

Harris Academy

School Improvement Report

Parent / Carer Edition

Session 2019-20



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 2019 - 2020

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Aims and Values

Our Aim

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.

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.

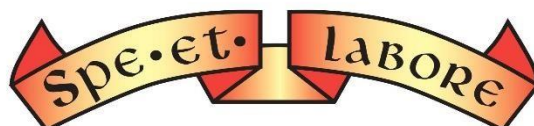
We do this by nurturing the **wellbeing** of all.

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.



With Hope and Hardwork

Context of the School

In the past four 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 was to ensure that these events were managed in the best possible way and that the wellbeing of all pupils, staff and parents / carers were at the forefront of our plans.

After a successful transition period, our full focus, through an ambitious School Improvement Plan, has been centred on positive attainment and achievement for all young people.

COVID-19 has undoubtedly had a significant impact on last session. Therefore, this document focusses on the School Improvement agenda up until March 2020.

COVID-19 response

Through adversity of the likes that few of us have lived through, our school community has coped admirably.

Young people have shown resilience, determination and respect for others.

Staff have worked incredibly hard to support our young people whilst learning new skills and adapting to new ways of working.

Parents have become the newest members of our teaching staff, supporting learning at home whilst juggling their own commitments or looking after siblings, or both and more!

It has been a pleasure to be a part of this school community during these unprecedented times.

Attainment Data 2019 - 2020

Broad General Education Attainment Data (end of S3) 2019 – 2020 vs 2018 – 2019

Harris Academy: S3 Achievement of a level - Reading				
	'16/17	'17/18	'18/19	'19/20
2nd level and above	97%	97%	98%	99%
3rd level and above	89%	76%	91%	87%
4th level	42%	46%	61%	52%

Harris Academy: S3 Achievement of a level - Writing				
	'16/17	'17/18	'18/19	'19/20
2nd level and above	98%	97.5%	98%	99%
3rd level and above	90%	76.5%	95%	84%
4th level	43%	46%	57%	46%

Harris Academy: S3 Achievement of a level – Listening & Talking				
	'16/17	'17/18	'18/19	'19/20
2nd level and above	98%	97%	98%	98%
3rd level and above	85%	76%	96%	89%
4th level	41%	46%	61%	45%

Harris Academy: S3 Achievement of a level - Numeracy				
	'16/17	'17/18	'18/19	'19/20
2nd level and above	99%	99%	94%	99.5%
3rd level and above	91%	90%	90%	91%
4th level	39%	53%	66%%	76%

The targeted work led by PEF (Pupil Equity Fund) funded Principal Teachers of Literacy and Numeracy has made progress in raising attainment within the Broad General Education.

Despite the interrupted learning caused by the impact of Covid-19, there has been a continued improvement in attainment at both level 3 and level 4 within Numeracy.

Targeted interventions to drive improvements within Literacy have been further embedded with a specific focus on data literacy, assessment, and moderation. As a result, there has been an increase in teacher confidence in the assessment of CfE experiences and outcomes.

Senior Phase Attainment (S4 – S6)

The available attainment data sets differ this year as a result of COVID-19 and the Scottish Government's announcement that INSIGHT would not be updated until February 2021. The following data is our best effort to offer information on the performance of last session's S4-S6 cohort.

As a reminder, all SQA results for session 19-20 are based solely on the professional judgements of school staff and were quality assured by the Leadership Team in school and Dundee City Council's Children and Families Service.

Breadth and Depth Analysis: S4

S4 SCQF Level 4 or better

Diet

Awards at A-C	2016	2017	2018	2019	2020	
1 or more	93%	91%	90%	91%	90%	
2 or more	91%	89%	86%	87%	87%	
3 or more	87%	86%	79%	78%	84%	
4 or more	81%	81%	71%	66%	78%	
5 or more	67%	69%	56%	48%	66%	
6 or more	47%	46%	33%	26%	41%	

SCQF Level 5 or better

Diet

Awards at A-C	2016	2017	2018	2019	2020	
1 or more	78%	77%	69%	76%	75%	
2 or more	64%	68%	58%	63%	66%	
3 or more	54%	57%	53%	54%	59%	
4 or more	48%	50%	46%	46%	51%	
5 or more	39%	36%	36%	34%	41%	
6 or more	28%	24%	22%	19%	29%	

