

Harris Academy | School Improvement Report

Parent | Carer Edition

Session 2024 - 2025

Respect

Equality



Enjoyment

Achievement



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This document shares and celebrates the improvements in our school and is an evaluation of our School Improvement Plan for session 2024 - 2025

Published: October 2025

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HARRIS ACADEMY

AIMS AND VALUES

AIMS

At Harris Academy, we strive to build a learning community where staff, pupils and families work together to successfully nurture and develop the potential of all.

VALUES

RESPECT | We work hard to respect everyone by recognising the value each individual brings to our community. we do this by being kind, polite and considerate.

EQUALITY | We work hard to treat everyone fairly regardless of their differences. we do this by ensuring everyone has the opportunity to achieve their full potential.

ENJOYMENT | We work hard to create a positive and happy learning community. we do this by nurturing the wellbeing of all.

ACHIEVEMENT | We work hard to celebrate the successes of everyone. we do this by motivating and supporting the ambitions of all.

Through hope and hard work, the Harris Academy community aims to develop the skills and qualities needed for everyone to make a positive impact on the world.

RESPECT EQUALITY ENJOYMENT ACHIEVEMENT

Context of the School

At Harris Academy, we have a school roll of 1401* young people. Using the Scottish Index of Multiple Deprivation, 31%* of our young people live in the 20% most deprived areas of Scotland.

Across other key measures, 24%* of our young people are in receipt of Free School Meals, 51% of our young people have an identified additional support need and 15% of the cohort have English as an additional language. In addition to English, there are 52 main home languages spoken by our young people.

**figures are based on the 2025 census figures*

Pupil Equity Fund (PEF) Spend

Throughout this document, we will exemplify ways in which we have utilised this fund to support the Closing the Poverty Related Attainment Gap agenda. Our annual PEF allocation is £186,000.

Attendance and Exclusions Data

Exclusion Rates (incident per 1000 pupils)

2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	
5.3	12	26	29.1	29.2	

Our number of exclusions are the second lowest in Dundee and considerably lower than the nearest school.

PEF | We employ a Pupil Support Worker to allow us to operate a Restorative Reflection resource to help reduce exclusion from school. This has successfully supported a sustained low (vs DCC) level of exclusions. Harris remains the second lowest exclusion rate of all Dundee secondary schools.

School Pupil Attendance Rate

2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	
92.1%	87.2%	86.2%	86.8%	87.8%	

There is a three-year improvement trend in relation to our attendance figure.

PEF | We employ a School and Family Development Worker to support improved attendance with targeted young people and their families. This has successfully supported an improved attendance rate from previous session, with our highest attendance in four years.

Attainment Data

Broad General Education Attainment Data (end of S3) 2024 - 2025 vs previous years

Harris Academy: S3 Achievement of a level - Reading					
	'20/21	'21-22	'22-23	'23-24	'24-25
2 nd level and above	100%	98%	100%	98%	96%
3 rd level and above	96%	89%	86%	90%	85%
4 th level	64%	63%	52%	64%	64%

Harris Academy: S3 Achievement of a level - Writing					
	'20/21	'21-22	'22 - 23	'23-24	'24-25
2 nd level and above	100%	99%	100%	98%	96%
3 rd level and above	96%	89%	85%	87%	86%
4 th level	64%	62%	52%	60%	64%

Harris Academy: S3 Achievement of a level – Listening & Talking					
	'20/21	'21-22	'22-23	'23-24	'24-25
2 nd level and above	100%	99%	100%	98%	96%
3 rd level and above	96%	92%	88%	91%	85%
4 th level	64%	64%	50%	65%	59%

Harris Academy: S3 Achievement of a level – Numeracy					
	'20/21	'21-22	'22-23	'23-24	'24-25
2 nd level and above	98%	99%	99%	97%	100%
3 rd level and above	91%	93%	77%	91%	88%
4 th level	68%	71%	49%	74%	70%

This year's attainment in literacy and numeracy notes some poorer performance, along with some areas of improvement. There were some significant improvements in the previous school session and the school's performance this year still sits as second highest in the City.

