



EXTENDED REVIEW – OUTCOME REPORT

<p>PURPOSE (Please ✓ one of the following)</p> <ul style="list-style-type: none"> Extended Review
<p>DATE (S) OF VISIT - 25-27 April 2018</p>
<p>SUMMARY OF EXTENDED REVIEW VISIT ACTIVITY CONDUCTED BY REVIEW TEAM</p> <p>Extended Review Team: Tracey Stewart, School Link Education Officer (Lead Officer) Pam Nesbitt, West Locality Education Manager Kenny McKeown, Education Officer Jennifer King, Education Manager (ASN, Psychology & inclusion) Denise Martin, Educational Psychologist Fiona McLagan, Head Teacher, St John’s High School Laura Smith, Head Teacher, Kingspark Sharon McQuillan, Head Teacher Ancrum Road Primary Thirza Pulpillo, Head Teacher Perth High School Taletta Jamieson, Parental Engagement Officer</p> <p>Summary of Activity:</p> <ul style="list-style-type: none"> Observation of 75 Learning episodes (including pupil shadowing) Pupil focus groups (Junior pupils, Senior Pupils, Pupils with Leadership roles; pupils receiving PEF interventions; Pupil Voice group, HT 5 a Day) Professional dialogue with staff groups (Class teachers, Principal Teachers, Support Staff,) Professional dialogue with HT, SLT, Partners, Child Protection Officer, HWB worker , Locality Officer, parents Visit to Enhanced Provision and Support for Pupils area Learning Walk of school
<p>SUMMARY OF KEY FINDINGS</p> <p>Key Strengths</p> <ul style="list-style-type: none"> Leadership and direction of the HT supported by the leadership team Knowledge of the school and the well planned school improvement journey Young people who are willing to learn, committed, engaged, well behaved and respectful Commitment of staff to move the school forward Welcoming ethos of the school and strong mutual respect between teachers and pupils in classes and across the school. Positive relationships Engagement of pupils in their learning

Next Steps

- **To move the school forwards at a pace from the difficult period of transition with a shared vision, values and aims which reflects the community following the delineation of the catchment area**
- **Stability of leadership team to continue to drive forward improvement**
- **Robust QA processes at all levels leading to high quality learning, teaching and assessment**
- **Review and implement improvements within Priority 3 in the School Improvement Plan to strengthen support for pupils across the whole school and through the use of targeted approaches, including the accommodation/use of space**
- **Further implement relationships for learning including nurture and restorative approaches**

1.3 Leadership of Change

Satisfactory

With the support of the senior leadership team and most middle leaders, the school's Head Teacher has worked assiduously to lead the school forward during a difficult period of transition. The continued support and unity of all staff will be key to ensure continued improvements in line with the school's revised improvement priorities. Importantly, a significant minority of staff continue to demonstrate a reluctance and on occasion resistance to change.

The HT, along with SLT, has a very clear understanding of the school's strengths and areas for development. The SLT is engaging in effective self-evaluation and this should be extended across the school and all stakeholders to ensure that there are robust Quality Assurance process at all levels. It is evident that the school has capacity for improvement.

There are very good opportunities for young people to be involved in leadership opportunities and develop their skills. There are good opportunities for pupil voice including HT 5 a day, pupil surveys, pupils presenting to SLT and the school should continue to build on these and to communicate wider the views of young people and the improvements made as a result.

Most middle leaders are supportive of the improvement journey. There would be benefit in strengthening the links with the link DHT/PT, which is already planned.

The School Improvement Plan is ambitious but realistically identifies the improvement priorities. Decisions around the prioritisation of the actions must take account of the capacity of the school community and, as such, be taken appropriately.

The school has been in the new environment for 2 years and is now ready to implement and embed a new vision, values and aims across the school community which embraces the shared, clear improvement priorities.

