

Harris Academy

School Improvement Report Session 2017-2018



Harris Academy

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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 2017 – 2018.

Published: October 2018

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Harris Academy Aims and Values



Our Aim

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

Our 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

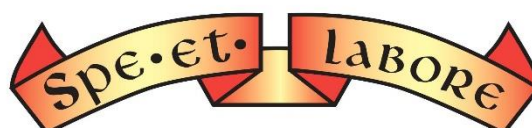
We work hard to treat everyone fairly regardless of their differences.

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.



With Hope and Hard Work

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

Context of the School:

In the past two years, there has been significant change at Harris Academy. The school's cohort has 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. The school also returned to Perth Road and moved in to our new building after three years of decant.

Due to the nature and demand of the significant and complex change that the school endured, our initial 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.

We now have an ambitious improvement plan, focussed on improved outcomes for all of our young people.

Attainment Data 2017- 2018 (percentages)

	Reading	Writing	Talking & Listening	Numeracy
S3 (CFE Third Level)	78%	81%	76%	92%

By the end of the Broad General Education in Numeracy, 92% (no change from last session) of pupils were secure at Third Level or better of which, 54% (increase of 15% from last session) of the cohort were secure at Fourth Level.

In Literacy (based on Writing), 81% (decrease of 9%) of the cohort had achieved Third Level or better. Of this figure, 52% of the cohort had achieved Level 4 (increase of 11%).

Chart 1 – Literacy & Numeracy

The percentage of pupils achieving literacy at or above SCQF levels 3, 4 and 5. Session 2017/18, stages S4 (based on S4), S5 (based on S5) and S6 based on S6