Senior Phase Attainment (S4 – S6)

Breadth and Depth Analysis: S4

Awards at Level A - C

	2023	2024	2025
5@3	67%	79%	83%
5@4	55%	72%	78%
5@5	36%	42%	39%

Awards at all Level including NPA, Course Awards etc

	2023	2024	2025
5@3	72%	81%	86%
5@4	71%	74%	82%
5@5	54%	52%	53%

Breadth and Depth Analysis: S5

Awards at Level A - C

	2023	2024	2025
5@4	83%	85%	84%
5@5	53%	60%	61%
1@6	60%	69%	66%
3@6	36%	40%	40%
5@6	16%	17%	20%

Awards at all Level including NPA, Course Awards etc

	2023	2024	2025
5@4	89%	88%	87%
5@5	73%	78%	79%
1@6	71%	76%	77%
3@6	43%	56%	54%
5@6	18%	22%	32%

More information related to the SCQF framework, which includes National Qualifications, National Progression Awards and other qualifications can be found at:

[Home - Scottish Credit and Qualifications Framework](#)

Breadth and Depth Analysis: S6

Awards at Level A - C

	2023	2024	2025
5@4	95%	96%	98%
5@5	72%	79%	88%
1@6	79%	83%	93%
3@6	64%	65%	71%
5@6	53%	45%	41%
1@7	39%	29%	28%

Awards at all Level including NPA, Course Awards etc

	2023	2024	2025
5@4	95%	98%	98%
5@5	87%	89%	96%
1@6	90%	94%	97%
3@6	76%	81%	91%
5@6	62%	61%	61%
1@7	47%	36%	38%

In almost all cases, our performance in breadth and depth measures is better than our VC. Our improvement plan includes focussed work on improving the number of young people in S5 and S6 who achieve 5 qualifications at Level 6

PEF | We have an additional DHT (one day per week), paid via PEF to support our attainment focus. The interventions to support S4 targeted groups has improved outcomes for our lower attaining young people. We also use PEF monies to purchase MidYIS baseline data that supports us in measuring potential of individuals and cohorts. This has helped us in ensuring young people are supported and challenged to achieve to their full potential.

Positive Destinations

Harris Academy: Positive Destinations (Source – INSIGHT, Feb 2024)						
Leavers who move to a positive destination	'20/21	'21-22	'22 – 23		'23-24	
			Full cohort	SIMD Q1	Full cohort	SIMD Q1
Harris Academy	96.8%	98.8	98.4	98.8	97.73	97.18
Virtual Comparator	95.8	94.5	95.7	94.6	94.86	92.39
Dundee City Council average	93.7	93.9	95.6	95.6	94.76	93.18
The National Establishment	95.5	95.7	95.9	94	95.71	93.59

The data above shows a four-year positive outcome for our young people. In all sessions, we have outperformed our Virtual Comparator; Dundee City Council (Average) and the National Establishment in the number of young people who leave our school and end up in a positive destination.

In the previous two years, our performance for young people from SIMDQ1 (those living in the most deprived 20% areas in Scotland) has outperformed our three comparators above.

PEF | We have a dedicated Positive Destinations Team which is part-funded from PEF. The additional member of staff works intensively with young people who are leaving Harris Academy but are unsure as to what they wish to do post-school.

His Majesty’s Inspectorate for Education (HMIE) Inspection outcomes February 2025

In February 2025, a team of HMIE visited our school to conduct a short model inspection. Their main areas of focus were:

- Safeguarding
- Learning, Teaching and Assessment
- Raising Attainment and Achievement

Our school achieved two ‘Very Good’ ratings, indicating major strengths in these areas of school life, representing a high standard of provision for all young people.

Our improvement priorities seek to address the two areas that the inspectors suggested that we continue to improve, ensure our very good ratings are solidified and begin our journey towards excellence. They are:

- ✓ Continue to develop approaches to giving regular feedback on their learning to young people from S1 – S3. This will allow young people to reflect more effectively on their progress and next steps in learning.
- ✓ Continue to improve attainment, particularly at S4 in the senior phase.

