 2024-25.

	2024-25	2023-24
Number of Exclusions	17	25
Number of Pupils Excluded	16	19
Number of Pupils Excluded more than once	2	4
Total half days lost to exclusion	88	130

Self-Evaluation & Improvement Plan 2025-26
 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



	Exclusions for 'fighting' or 'physical assault' has also decreased from 2023-24 (13 exclusions/72 half days lost to exclusion) and 2024-25 (7 exclusions/31 half days lost to exclusion).	
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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



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. Our first cohort was presented for SQA qualifications in S4 at the end of 2024-25 and early analysis suggests there has been an increase in the number of young people achieving 3 (or more) and 5 (or more) SCQF Level 5 qualifications.</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>In 2024-25 we reviewed and made various changes to our subject choice and timetabling processes. We introduced free choice for all year groups making choices, ensuring that the highest possible number of young people could access their preferred options. To ensure that our young people progressed onto courses that were suitable we updated our method for quality assuring the choices made, providing class teachers with a means of checking the suitability of choices and commenting where there was a more suitable course. This allowed the DHT Curriculum and House Teams to discuss options with young people (and parents where necessary) and to support them into the most suitable courses that maximised their attainment chances.</p>	<p>In S3/S4 in 2024-25 we offered 30 National Qualifications, with almost all of them providing options from SCQF 3-5. We offered our S5/S6 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 13 Advanced 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. In 2024-25 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.</p> <p>Planning for 2025-26 we have continued to seek opportunities to improve our curriculum offer in S5/S6 to ensure that young people can access an appropriately challenging and relevant curriculum that prepares them to enter a positive destination. Our planning had a particular focus on increasing the range of opportunities for young people to study non-examined courses. This has resulted in the inclusion of an additional 7 new courses: NPA Business with IT, NPA Technical Theatre, L6 Communication, NPA Computer Games Development, L5 Personal Finance, NPA Exercise and Fitness Leadership and NPA Enterprise and Employability. There has been strong uptake for each for each of these courses, indicating the need for them to be part of our curriculum offer. In addition, we have worked in partnership with Bon Accord Care to introduce the Foundation Apprenticeship in Social Services and Healthcare with all spaces on this course filled. Around 20% of the young people in Cults</p>	<p>Continue to review and develop our S5/S6 curriculum offer to ensure that we are meeting the needs of all learners. Review the success of new courses that have been introduced to inform planning for 2026-27 and work with Faculties to explore options available where it is identified that learners would benefit from alternatives to Higher and Advanced Higher courses.</p> <p>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>Continue to develop our approach to subject choice. Further develop pathway planning website as a resource that can support both young people and parents/carers. Develop curriculum 'maps' for each faculty that make clear the progression routes available and develop resources that help our parents/carers better understand the SCQF framework and types of qualifications on offer as part of our curriculum.</p> <p>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</p>

Self-Evaluation & Improvement Plan 2025-26
 School: **Cults Academy**

Section 1: School Context
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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



In 2024-25 the format and content of our Curriculum Information Evenings changed to allow more opportunity to provide information and guidance specific to S5 and S6 parents, allowing more depth on areas that are key to those year groups (e.g Advanced Highers and Links to University for S6). As a result, our parents/carers feel well supported in the build up to subject choice periods.

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.

Academy aspire to work in a related field and this course will provide an alternative means of gathering qualifications that contribute to Higher/Further Education entry requirements as well as relevant work-based learning experiences that will better prepare young people.

From our annual survey, 92.75% of parents whose child(ren) made subject choices in 2024-25 felt that their child was well supported through subject choice. This is an increase from our 2023-24 figure of 88.88%.

curriculum and to identify any development work that is required to ensure that we are meeting national expectations. (DHT Learning and Teaching).

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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: Improvement Plan

Learning, Teaching and Assessment

Output(s) <i>(What improvement will the learner experience?)</i>	Actions Required <i>(What will we do to improve the learner experience?)</i>	Outcomes <i>(What products or outcomes will be created or achieved?)</i>	Resources <i>(Who/What/When)</i>	Progress <i>N - Not Started B- Barriers to Starting I - In Progress C - Completed</i>		
				<i>or RAG</i>		
				T1/2	T3	T4
Learners will experience high quality learning and teaching and be clear on the impact of effective feedback in understanding their next steps to progress within curricular areas.	<p>Staff TLC groups will meet during identified twilight staff meetings and on identified in service days to develop and share practice.</p> <p>Peer observations will be introduced and staff will be have support via feedback pro-forma and training input at in service day.</p> <p>Whole school learning visits will contribute to assessment of impact upon learners.</p> <p>PT L&T and DHT will utilise materials from Craig Barton to inform staff development programme.</p>	<p>Improved staff confidence and consistency with whole class feedback, peer assessment for pupils and self-assessment for pupils.</p> <p>Professional dialogue and staff development will be supported through the TLC format and opportunity to observe peers and reflect on practice via collegiate discussion and feedback.</p>	<p>Whole teaching staff Time:</p> <ul style="list-style-type: none"> - Staff meetings - In service days - To conduct and feedback on observations <p>Financial commitment:</p> <ul style="list-style-type: none"> - CLPL materials 			
Learners will experience greater consistency within their physical learning environment allowing for more predictability with learning.	<p>Analysis of staff feedback from last session to implement improvements in the physical environment</p> <p>CIRCLE Improvement Group to be re-established for staff to support faculty level implementation.</p> <p>Establish pupil group to feed into developments</p>	<p>More consistency will be evident in learning environments across the school.</p>	<p>Time - Staff and pupil time via working group/focus group</p> <p>Potential financial commitment for resources/adaptations</p>			