The school should take the opportunity to share the new vision, values and aims across the school community. The school should work in partnership with parents/carers to improve communication to ensure the new vision, values and aims are shared effectively with parents/carers and other stakeholders.

2.3 Learning, teaching and assessment

Satisfactory

In almost all classes there were positive strong relationships amongst pupils and staff. Staff were highly visible in corridors at class changeover and welcomed classes as they arrived.

Under the leadership of the Head Teacher and designated DHT, the school has made a number of systemic changes aimed at supporting improvements in the provision of high quality learning, teaching and assessment across the school. Such changes include: the appointment of PT Learning and Teaching; CLPL opportunities, in particular Co-operative Learning; Teaching Technique Tuesday, Learning and Teaching Twitter feed, all of which are having a positive impact, however the impact of such changes on the delivery of high quality learning experiences has yet to be realised fully. The majority of learning episodes observed were good, with some observations of very good practice, however, important weaknesses were prevalent in some of the observed lessons.

Across some of the observed lessons, significant headroom exists for the adoption of pupil-centred pedagogical approaches to ensure that young people are more engaged in their learning. Specifically, learners require to have greater opportunities to take more responsibility, be directly involved in leading/shaping their learning and to be more independent. These opportunities should include greater engagement in dialogue about their learning and progress and encouraging them to use this to set themselves clear targets and identify next steps.

In a significant number of observed lessons, considerable scope exists for increased pace and challenge and for young people to experience learning in more depth to ensure consistently high standards and expectations for all learners.

Most lessons were largely teacher led with elements of individual working; although some lessons involved groups or cooperative learning activities.

In all classes, there were expectations for everyone to complete the tasks set. Behaviour was observed as very good across classes.

Learning Intentions and Success Criteria were visible in almost all classes. In some classes these were not focused on the learning but more of what the pupils would be doing. They were not always referred to during lessons. There was some evidence of Social Goals in observed lessons.

In the observed lessons, some peer assessment took place, but little specific feedback was given.

Where there is a willingness to engage with digital technology across classes, and some good examples exist, it is recognised that the school building and infrastructure, at present, is not able to fulfil the needs.

Almost all pupils were engaged in the lessons observed and completed the work required of them.

There were only a few examples of differentiation of task for the pupils in observed classes.

These observations do not match results from the staff survey where respondents (62% of staff FTE) indicated that most staff feel that the school supports learners with ASN, and that the experiences that learners receive meets their needs. This could suggest that staff pass (at least some) responsibility of meeting the needs of learners with ASN over to the SfL department. The school should explore this further.

Pupils reported inconsistencies in experiences of registration time and saw little purpose to this supporting their learning, however there were a few examples of excellent practice observed which the school should share and develop further.

There was little evidence of homework or opportunity for parents/carers to be involved in their child's learning.

Develop a more robust Quality Assurance process and Quality Assurance Calendar which involves the whole school community. Moderation of learning, teaching and assessment should be built in as part of the QA process. Principal Teachers should take further responsibility to lead and develop Quality Assurance processes within and across departments, building on current good practice.

There are very good opportunities for sharing success through eg, a wide range of Twitter feeds and through Teaching Techniques Tuesday. It would also be beneficial for staff to seek opportunities in different environments to share and develop approaches to learning, teaching and assessment, including Digital Learning.

3.2 Raising Attainment and Achievement

Satisfactory

Harris Academy, as yet, is unable to demonstrate trends over time when examining the SQA data due to the recently changed cohort of young people from Harris Academy and Menzieshill High School. This summary, in the main, is based on the data from academic year 2016/2017. Comparisons are more readily drawn when examining BGE data as CEM was able to consolidate MiDYIS and SOSCA results from both Harris Academy and Menzieshill High School.