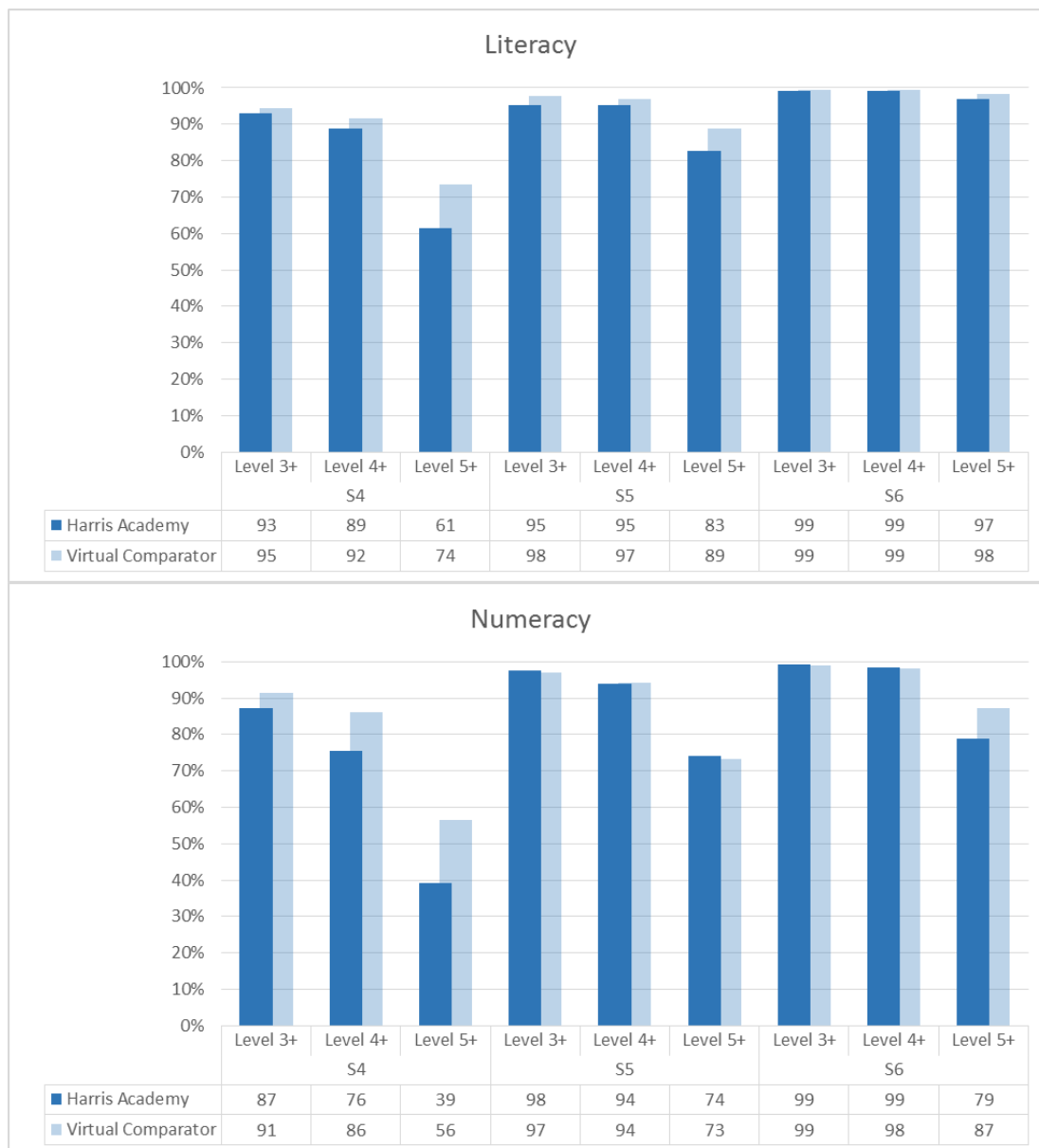


Chart 2 – Improving attainment for all

Average Complementary tariff points. Stage S4, based on S4.