Self-Evaluation & Improvement Plan 2025-26
School: **Cults Academy**

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

Key Quality Indicator	Current Self-Evaluation
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2.3 Learning Teaching & Assessment	Good
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Output(s) <i>(What improvement will the learner experience?)</i>	Actions Required <i>(What will we do to improve the learner experience?)</i>	Outcomes <i>(What products or outcomes will be created or achieved?)</i>	Resources <i>(Who/What/When)</i>	Progress <i>N - Not Started B- Barriers to Starting I - In Progress C - Completed</i> <i>or RAG</i>		
				T1/2	T3	T4
Learners will have a greater understanding of what quality learning and teaching looks like and be able to articulate this.	Pupil voice group to be established with support from L&T Captain and PT L&T to feedback on Learning and Teaching Framework	Refreshed learning and teaching framework linked to lesson evaluation toolkit and CIRCLE framework.	Time - Pupil, PT L&T and DHT			

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Raising Attainment and Achievement

Output(s) <i>(What improvement will the learner experience?)</i>	Actions Required <i>(What will we do to improve the learner experience?)</i>	Outcomes <i>(What products or outcomes will be created or achieved?)</i>	Resources <i>(Who/What/When)</i>	Progress <i>N - Not Started B- Barriers to Starting I - In Progress C - Completed</i>		
				<i>or RAG</i>		
				T1/2	T3	T4
<p>Learners will be supported to maximise their chances of success in all curricular areas.</p> <p>Learners will experience Learning and Teaching better designed to meet their needs and support attainment.</p>	<p>Continue to support staff to access and make use of rich data to enhance their day-to-day planning and support provided to learners.</p> <p>Develop a system that allows closer monitoring of progress for vulnerable groups – ASN, FSM, SIMD, Risk of Negative Destination (link to 3.1 Improvement Priorities).</p> <p>Review Faculty tracking systems.</p> <p>Review the performance of our Lowest 20% attaining young people following on from 2024/25 improvement activities.</p> <p>Positive Presentation Model – Further refinement of the Change of Level Process to maximise attainment.</p>	<p>Teachers are confident in accessing data stored on shared systems.</p> <p>Teachers are confident in reading data.</p> <p>Teachers can use data to inform planning for individuals, classes and cohorts.</p> <p>ELT/SLT have confidence in monitoring attainment data for vulnerable groups.</p> <p>Learners are always presented for a course at the highest possible level for their stage.</p>	<p>All teachers have access to PupilTracking, Results Machine and Google Trackers. ATU Sept 25</p> <p>Initial training offered to all staff ATU 18/9/25</p> <p>DHT to develop system to import data form multiple sources.</p> <p>ELT Development Time – All ELT and SLT</p> <p>DHT (RAA) to develop a Power Automate System</p>			
<p>Learners will receive Working Grades that accurately reflect their performance.</p>	<p>Provide collegiate time to discuss and agree a consistent approach across all faculties to working grades (S3-S6) and Levels Achieved (S1-S3).</p> <p>All Senior Phase Learners have own access to Pupil Tracking to view their own data.</p>	<p>A single, shared definition of Working Grade for Senior Phase learners and Level Achieved for BGE.</p> <p>Accurate Working Grade shared through Reporting system.</p>	<p>ELT Development Time – All ELT and SLT</p> <p>DHT and Office to generate and distribute logins</p>			

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		<p>Username generated and sign up sessions for S4-6.</p>				
<p>We understand our cohorts through robust analysis of data allowing for Curriculum Design that suits the current school profile.</p>	<p>Deeper understanding of SCQF/Tariff Points by all teaching staff.</p> <p>Insight Training available for all teachers</p> <p>Work in partnership with DHT Curriculum to review the attainment impact of new courses that have been introduced.</p> <p>Review value of S5 study periods and consider whether these periods could be used differently to add value to learners' attainment and achievement.</p>	<p>Curriculum offering reviewed for 2025/26.</p> <p>Automated Change of Level Process that supports attainment at the highest level for each learner.</p>	<p>SLT/ELT with Insight Support from Scottish Government.</p> <p>Inhouse training offered post 2025 results update.</p> <p>Look Outwards for successful models of curriculum design that incorporate value-added attainment and achievement.</p>			
<p>Wider Achievement of learners is recorded and recognised.</p>	<p>Develop or adopt a system that allows for more effective tracking of achievements and successes</p>	<p>Review systems on the market</p> <p>Evaluate Systems and select preferred option.</p> <p>System created with test data</p> <p>Pilot plan proposed and evaluated</p>	<p>DHT (RAA)/SDS/ACC</p>			