Breadth and Depth Analysis: S5

S5 SCQF Level 5 or better

Diet

Awards at A-C	2016	2017	2018	2019	2020	
1 or more	82%	120%	83%	76%	83%	
2 or more	76%	102%	78%	70%	77%	
3 or more	73%	87%	68%	64%	72%	
4 or more	68%	71%	63%	58%	65%	
5 or more	60%	61%	57%	52%	54%	
6 or more	52%	51%	51%	45%	46%	

SCQF Level 6 or better

Diet

Awards at A-C	2016	2017	2018	2019	2020	
1 or more	61%	76%	58%	52%	56%	
2 or more	47%	61%	45%	42%	44%	
3 or more	37%	44%	35%	33%	35%	
4 or more	30%	30%	25%	26%	24%	
5 or more	19%	16%	12%	16%	11%	

Breadth and Depth Analysis: S6

S6 SCQF Level 5 or better

Diet

Awards at A-C	2016	2017	2018	2019	2020	
1 or more	88%	114%	120%	84%	82%	
2 or more	79%	101%	105%	78%	75%	
3 or more	74%	89%	93%	70%	69%	
4 or more	66%	78%	82%	66%	63%	
5 or more	62%	65%	75%	60%	59%	
6 or more	55%	60%	64%	55%	52%	

SCQF Level 6 or better

Diet

Awards at A-C	2016	2017	2018	2019	2020	
1 or more	62%	91%	82%	62%	65%	
2 or more	52%	72%	70%	52%	53%	
3 or more	47%	58%	58%	45%	47%	
4 or more	43%	46%	49%	39%	42%	
5 or more	38%	36%	42%	32%	33%	

SCQF Level 7 or better

Diet

Awards at A-C	2016	2017	2018	2019	2020	
1 or more	29%	31%	24%	22%	26%	
2 or more	12%	9%	10%	7%	11%	
3 or more	2%	3%	3%	3%	4%	

Review of Improvement Progress for Session 2019 - 2020

School Improvement Priority 1:

Improvements to Learning & Teaching

Progress and Impact. We have:

- Developed our approaches to cooperative learning within classrooms
- Significantly improved our use of digital technologies to support learning and teaching
- Established our Harris@Home learning portal, hosted on our website

Next Steps:

Due to COVID 19, we have shifted our priorities to focus on:

- Continued development of digital technologies to support learning
- Focussed on improving engagement and motivation with classrooms, considering our new context

School Improvement Priority 2:

Capture and Share Pupil Progress more effectively

Progress and Impact. We have:

- Delivered whole school CLPL to support Moderation practices
- Significantly increased the data literacy of all staff
- Developed and implemented changes to our reporting procedures
- Embedded the use of SNSA data to drive improvements in Literacy and Numeracy
- Created and established robust tracking systems to capture and monitor progress in the Senior Phase

Next Steps:

- All departments are expected to make use of their own digital monitoring and tracking system
- Performance data will be scrutinised termly to identify areas of concern and ensure early and effective interventions take place
- Develop and embed clearer links between assessment, moderation and reporting

School Improvement Priority 3:

Ensure we have the best curriculum offer

Progress and Impact. We have:

Introduced additional National Progression Awards (NPAs) and SCQF stand-alone units looking to improve pathways. Removal of star periods and introduction of electives, increasing personalisation and choice. This has been used to trial the introduction of additional NPAs. We have improved the structure of the timetable which is now more efficient. There is a clear timeline for course choice and timetabling priorities.

Next Steps: Introduce S2 Electives for session 2021/2022. Start the preparatory work to review the BGE, implementation will take place 2022/23.

Review course choice including the timeline incorporating the quality assurance agreed last session. Due to pandemic it was not possible to review as it was not implemented as planned.