Broad General Education

Almost all young people have achieved 3rd level in literacy and numeracy by the end of S3 with around 40% achieving 4th level. Tracking across the BGE has yet to become fully established although there are some pockets of good practice. Some interventions to support learners have made an impact such as Fresh Start. Other examples, for instance, the SIMD morning intervention, have still to become established and therefore demonstrate impact. The majority of departments are able to demonstrate adding value between BGE and senior phase. The SLT is aware of and working to improve those which do less well.

Senior phase

Harris Academy pupils achieve in literacy and numeracy at much the same level as Dundee but lower than the virtual comparator. It is accepted that the VC would not reflect the significant challenges the school has faced over the last 2 years and would therefore not be a true reflection on the school's attainment improvements. The results of the 2018 academic session should provide a truer reflection. The input from the SDS team and PT DYW is significant and is positively impacting on the young people of Harris Academy.

The interventions created through the PEF plan is seen as a strength and as these embed the school should monitor the impact and scale these up further to ensure equity for all learners.

The percentage of pupils in a positive destination is in line with local and national measures. Attainment for the highest 20% of young people is in line with expectations however a spotlight should be focussed on the middle 60% and the lowest 20% in order to demonstrate closing the gap. Through attainment reviews with departments, the head teacher is acutely aware of the departments which need challenged in order to improve on SQA results and therefore enhance the life chances of the young people in Harris Academy. The school should engage with the national Insight team and DCC Data Analysis team in order to support them with their analysis given the lack of trend data.

Participation

Across the school, young people access a wide range of achievement opportunities. Many participate in sports, music and other activities. Engagement with Active Schools programmes is improving which should lead to more young people becoming more active and involved. Attendance is on a par with the City average. This is slightly down on previous years and might be worth some attention. Exclusion rates are down significantly on last year even although they remain high. The average length of exclusion is also reducing although still high. This might be worth discussing with the pupil support team regarding readmission meetings.

Young people contribute well to the life of the school and have very good opportunities to take on responsibilities and add value to their achievements. Such achievements include Saltire Awards, May Programme Achievements, Youth Achievement, Duke of Edinburgh. The school celebrates success of young people well, in particular, the school and department Twitter feeds, House Assemblies. The move to the House structure will further strengthen this.

The school has made good progress in engaging the PEF intervention team in focusing on promoting equity of success and achievement of all pupils. This should continue to be a focus moving forward.

2.2 Curriculum (Learner Pathways)

The breadth of the curriculum within Harris Academy continues to expand to better suit the needs of the young people. The school continues to develop a more inclusive curriculum and this is recognised in areas such as Cyber Security; Sea Cadets; Intergenerational Project – Blethering Buddies. The school offers a range of National Qualification courses as well as National Progression Awards and accreditation opportunities of wider achievement.

The school recognises the importance of engaging parents/carers to understand the changing curriculum and range of pathways for progression. Although work has begun, this is a key next step which is recognised by the school.

The school already engages with a wide range of partners and this will continue to have a positive impact on the curriculum opportunities within Harris Academy.

2.7 Partnership (Impact on learners)

The school continues to build strong partnerships to support young people's learning. Engagement with parents is increasing resulting in a better informed parent body in relation to learner pathways for their children, including opportunities for vocational learning. The effective partnerships provide learners with access to an extended range of learning pathways and development of skills for learning, work and life, resulting in more sustainable positive destinations. Some examples of these are the May programme for National 4 pupils (all resulted in securing a positive destination), Dark Dundee, EQ Accountants, Apprentice Ambassadors and the very successful Career Fair. The school works very well with Skills Development Scotland and has appointed a temporary PT Developing Young Workforce post which is having positive impact.

The recent engagement with Career Ready and Breakthrough Dundee will further strengthen the partnerships with the school community and offer targeted young people with meaningful opportunities to realise their ambitions.

3.1 Ensuring Wellbeing, Equality and Inclusion (this also incorporates 2.4 Personalised support)

Satisfactory

Overall, the school is making some progress to establish an ethos and culture of inclusion, participation and positive relationships across the whole learning community. The personalised support provided for young people identified with additional support and wellbeing needs is satisfactory and now needs to be included within an overall strategic framework with clear links to the other QIs in order to address the areas for improvement across both 3.1 and 2.4.

