

Harris Academy | Standards & Quality Report

Parent | Carer Edition

Session 2025 - 2026

Respect

Equality



Enjoyment

Achievement



Harris Academy

Perth Road

Dundee, DD2 1NL

Tel 435700

Email: harrisacademy@dundeeshools.scot

This document shares and celebrates the improvements in our school and is an evaluation of our School Improvement Plan for session 2025 - 2026

Published: September 2026

Aims and Values

Our aims and values have been reviewed through session 2025 – 2026 to ensure they are fit for purpose having been established in 2016. Through this consultation, our values have remained, but the meanings have been updated to reflect feedback from our wider school community.

HARRIS ACADEMY

VISION, AIMS AND VALUES



OUR VISION

Through hope and hard work, the Harris Academy community will develop the skills and qualities that everyone needs to make a positive impact on the world.

OUR AIMS

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

OUR VALUES

RESPECT



We work hard to recognise the value each individual brings to our community. We all have the responsibility to be kind, polite and considerate.

EQUALITY



We work hard to ensure everyone has what they need to achieve their full potential regardless of any differences. We take responsibility for ourselves, and the impact we all have on others.

ENJOYMENT



We work hard to create a positive and happy learning community for all. We have the responsibility to actively participate and to make it possible for each other to thrive.

ACHIEVEMENT



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



Context of the School

At Harris Academy, we have a school roll of 1386* young people. Using the Scottish Index of Multiple Deprivation, 29%* of our young people live in the 20% most deprived areas of Scotland.

Across other key measures, 22%* of our young people are in receipt of Free School Meals, 48% of our young people have an identified additional support need and 14% of the cohort have English as an additional language. In addition to English, there are 46 main home languages spoken by our young people.

**figures are based on the 2026 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 £184,975.

Attendance and Exclusions Data

Exclusion Rates (incident per 1000 pupils)

2021/2022	2022/2023	2023/2024	2024/2025	2025/2026	
12	26	29.1	29.2	28.6	

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

PEF | We continue to 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. In 2025 – 2026, Harris Academy had the lowest exclusion rate across all DCC secondary schools.

School Pupil Attendance Rate

2021/2022	2022/2023	2023/2024	2024/2025	2025/2026	
87.2%	86.2%	86.8%	87.8%	87.6%	

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

PEF | We continue to employ a School and Family Development Worker to support improved attendance with targeted young people and their families. Although a slight drop in attendance vs last year, 25/26 was the second highest attendance rate in the last 5 years.

Attainment Data

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

Harris Academy: S3 Achievement of a level - Reading					
	'21-22	'22-23	'23-24	'24-25	'25-26
2 nd level and above	98%	100%	98%	96%	99%
3 rd level and above	89%	86%	90%	85%	81%
4 th level	63%	52%	64%	64%	57%

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%	98%
3 rd level and above	96%	89%	85%	87%	81%
4 th level	64%	62%	52%	60%	56%

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%	98%
3 rd level and above	96%	92%	88%	91%	81%
4 th level	64%	64%	50%	65%	56%

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%	99%
3 rd level and above	91%	93%	77%	91%	85%
4 th level	68%	71%	49%	74%	65%

Last year's attainment in literacy and numeracy notes overall, has declined. This data is based on individual year groups, with this cohort noted as being poorer through baseline testing. However, in Numeracy, we continue to be the second strongest performance in the city.

Senior Phase Attainment (S4 – S6)

Breadth and Depth Analysis: S4

Awards at Level A - C

	2023	2024	2025	2026
5@3	67%	79%	83%	82% (+2 vs VC)
5@4	55%	72%	78%	74% (-1 vs VC)
5@5	36%	42%	39%	46% (+2% vs VC)

Awards at all Levels *including NPA, Course Awards etc*

	2023	2024	2025	2026
5@3	72%	81%	86%	89% (+4 vs VC)
5@4	71%	74%	82%	80% (-1 vs VC)
5@5	54%	52%	53%	55% (-2 vs VC)