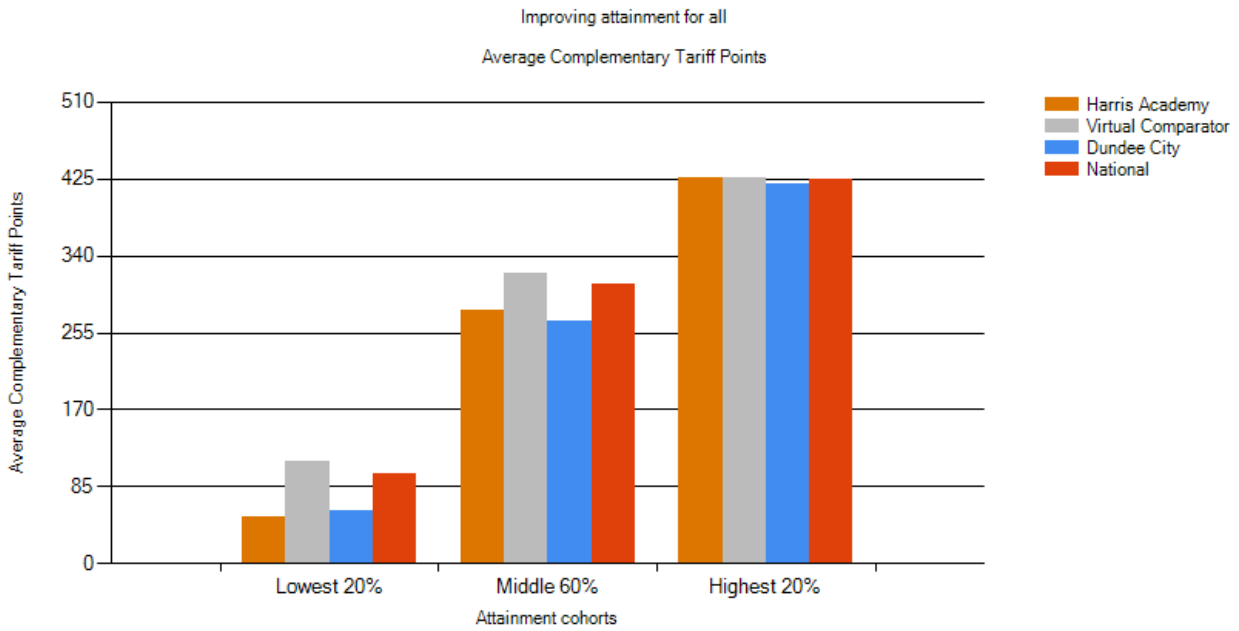


Chart 3 – Attainment versus deprivation

Average Complementary tariff by SIMD decile. Stage S4, based on S4

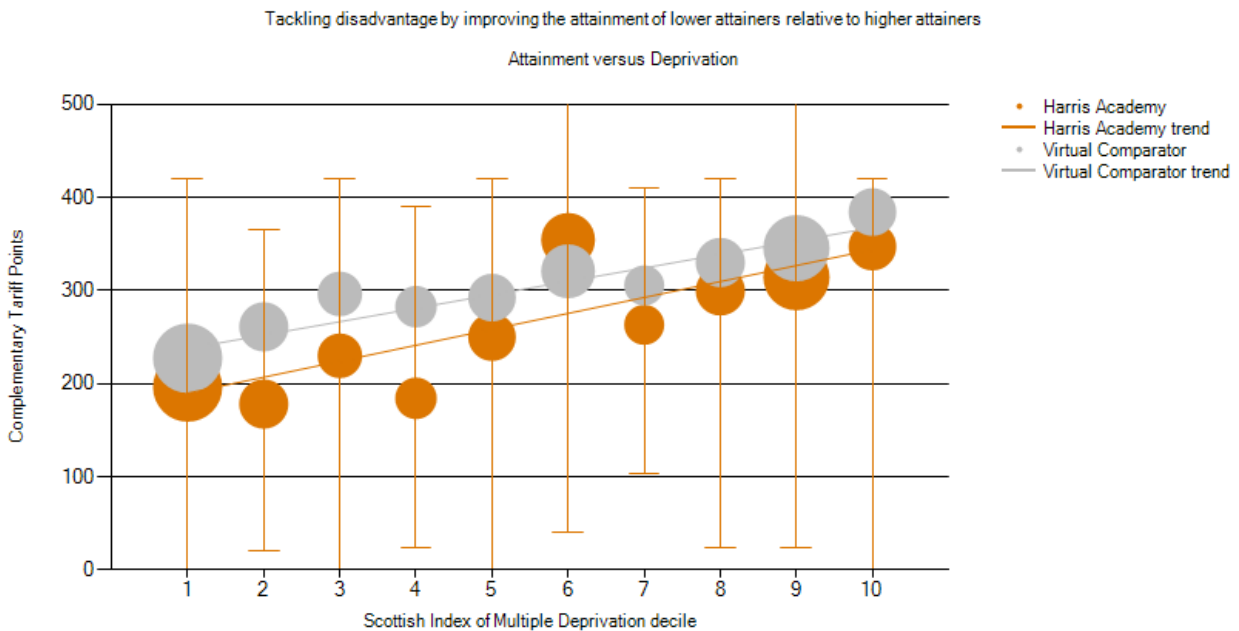
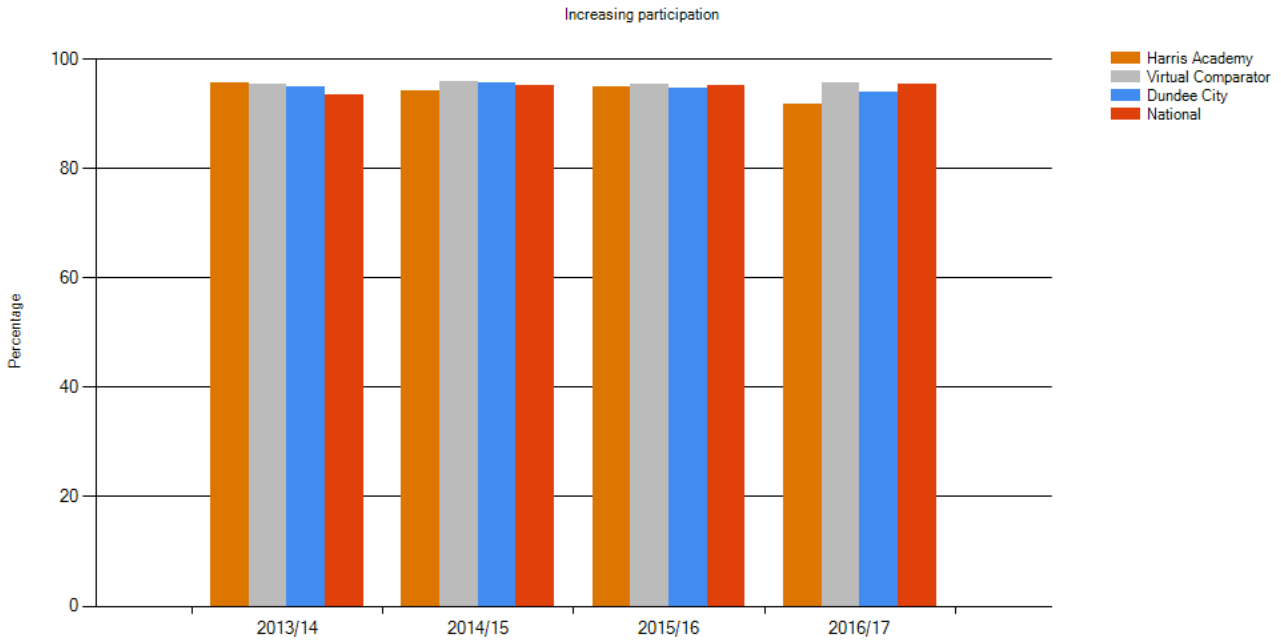