The relationships, commitment and respectful and caring approach of almost all staff towards young people in a range of roles and settings across the school is seen as a strength of the school.

The honest and reflective attitude to self-evaluation for improvement by senior leaders in the school in relation to what needs to happen next to ensure that structures, processes and provision for young people experiencing inequalities, including those who have adverse childhood experiences and those with ASN, are effective.

The engagement of a wide range of partners to provide a variety of HWB opportunities/experiences which promote and support the wellbeing of many young people in the school and their community.

Inclusive planning and support for specific young people with complex needs which removes barriers to their learning and ensures they have full accessibility in the school and to the curriculum, including provision of enhanced support areas in the building is a strength. These young people say that they are well supported.

Most pupils' feel they have someone to speak to if they are worried or upset, feel they are treated with respect and that the school helps them to understand and help others.

The establishment of the Learning Hub to maximise attainment and achievement for young people causing concern is a positive development.

The range of SQA Assessment Arrangements in place for young people who experience barriers to learning is commendable.

Support for Learning and Guidance staff are knowledgeable about the young people they are working with and promote a culture of inclusion and equality.

The school has structures in place to support pupils who are emotionally vulnerable e.g. nurture groups in S1 and S2, Achieve project, Youth Base at break/lunch time, HWB Worker, Counsellor.

There is evidence of the school using some data sources to identify learning needs and then plan interventions; further work could be carried out to assess the impact of these to determine which are making the biggest impact on outcomes for learners.

Teachers could name barriers to learning for pupils in their class, however there was no evidence of staff implementing strategies to support these pupils during the lessons observed (e.g. dyslexia, selective mutism). The school should re-establish and embed the use of ABLE across the school.

The nurture group was well structured, well planned and the young people were very engaged. The group appeared cohesive and very good relationships were displayed between young people and staff. There was a clear purpose and progression in the activities carried out, with evidence of wider planning. Staff challenged learners sensitively.

All pupils who were in the Youthbase during break time appeared relaxed and happy. Staff interacted well with the young people and there were clearly very positive relationships between staff and young people. The atmosphere was relaxed, activities were led by the young people and reflected their interests.

As part of a whole systems review of Support for Pupils, including the appointment of PT Support for Learning, the school should reconsider the use of available spaces and clarify the roles and responsibilities of staff working within support for pupils to further develop the inclusive environment and ensuring the needs of all young people are being met.

It was unclear how referrals to Support for Learning are made and how decisions about interventions are made. Cause for Concern referrals seemed to be the trigger for interventions without assessment by Support for Learning.

Staff/pupil relationships were positive.

The move to the House Structure is seen as positive and will be the catalyst of some of the improvements to be made. New appointment of PT Support for Learning is also key.

Teachers really care about the young people in the school. Pupils told us that they feel safe and are supported both emotionally and in their studies. Parents reported positively that their children are well supported to follow their interests and strengths and expressed satisfaction with the level of support and the improvements the school is making.

The school is aware of its statutory duties and processes are embedded across the school.

**OUTLINE OF CONTINUED ENGAGEMENT FROM CENTRAL EDUCATION
MANAGEMENT TEAM**

The school's link Education Officer and Service Manager will continue to support the school and monitor progress and improvements over the course of next session. A 2 day return Continuing Support Visit will take place in November 2018 aimed at identifying progress made in the area of Support for Learners and implementation of robust Quality Assurance processes to support high quality learning, teaching and assessment, followed by a further one day visit in March 2019 to review progress.

LINK EDUCATION OFFICER SIGNATURE

A handwritten signature in black ink that reads "Tracy Stewart". The signature is written in a cursive style with a large initial 'T' and 'S'.

DATE: June 2018