



# Harris Academy

## *Standards and Quality Report 2016-2017*



This report is a summary of our achievements at Harris Academy in 2016-17. The report draws on the findings of the School's Attainment Review. This report is further informed by the school's own findings drawn from internal self-evaluation procedures.

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## **1. School Aims**

### **School Aims**

We feel that it is important that we have a clearly set out statement of responsibilities to the young people who attend Harris. The School Aims are a statement of what young people and their families can expect of us.

- *To ensure that all pupils fulfil their potential, academically, personally, socially and vocationally.*
- *To create a disciplined and caring environment in which all members of the school community can work happily and effectively.*
- *To maintain good links and relationships with parents and with the community out with the school.*
- *To foster in pupils positive attitudes towards themselves, towards others and towards the school, and to inculcate good personal habits of dress, conduct, attendance and punctuality.*

*More detailed information related to our school aims can be found in our handbook.*

*Please note, that as a part of the School Improvement Plan, our aims and values will be reviewed this year.*

## **2. Context of the school**

Session 16-17 was a year of significant change at Harris Academy. The school's cohort increased greatly due to the closure of Menzieshill High School. Over 400 young people and staff joined our school community as a consequence of this closure. Also, after three years of decant, we returned to Perth Road and moved in to our new building.

Due to the nature and demand of the significant and complex change that the school endured last session, our main priority has been to ensure that these events were managed in the best possible way and that the wellbeing of all pupils, staff and parents were at the forefront of our plans.

### 3. Capacity for continuous improvement

This evaluation is based on HMIe's How Good Is Our School? Version 4 (HGIOS4). More detailed information related to this document and the definition of the ratings attached below can be found at

[https://education.gov.scot/improvement/Documents/Frameworks\\_SelfEvaluation/FRWK2\\_NIHedithGIOS/FRWK2\\_HGIOS4.pdf](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHedithGIOS/FRWK2_HGIOS4.pdf)

Quality Indicator	School Self-evaluation Level
1.3 Leadership of change	Satisfactory
2.3 Learning, teaching and assessment	Satisfactory
3.1 Ensuring wellbeing, equity and inclusion	Satisfactory
3.2 Raising attainment and achievement	Good

### 4. Improvements in Performance and Attainment

#### **Attainment, achievement and progress within the Broad General Education (S1 – S3)**

Departmental tracking and monitoring processes are used as the basis to report to parents and inform pupils of next steps in their learning.

By the end of the Broad General Education in Numeracy 92% (increase of 4% from last session) of pupils were secure at Third Level or better of which, 39% (decrease of 5% from last session) of the cohort were secure at Fourth Level. In Literacy (based on Writing), 90% (increase of 11%) of the cohort had achieved level 3 or better. Of this figure, 41% of the cohort had achieved Level 4 (increase of 27%).

*Please note that comparison figures for 15/16 are based on the cohort of young people who attended Harris Academy at Lawton Rd. Therefore, the comparisons should be treated with caution.*

## Attainment in the Senior Phase (S4 – S6)

**S4, S5 and S6 Attainment** based on INSIGHT data, September 2017

The table below shows the school's performance in 7 key performance indicators.

*Please note that session 16-17 should be seen as baseline data due to creation of a new school cohort as a result of the closure of Menziesshill HS. Any comparison with results from the year before should be treated with extreme caution.*

Level	Results for session 16-17	
	Full cohort	SIMD 1-3
<b>S4 – 5@5 (5 or more N 5 awards)</b>	42%	26%
<b>S5 – 1@6 (1 or more Higher award)</b>	56%	34%
<b>S5 – 3@6 (3 or more Higher awards)</b>	35%	15%
<b>S5 – 5@6 (5 or more Higher awards)</b>	13%	2%
<b>S6 – 3@6 (3 or more Higher awards)</b>	55%	37%
<b>S6 – 5@6 (5 or more Higher awards)</b>	36%	23%
<b>S6 – 1@7 (1 or more Adv. H award)</b>	25%	19%

Number of leavers after Census and before exam presentation:  
S4 – 22  
S5 – 43  
S6 – 11

The performance of the cohort, based on number of young people in that particular year group when in S4 (this is the method used nationally), should also be treated with caution. A great number of young people left school during the academic session after the census snap shot in September. This again will have a negative impact on the overall figures presented.

## 5. Priorities for improvement 2017 - 2018

Our priorities for improvement have emerged from discussion and consultation with pupils, parents, staff and community partners.

Priority 1	<b><i>Improve the Attainment and Achievement of all pupils</i></b>
Priority 2	<b><i>Review and Develop our Curriculum</i></b>
Priority 3	<b><i>Supporting Learners</i></b>
Priority 4	<b><i>Improved Experience for all Learners</i></b>
Priority 5	<b><i>Improvement through self-evaluation</i></b>

More information related to our School Improvement Plan and our progress towards the National Improvement Framework priorities can be found on our school website

## 6. Consultation

Staff, parents, pupils and community members all work together to drive all aspects of school improvement and have been consulted as part of the compilation of this report. If you would like to take a more active part in this or simply want to speak to us about a particular issue, please do not hesitate to contact us.