A link to the following documents can be found below:

- Outcome letter to parents / carers
- Summarised inspection findings
- Inspection evidence, including questionnaires carried out pre-inspection

[Harris Academy | Inspection Report | Education Scotland](#)

These documents are also available on our website.

Self-evaluation against the National Standard

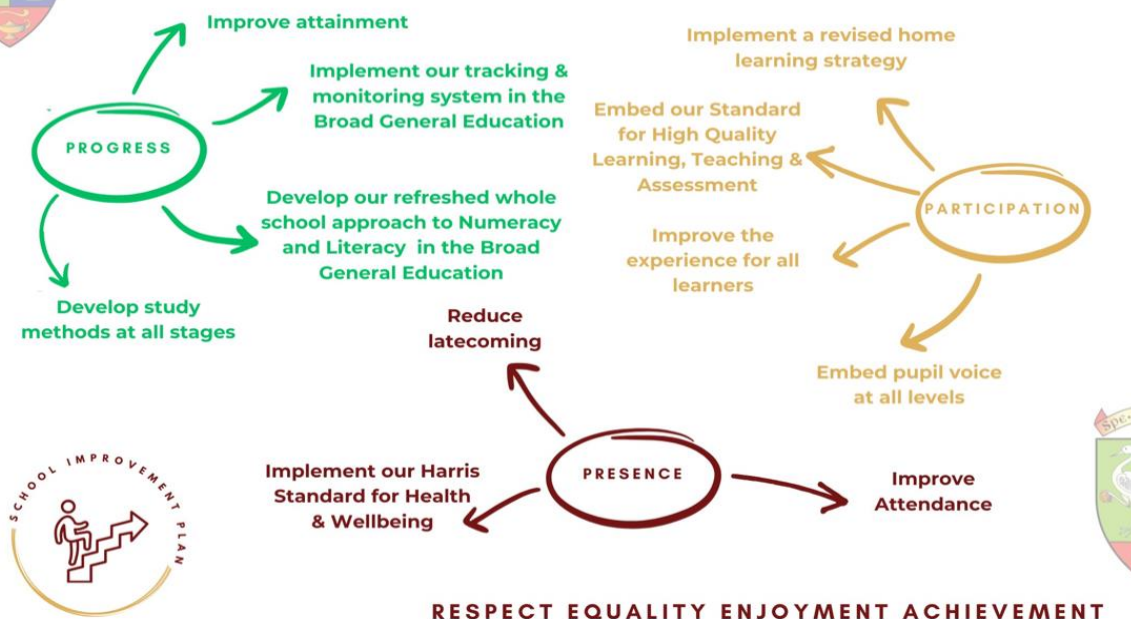
The following ratings have been reached through in-house methods to evaluate our progress and from feedback from our recent HMIE visit. In considering the National Standard, Education Scotland’s ‘How Good is our School? V4’ is used.

Quality Indicator	Our current evaluation	Most recent (Feb 25) HMIE evaluation
1.3 Leadership of Change	Very Good	n/a
2.3 Learning, Teaching & Assessment	Very Good	Very Good
3.1 Ensuring wellbeing, equity and inclusion	Very Good	n/a
3.2 Raising attainment and achievement	Very Good	Very Good



HARRIS ACADEMY

SCHOOL IMPROVEMENT PRIORITIES | 2024 - 2025



School Improvement Priority 1 | Progress

Improve attainment | Implement our tracking & monitoring system in the Broad General Education | Develop our refreshed approach to Literacy in the Broad General Education | Develop study methods at all stages

Progress and Impact:

- In our recent HMIE Inspection, we achieved a 'Very Good' rating for Raising Attainment & Achievement
- SQA results indicate improved outcomes in almost all key breadth and depth measures (see pages 5 & 6 of this report) in S4, S5 and S6
- Our BGE ACEL (Curriculum for Excellence) data show strong performance vs Dundee City Council average performance
- Our SQA results indicate an improvement in outcomes for our lowest 20% in S4
- Our approaches to delivering literacy across all curricular areas has been strengthened