School Improvement Priority 4:

Embed our Aims and Values

Progress and Impact. We have:

- Created a School Aims and Values film led by a Drama teacher and dedicated S1 pupils. This has been shared across our community by using the school website and our Twitter feed
- Completed phase one of our Aims and Values mural on the hospitality training restaurant area wall which is visible to all on entry to the building
- Embedded a House Assembly programme which focusses on living our values via our revised Aims and Values of Respect, Equality, Enjoyment and Achievement
- Continue to promote and embed our Aims and Values Award – now in Year 2
- Updated school stationary to reflect our revised Aims and Values
- Informed parents/carers of P7 pupils of our revised Aims and Values via our Primary Roadshow programme

Next Steps:

- Each House to design a pop-up banner linked to one of the School Values for use at all school functions
- Identify areas of the school to visualise the Aims and Values through motivational quotes using Harris pupils
- Organise photographs via our NPA Elective pupils of Harris pupils living our values around the school. Display in prominent areas of the school.
- Organise signage in two most used languages other than English for use around the building

School Improvement Priority 5:

Develop our approach to Home Learning

Progress and Impact.

In consultation with staff, pupils, parents and carers we introduced a revised home learning policy. Show My Homework (now called Satchel One) has been fully implemented across all year groups. This was then used as part of our response to the pandemic. The software was used to issue instructions, share work, and provide feedback to pupils and parents\carers.

Throughout the academic session we developed our use of SMH. We used reports to look at quantity and quality of the home learning being issued. We shared good practice across the school via top tips in the staff information sheet and latterly Teams. CLPL was provided digitally throughout lockdown in the form of help videos and help sheets to enable this to happen. A short life School Improvement Group met regularly.

Next Steps: Improve parental engagement, continue to share good practice, review quality of home learning.

School Improvement Priority 6:

Develop our self-evaluation approaches

Progress and Impact. We have:

- Continued to develop our Department Review Programme, working with a further 5 departments
- Increased Pupil Voice opportunities

Next Steps:

- Continue to gather pupil voice, especially in the context of COVID Recovery

School Improvement Priority 7:**Improve our outcomes in the BGE****Progress and Impact. We have:**

- Embedded use of Scottish National Standardised Assessments (SNSA) data to drive improvements in Literacy and Numeracy
- Introduced and piloted updated reporting guidelines in the BGE in line with DCC guidelines
- Initiated a review of the BGE curriculum

Next Steps:

- Work in partnership with Voice 21 to drive improvements in Literacy
- Further develop the roles of PEF PTs
- Share attainment data to support all staff to plan appropriate learning within the BGE
- Work with SfL to ensure that all young people are working toward their own appropriate learner journey
- Continue to review and make changes to the BGE curriculum to increase personalisation and choice

School Improvement Priority 8:**Improve our outcomes in the Senior Phase****Progress and Impact. We have:**

- Demonstrated marked improvement in our S4 attainment
- Demonstrated marked improvement in attainment at Level 5
- Increased our use of robust data to drive improvements in Attainment
- Created a wider curricular offer
- Continued to build and embed links with college
- Continue to build and embed links with employers

Next Steps:

- Continue to offer wider opportunities at Level 5 and Level 6
- Support the increased use of data to drive improvement
- Introducing increased QA structures to monitor progress

School Improvement Priority 9:**Develop our Universal and Targeted Support Offers****Progress and Impact.**

We have developed our Harris Academy model of staged intervention and now have embedded in our practice:

- Pupil Support, Inclusion Support, Nurture, Health and Wellbeing Support, Pupil Support (LAC) Breakthrough Mentoring, Community Learning and Development (CLD)
- Addressing Barriers to Learning (ABLe)
- Learning or wellbeing concern identified and recorded at TATC meetings
- Consultation with families Support for Learning staff and all other staff on Able maps with an emphasis on learning
- ABLe plans created, implemented and a review date set
- Learning Hub is fully operational
- Whole-school approach to building positive learning relationships, nurture and attuned learning & teaching
- House Team meeting to record issues and investigate supports in line with DCC guidelines
- CP Guidelines
- Attendance Policy
- DEPS, counselling, AIM, AIS, Includem, Locality Support Team, Health, The Corner and CAMHS

Next Steps:

To share and embed this approach throughout the wider community.

Refine our practices further in regard to data gathering.

Integrate Young Carers and Hope Counselling Dundee services to further enhance our support model.