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Ensuring wellbeing, equality and inclusion

Output(s) <i>(What improvement will the learner experience?)</i>	Actions Required <i>(What will we do to improve the learner experience?)</i>	Outcomes <i>(What products or outcomes will be created or achieved?)</i>	Resources <i>(Who/What/When)</i>	Progress <i>N - Not Started B- Barriers to Starting I - In Progress C - Completed</i>		
				<i>or RAG</i>		
				T1/2	T3	T4
Learners will be supported at an earlier stage to consider their future pathway and the necessary interventions will be in place in good time to provide the best chance of a positive sustained destination.	As part of the QA Calendar, PTPS staff will have regular opportunities to review cases of vulnerable learners and, through the Vulnerable Overview, quicker access to the key sources of information to support effective and timely intervention.	Vulnerable Overview created and shared with PTPS/SLT/SDS and Pathways Advocate. Vulnerable Learners will have the best possible support to achieve a positive, sustained destination and no learner will slip through the net with clear accountability sitting with PTs Pupil Support.	PTPS staff will meet with link DHT as per the QA Calendar. PTPS staff will update 16+ screen more regularly. PPP meetings will be held termly with PTPS/SLT/Pathways Advocate and consideration given to an invite to AbzWorks if appropriate.			
Under the wellbeing vision of "Acceptance and Progress for all", young people with more complex needs will benefit from planning that is clear, succinct and, in the case of IEPs and Child's Plans, with effective SMART targets to promote progress.	Guidance will be shared with the Pupil Support Team. A dedicated area on Teams will be used for storage of plans. The Vulnerable Overview will prompt review of these plans. The SFL House Link system will support this.	Vulnerable Overview to include links to key planning documents. SFL House Link system to be consulted on ahead of reintroduction. IEPs to be linked via the SFL Website.	PTPS/SFL SLT to monitor quality of plans.			
All staff will continue to focus on the principle of "Strengthening	All staff will be offered a further session on our Merits system.	Collegiate session, perhaps in TLC format, on positive approaches to	All Staff Collegiate Time			

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Relationships to support Learning and Progress" and young people will benefit from these strengthened relationships with, hopefully, a reduction in the use of exclusion and a continued increase in attendance across the school.	Consideration will be given to how our FLO may support the analysis of this data and the subsequent follow up. Young people at risk of exclusion will be closely monitored via the Vulnerable Overview.	strengthening relationships/positive behaviour management, including consideration of outside speaker such as John Bayley (if available)				
Young people will benefit from strengthened relationships amongst peers and Pupil Support staff will be able to evidence clear follow up/education on equalities matters.	PTPS will diary key dates to follow up on/review any concerns raised. Continued use of Wellbeing Concern Forms (Standing item on PTPS Faculty Meeting) A clearer approach to recording incidents, including those that may subsequently be unfounded. Effective and timely review of incidents.	Effective use of Bullying and Equalities Module with ability of House Teams to look at trends via agreed dates on QA Calendar.	PTPS/SLT			

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Curriculum

Output(s) <i>(What improvement will the learner experience?)</i>	Actions Required <i>(What will we do to improve the learner experience?)</i>	Outcomes <i>(What products or outcomes will be created or achieved?)</i>	Resources <i>(Who/What/When)</i>	Progress <i>N - Not Started B- Barriers to Starting I - In Progress C - Completed</i>		
				<i>or RAG</i>		
				T1/2	T3	T4
Learners will experience a curriculum that is increasingly personalised, inclusive and aligned with their aspirations and progression routes.	Use focus groups and attainment data to review the success of newly introduced S5/S6 courses and work with faculties to identify further alternatives to Higher/Advanced Higher. Increase engagement with external providers e.g. NESCOL	Evaluation report on new courses and recommendations for 2026–27 curriculum planning.	DHT Curriculum Focus Groups/Surveys			
Learners will benefit from improved understanding of progression routes and qualification frameworks.	Develop curriculum maps for each faculty and enhance the pathway planning website. Create resources to support parental understanding of SCQF.	Published consistent curriculum maps and updated website/resources.	DHT Curriculum Faculty Heads School website			
Learners will benefit from more purposeful use of S5 study periods that contribute to wider attainment and achievement.	Survey current S6 pupils to evaluate their experience of S5 study periods. Research practice in other schools. Identify best practice models (e.g. elective vs mandatory). Explore options such as <i>fast-track</i> Higher courses, Mental Health Award, Leadership Qualification, Personal Development Award and/or Literacy/Numeracy.	Proposal for revised S5 study period model with recommended qualifications and delivery format.	DHT Curriculum Survey created and implemented in term 1/2. Identify potential good practice in other schools and complete visits (if required) Work with PTs to create implementation plan			
Learners will experience S1-S2 courses that prepare them well for	Review key messages from ongoing National Work on the Curriculum Improvement Cycle		DHT Curriculum			

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National Courses beginning in S3. Learners will experience appropriate pace and challenge and be secure in the skills and knowledge required to be successful.	Audit S1-S2 courses within each subject area. Identify the development work and improvements required.		Faculty Heads/Teaching Staff CIC Reports			