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: S5

Awards at Level A - C

	2023	2024	2025	2026
5@4	83%	85%	84%	90% (+6 vs VC)
5@5	53%	60%	61%	64% (+7 vs VC)
1@6	60%	69%	66%	68% (+6 vs VC)
3@6	36%	40%	40%	38% (-1 vs VC)
5@6	16%	17%	20%	24% (+4 vs VC)

Awards at all Level *including NPA, Course Awards etc*

	2023	2024	2025	2026
5@4	89%	88%	87%	92% (+5 vs VC)
5@5	73%	78%	79%	81% (+8 vs VC)
1@6	71%	76%	77%	80 (+5 vs VC)
3@6	43%	56%	54%	53% (-1 vs VC)
5@6	18%	22%	32%	35% (+3 vs VC)

Breadth and Depth Analysis: S6

Awards at Level A - C

	2023	2024	2025	2026
5@4	95%	96%	98%	94% (EQ vs VC)
5@5	72%	79%	88%	80% (EQ vs VC)
1@6	79%	83%	93%	90% (+6 vs VC)
3@6	64%	65%	71%	69% (+6 vs VC)
5@6	53%	45%	41%	52% (+9 vs VC)
1@7	39%	29%	28%	32% (EQ vs VC)

Awards at all Level including NPA, Course Awards etc

	2023	2024	2025	2026
5@4	95%	98%	98%	96% (EQ vs VC)
5@5	87%	89%	96%	95% (+3 vs VC)
1@6	90%	94%	97%	96% (+2 vs VC)
3@6	76%	81%	91%	88% (+7 vs VC)
5@6	62%	61%	61%	73% (+9 vs VC)
1@7	47%	36%	38%	41% (-3 vs VC)

In almost all cases, our performance in breadth and depth measures is better or in line with our VC*. Our National 4 presentations in S4 is a focussed area within this year's School Improvement Plan.

*VC stands for Virtual Comparator. This comparison allows our performance to be measured against statistically similar young people.

PEF | We had 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

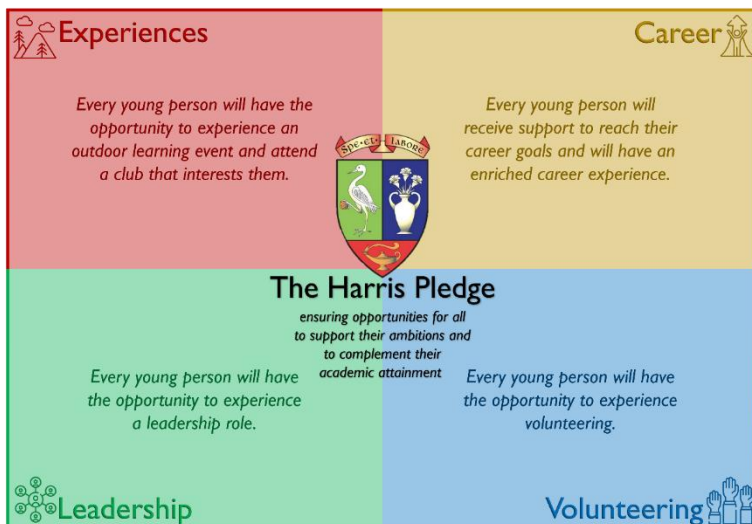
Harris Academy: Positive Destinations (Source – INSIGHT, Feb 2025)						
Leavers who move to a positive destination	'21-22	'22-23	'23 – 24		'24-25	
			Full cohort	SIMD Q1	Full cohort	SIMD Q1
Harris Academy	98.8	98.4	97.73	97.18	96.97	94.52
Virtual Comparator	94.5	95.7	94.86	92.39	95	91.51
Dundee City Council average	93.9	95.6	94.76	93.18	93.68	90.15
The National Establishment	95.7	95.9	95.71	93.59	95.67	93.24

The data above shows a five-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 three 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.