School Improvement Priority 10:**Increase attendance and improve timekeeping****Progress and Impact. We have:**

- Embedded our HAARP (Harris Academy Attendance Review Procedures) within House Teams
- HAARP involves a co-ordinated approach from Principal Teachers Guidance, Inclusion and Support Workers, Senior Locality Worker, Senior Support Worker, Attendance Admin support and the Pupil Support DHT
- Have planning and monitoring time built into the collegiate calendar
- A support member of staff to work with the Guidance department to assist with data support

Next Steps:

- Engage the services of a Senior School Support worker through DCC recruitment
- Parental engagement around timekeeping to highlight the learning that can be lost to poor timekeeping

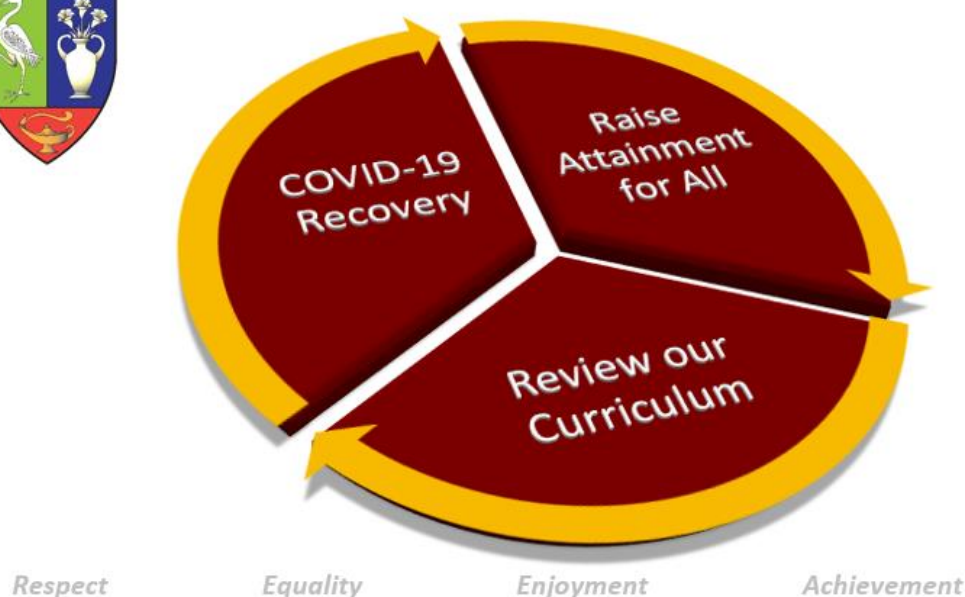
Improvement Priorities for Session 2020 - 2021



Harris Academy

School Improvement Plan

Session 2020 - 2021



COVID-19 Recovery

- Develop our pedagogical approaches to ensure motivated and engaged learners
- Support Mental Wellbeing of young people and staff
- Identify and reduce COVID – related gaps in learning and attainment
- Embed our use of digital learning platforms
- Embed our approaches to Nurture
- Develop staff knowledge of and use of ABLe
- Develop our approaches to Restorative Approaches

Raise Attainment for All

- Develop our approaches to Monitoring and Tracking
- Embed our new Reporting procedures
- Develop our approaches to Moderation
- Visualise and exemplify our Aims and Values
- Further improve our Literacy / Numeracy results in the BGE
- Continue to focus on our specific Closing the Attainment Gap (CTAG) targets and interventions (BGE and Senior Phase)
- Improve our Senior Phase attainment
- Improve our approaches to recognising Positive Behaviour

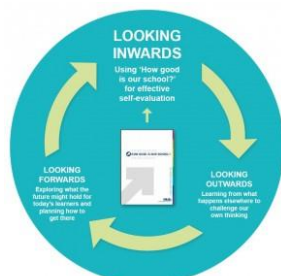
Review our Curriculum

- Develop our Broad General Education to ensure it is engaging and exciting and has increased perceived importance
- Continue to develop our Senior Phase offer including suitable Career Pathways
- Review our Registration processes



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/2016/0
1/8314](http://www.gov.scot/Publications/2016/01/8314)

HGIOS 4 Self-
evaluation

[https://education.go
v.scot/improvement/
Documents/Frameworks
SelfEvaluation/
FRWK2_NIHeditHG
IOS/FRWK2_HGIOS4.
pdf](https://education.gov.scot/improvement/Documents/Frameworks/SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf)

Tayside Plan C&FS

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Dundee Education
Plan

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Respect

Equality

Enjoyment

Achievement



With Hope and Hard Work