Next Steps:

- Continue to develop our approaches to BGE tracking and monitoring by using the new 'Pupil Tracking' software
- Engage with the Pupil Advisory Group (PAG) to develop a study methods resource for all young people

PEF | Senior Phase attainment has been improved for focus groups of young people through interventions led by our PEF- paid DHT

School Improvement Priority 2 | Participation

Implement a revised home learning strategy | Embed our Standard for High Quality Learning, Teaching & Assessment | Improve the experience for all learners | Embed pupil voice at all levels

Progress and Impact:

- Our home learning policy has been revised and all home learning is expected to be issued via Teams
 - Our recent HMIE Inspection rated our school as 'Very Good' for Learning, Teaching & Assessment, indicating that our Standard is embedded in our practice
 - Through our Harris Pledge, our young people have more opportunities to engage in the wider life of the school. The Pledge was identified as highly effective practice in our recent HMIE Inspection
 - Pupil Voice has grown at all whole school level. The introduction of the Pupil Advisory Group (PAG) has supported this, along with a greater input to this year's school improvement priorities
-

Next Steps:

- Our Home learning policy will have a further review to provide clarity around the value, purpose and frequency of home learning
-

School Improvement Priority 3 | Presence

Improve Attendance | Reduce late coming | Implement our Harris Standard for Health & Wellbeing

Progress and Impact:

- For the second year in a row, we have improved our attendance rate and are the second highest secondary school attendance in Dundee City Council schools
 - Health & wellbeing of cohorts of young people continue to improve through various targeted interventions including, School Counselling service, Harris Anxiety in Motion provision, Mental Health First Aiders (staff) and S4 Mental Health and Wellbeing Peer Supporters
-

Next Steps:

- Late coming remains an area for improvement and we will continue to consider best ways to support our young people in improving their punctuality
 - We will continue to develop our approach to supporting the wellbeing of young people and staff
-

PEF | We employ an additional PT Guidance and a School and Family Development worker to increase use of data, and work with targeted families, to improve attendance

Improvement Priorities for Session 2025 - 2026



**SCHOOL IMPROVEMENT PLAN
SESSION 2025 - 2026** | **Our Journey to Excellence**

PRESENCE



IMPROVE ATTENDANCE TO 90%
PROMOTE AND SUPPORT WELLBEING OF ALL STAFF AND YOUNG PEOPLE



WE WILL EMBED PUPIL VOICE ACROSS ALL OUR DECISIONS

PARTICIPATION



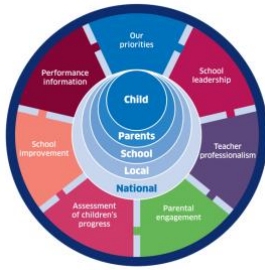
CELEBRATE SUCCESSES EFFECTIVELY
ENSURE A CONSISTENT HIGH QUALITY EXPERIENCE IN EVERY CLASSROOM
REVIEW OUR CURRICULUM TO MEET THE NEEDS OF ALL YOUNG PEOPLE

PROGRESS



IMPROVE S4 ATTAINMENT
DEVELOP TRACKING AND MODERATION IN BROAD GENERAL EDUCATION (S1-S3)
ENSURE ALL YOUNG PEOPLE ARE AWARE OF THEIR PROGRESS AND POTENTIAL

Further Information can be found at:



National Improvement Framework
<http://www.gov.scot/Publications/2016/01/8314>

HGIOS 4 Self-evaluation
https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf

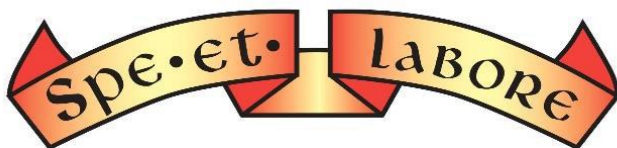
Dundee City Council Children & Families Service Plan
https://www.dundee.gov.uk/sites/default/files/publications/cfs_service_improvement_plan_2023.pdf

Respect

Equality

Enjoyment

Achievement



With Hope and Hard Work