Chart 4 – Increasing post-school participation *



*207/18 figures will not be available until February 2019.

S4, S5 and S6 Attainment based on INSIGHT data, September 2018

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

Level	Results for session 16-17	
	Full cohort	SIMD 1-3
S4 – 5@5 (5 or more N 5 awards)	42% (-)	20% (-6)
S5 – 1@6 (1 or more Higher award)	62% (+6)	44% (+10)
S5 – 3@6 (3 or more Higher awards)	40% (+5)	23% (+8)
S5 – 5@6 (5 or more Higher awards)	15% (+2)	7% (+5)
S6 – 3@6 (3 or more Higher awards)	50% (-5)	32% (-5)
S6 – 5@6 (5 or more Higher awards)	34% (-2)	18% (-5)
S6 – 1@7 (1 or more Adv. H award)	20% (-5)	7% (-12)

S4, S5 and S6 awards vs S4 roll at census point

Number of leavers after census

S4 – 9 (-13)

S5 – 35 (-32)

S6 – 26 (-13)

Review of Improvement Progress for Session 2017-2018

School Improvement Priority 1:

Improve the Attainment and Achievements of all Pupils

Progress and Impact. We have:

Identified and planned strategies to reduce poverty-related attainment gap including:

- Appointment of Pupil Equity Funded Principal Teachers to improve our approaches and outcomes in Numeracy, Literacy, Nurture, Developing the Young Workforce, Guidance and Learning and Teaching.
- Allocate additional time and resource to support our focus on improved attendance.

Developed our use of Performance Data including:

- All staff have access to, and are beginning to use, relevant data to support improved outcomes for our young people.

Reviewed our approaches to reporting:

- All parents now receive 3 tracking reports with high-level information throughout the session.

Introduced departmental reviews

Next Steps:

- Improve Literacy and Numeracy outcomes in the Broad General Education
- Develop our use of SEEMIS Monitoring & Tracking suite
- Develop our approach and consistency in relation to homework
- Improve the attendance of our pupils
- Raise attainment for all pupils at Harris Academy
- Effective use of data to drive improvement

School Improvement Priority 2:

Review and Develop our Curriculum

Progress and Impact: We have:

Reviewed our structure of the school day including:

- A reduced time and more focussed experience in registration

Developed our National Qualification courses in light of recent changes to SQA Assessment Arrangements

Developed our understanding and use of Career Management Skills, throughout the curriculum

Next Steps:

- Develop a fully inclusive Senior Phase curriculum to meet the needs of all young people
- Improve our P7-S1 curriculum transition, focussing on Numeracy for this session
- Increase employer engagement and partnerships to enhance delivery of our curriculum
- Increase awareness of the Career Education Standard
- Review our Broad General Education
- Improve our Course Choice process, ensuring progression **through** the Senior Phase is a priority

School Improvement Priority 3:

Support all Learners Effectively

Progress and Impact: We have:

Developed our Universal Support offer by:

- Introducing ABLe planning to all teaching staff
- Improved our communication of information available to support young people with Additional Support Needs.
- Improved and developed our response time to meeting learners needs through the House System
- Implemented non-subject teaching Guidance staff

Developed our Targeted Support offer by:

- Introduced a Counselling service to our young people
- Developed the work of our Health and Wellbeing worker
- Developed the use of our Learning Hub to provide meaningful interventions to support best outcomes for young people
- Introduced an online booking system for our parents / carers to improve attendance at contact evenings, thus supporting learners more effectively.
- Providing a Nurture provision to proactively support targeted young people in S1 and S2.