Harris Pledge



The Harris Pledge demonstrates a vision of how we can further enrich the experiences of our young people. The four areas comprising of leadership, volunteering, career, and experiences will complement their academic achievement.

The information below is a direct quote from our 2025 HMIE Inspection in relation to our Pledge. It was noted as practice worthy of sharing widely.

Harris Pledge

The Harris pledge is a non-negotiable commitment to equity, opportunity, and holistic development, complementing young people's academic achievements and ensuring every young person is supported in reaching their full potential. Most young people are developing a broad range of skills by participating in the school's wider achievement programme, a key element of the 'Harris Pledge'. By fostering ambition, leadership, and employability skills, the pledge lays the foundation for successful futures, equipping young people with the confidence and experience needed for life beyond school. The shared vision of the Harris Pledge is embedded in every aspect of the school and is clearly understood by young people, parents, and staff. Through a wide range of extracurricular activities, leadership roles, and career focused experiences, young people are developing essential life skills that are preparing them for their future.

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, to 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



School Improvement Priority 1 | **Presence**

Improve attendance to 90% | Promote and support wellbeing of all staff and young people

Progress and Impact:

- The attendance team continued to publicise our attendance data to all key stakeholders
- A revised attendance review protocol was established
- The December In2Win initiative took place
- A more inclusive communication flow with families was established
- Our 'WeAreListening' support for Mental Health and Wellbeing was embedded
- Our school participated in a National Equally Safe at School evaluation which has given us rich data to act upon

Next Steps:

- Our attendance rate stayed at a similar value to the year beforehand
- Further work is required to improve on attendance by looking at individual year group patterns and implementing appropriate interventions
- Refresh all stakeholders' understanding of our Mental Health First Aiders (MHFA)
- Train more staff MHFAs and pilot a cohort of trained pupil MHFAs

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

School Improvement Priority 2 | 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 and Impact:

- Recognising young peoples' achievements is developing at departmental level. There are a greater number of subjects where this is evident
- Professional practice of staff is being supported by the implementation of teaching sprints
- MidYIS data has been used to support aspirational course choices for our young people

Next Steps:

- Ensure all departments celebrate success
- Devise a visual that depicts our expectations for high-quality learning and teaching (for staff and young people and parents / carers)
- Engage with the National Curriculum Improvement Cycle to ensure our offer is fit for purpose

School Improvement Priority 3 | Progress

Improve S4 Attainment | Develop tracking and moderation in the Broad General Education (S1 – S3) | Ensure all young people are aware of their progress and potential

Progress and Impact:

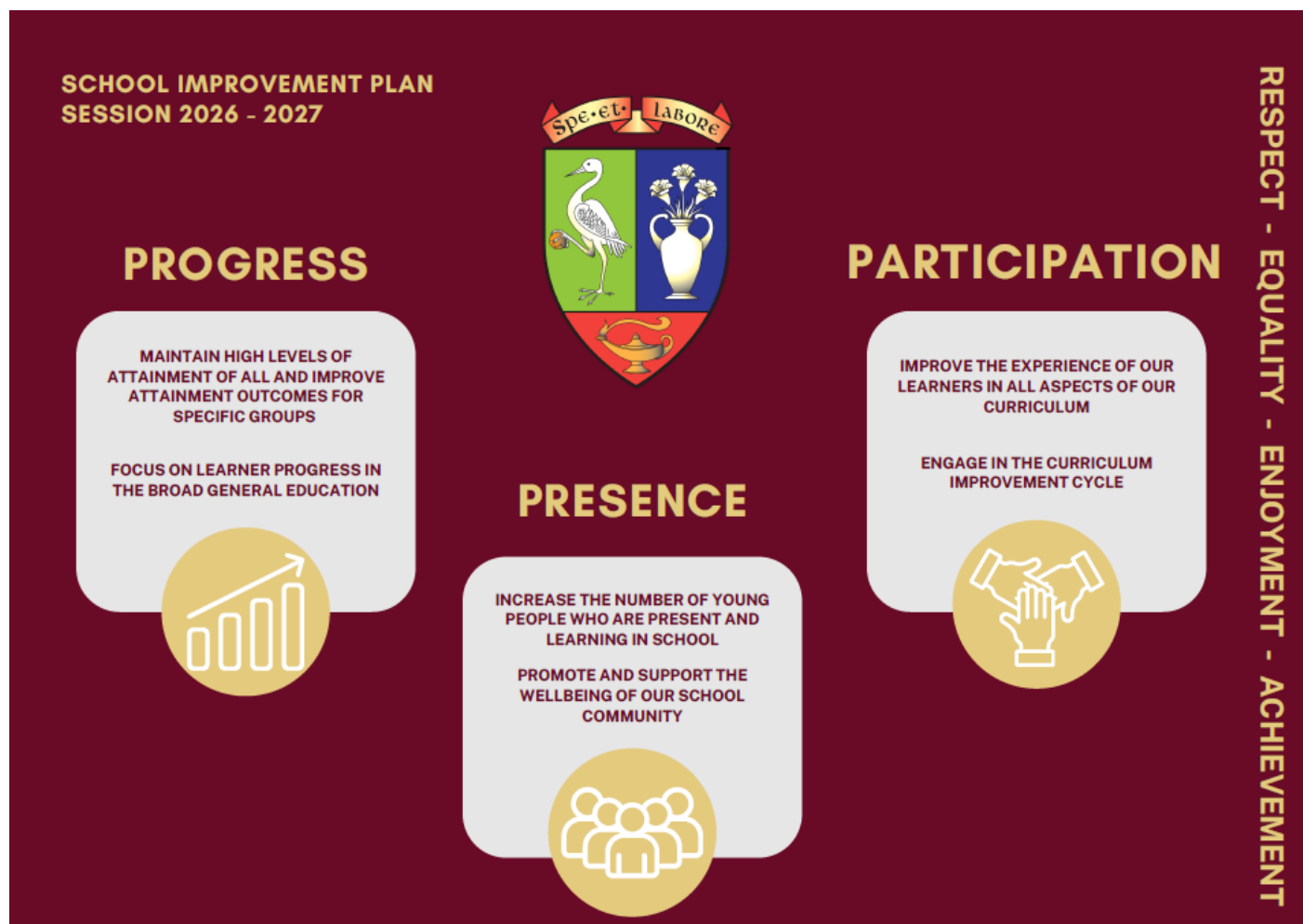
- S4 attainment (see page 5) has improved in most key measures
- More young people in S4 have achieved 5 Level 5 qualifications than in the previous 4 years
- Across S4 – 6, almost all measures show improvement vs VC or in line with the VC
- We have implemented our new reporting system (Pupil Tracker)
- We have employed an outreach teacher who works to support improved outcomes for small groups of young people who do not, or cannot, attend school

Next Steps:

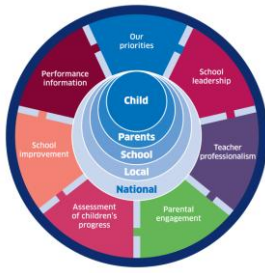
- Increase the number of young people who achieve 5 National 4s by the end of S4
- Through personal support, ensure young people know how they are progressing in their learning and what the next steps for improvement are

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

Improvement Priorities for Session 2025 - 2026



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_NIHedithHGios/FRWK2_HGios4.pdf



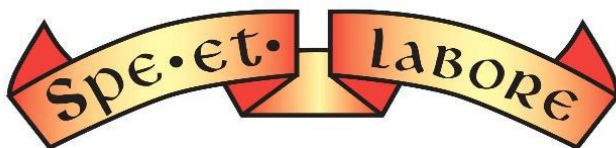
Dundee City Council Children & Families Service Plan
https://www.dundee.gov.uk/sites/default/files/publications/cfs_service_improvement_plan_2023.pdf

Respect

Equality

Enjoyment

Achievement



With Hope and Hard Work