Next Steps:

- Develop our alternatives to exclusion
- Embed ABLe planning in all learning environments
- Strengthen our links with the west end CLD team
- Develop our whole school approach to the six principles of nurture
- Using SfL expertise we will increase awareness at whole school level of strategies/approaches to supporting, at a universal level, all pupils
- Provide focussed/ targeted support via house teams to specific pupil groups: LAC; Young Carers.

School Improvement Priority 4:

Improve the Experience for all Learners

Progress and Impact: We have:

Implemented our revised Aims and Values

Developed our approaches to effective Learning & Teaching including:

- Revisiting the effective use of Assessment is for Learning (AifL) strategies
- Upskilled 25 teachers through a Cooperative Learning Academy
- Shared effective practice through 'Teaching Technique Tuesdays'

Develop a needs-based in-house Career Long Professional Learning programme for all staff.

Improved communication by:

- Developing a highly successful school Twitter feed, backed up by effective department-based feeds.
- Continuing to offer monthly HT surgeries
- Supporting an outcome-based Pupil Voice
- Holding engagement session for parents / carers on a variety of topics

Next Steps:

- Embed our approaches to effective learning and teaching
- Improve our approaches to develop pupil leadership skills
- Further develop pupil participation through "pupil voice"
- Support excellence/ equity of experience

School Improvement Priority 5:

Improvements through Self Evaluation

Progress and Impact: We have:

Reintroduced Learning Rounds to facilitate sharing of good practice and professional enquiry.

Developed a positive working relationship with our School Improvement Partner, St John's RC HS. This has enabled us to:

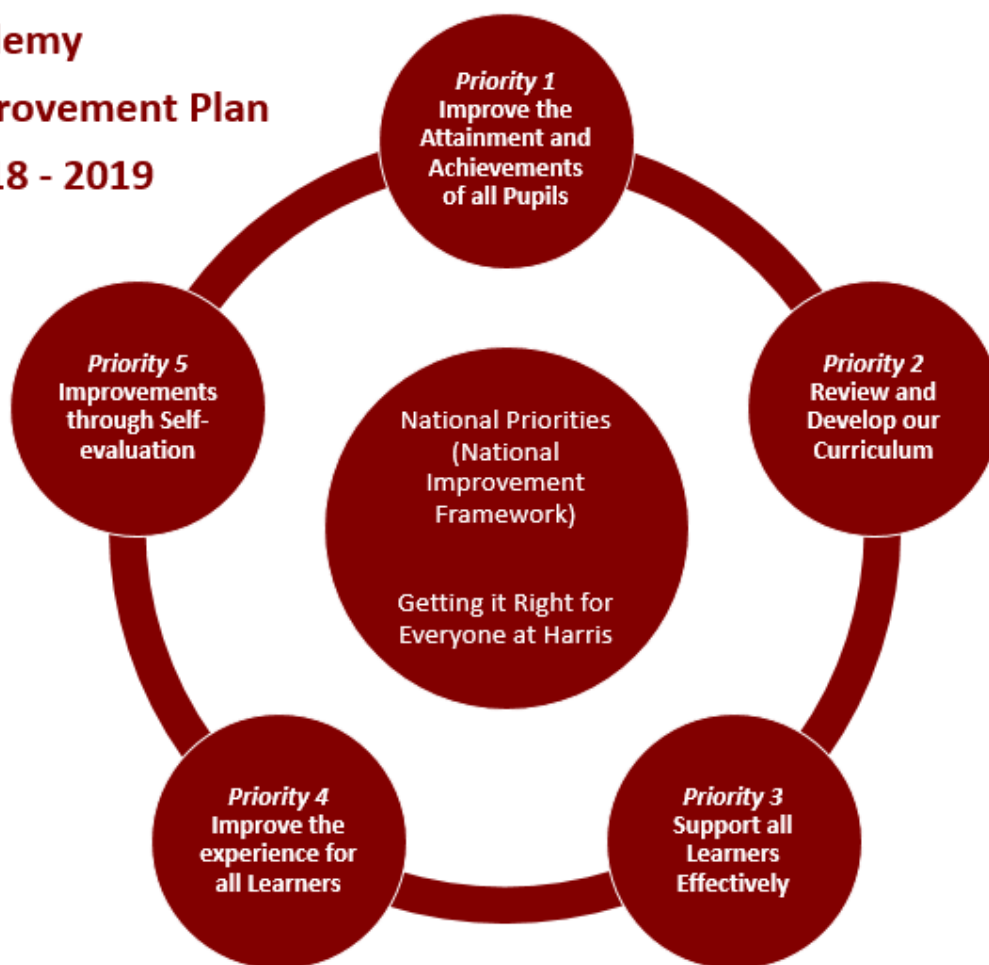
- Share resources and effective practice
- Seek and provide support and challenge
- Deliver enhanced teacher professional judgements
- Facilitate effective support within whole school strategic planning

Next Steps:

- Introduce a Review programme to support department and whole school self-evaluation and improvement
- Develop our use of and approach to moderation and departmental verification procedures
- Improve self-evaluation at whole school and department levels.

Improvement Priorities for Session 2018-2019

Harris Academy School Improvement Plan Session 2018 - 2019



Priority 1
Improve the Attainment and Achievements of all Pupils

Priority 2
Review and Develop our Curriculum

Priority 3
Support all Learners Effectively

Priority 4
Improve the experience for all Learners

Priority 5
Improvements through Self-evaluation

Whole School and Departmental Priorities

Identify and plan strategies to reduce the poverty-related attainment gap

Improve our Literacy and Numeracy results within the BGE

Develop our use of performance data

Improve pupil attendance and reduce late coming

Raise attainment of all pupils

Ensure more young people leave to a positive, sustained destination

Develop procedures for reporting pupil progress

Develop a homework / home study policy

Plan and deliver the new NQs

Continue to develop and embed Skills for Learning, Life and Work in all subject areas

Increase employer engagement within our curriculum

Develop a fully inclusive curriculum from S1 – S6

Review our school day structure

Improve P7 – S1 Curricular Progression

Develop our Universal Support offer

Develop a programme of family learning opportunities

Introduce and develop our use of ABL to support learners

Develop our Targeted Support offer

Reintroduce AifL and develop our use of Cooperative learning

Develop an in-house CLPL programme for all staff

Develop Pupil Leadership skills

Develop our Relationships for Learning policy

Improve communication and engagement

Ensure all staff are engaging with HGIOS4 to embed a culture of improvement through self-evaluation

Develop our approaches to moderation

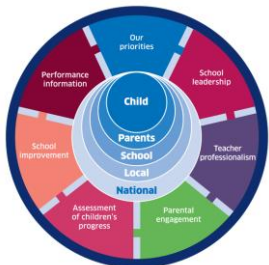
Develop a whole school programme to observe learning and teaching

Develop a collaborative approach to school improvement within our School Improvement Partnership, our Cluster and other Secondary Schools

Whole School Priorities

Please visit <https://education.gov.scot/what-we-do/inspection-and-review/reports> for our HMIE Inspection Reports.

Further Information can be found at:

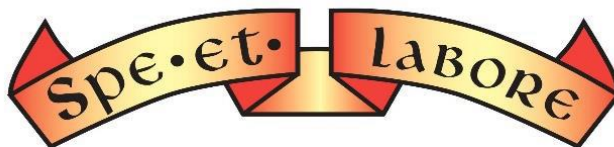


National Improvement Framework
<http://www.gov.scot/Publications/2016/01/8314>

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

Tayside Plan C&FS
Tayside_Plan 1a.pdf'

Dundee Education Plan
https://www.dundee.gov.uk/sites/default/files/publications/annual_education_plan_2017-18.pdf



With Hope and Hard Work