

# Harris Academy | School Improvement Report

*Parent / Carer Edition*

*Session 2020 - 2021*

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 2020 - 2021*

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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 five 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, whilst building a school culture based on mutual respect through our co-constructed Aims and Values.

COVID-19 has undoubtedly had a significant impact over the two past sessions. Therefore, this document focusses on the School Improvement agenda in a very different context from previous contexts.

### 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 / carers have been supportive, patient, and willing to help in ways way beyond their remit.

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

## Attendance and Exclusions Data 2020 - 2021

### Exclusion Rates (incident per 1000 pupils)

	2016/17	2017/18	2018/19	2019/20	2020/21	
Harris Academy	89.7	84.7	47.8	29.5	5.3	

*The above table notes a significant and sustained reduction in the number of exclusions for young people at Harris Academy*

### School Pupil Attendance Rate

	2016/17	2017/18	2018/19	2019/20	2020/21	
Harris Academy	90.80%	88.90%	89.30%	88.67%	92.07%	

The above table notes a significant improvement in the attendance rate of young people at Harris Academy.

## Attainment Data 2020 - 2021

### Broad General Education Attainment Data (end of S3) 2020 - 2021 vs previous years

<b>Harris Academy: S3 Achievement of a level - Reading</b>					
	'16/17	'17/18	'18/19	'19/20	'20/21
<b>2<sup>nd</sup> level and above</b>	97%	97%	98%	99%	100%
<b>3<sup>rd</sup> level and above</b>	89%	76%	91%	87%	96%
<b>4<sup>th</sup> level</b>	42%	46%	61%	52%	64%

<b>Harris Academy: S3 Achievement of a level - Writing</b>					
	'16/17	'17/18	'18/19	'19/20	'20/21
<b>2<sup>nd</sup> level and above</b>	98%	97.5%	98%	99%	100%
<b>3<sup>rd</sup> level and above</b>	90%	76.5%	95%	84%	96%
<b>4<sup>th</sup> level</b>	43%	46%	57%	46%	64%

<b>Harris Academy: S3 Achievement of a level – Listening &amp; Talking</b>					
	'16/17	'17/18	'18/19	'19/20	'20/21
<b>2<sup>nd</sup> level and above</b>	98%	97%	98%	98%	100%
<b>3<sup>rd</sup> level and above</b>	85%	76%	96%	89%	96%
<b>4<sup>th</sup> level</b>	41%	46%	61%	45%	64%

<b>Harris Academy: S3 Achievement of a level - Numeracy</b>					
	'16/17	'17/18	'18/19	'19/20	'20/21
<b>2<sup>nd</sup> level and above</b>	99%	99%	94%	99.5%	98%
<b>3<sup>rd</sup> level and above</b>	91%	90%	90%	91%	91%
<b>4<sup>th</sup> level</b>	39%	53%	66%	76%	68%

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 fact that this School Improvement Report was published before the Scottish Government’s release of INSIGHT data. 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 20 - 21 were awarded using the SQA’s Alternative Certification Model (ACM). The awards, based on Provisional Results made by school staff, were solely based on assessment evidence throughout the school session.*

### Breadth and Depth Analysis: S4

<b>S4 SCQF Level 4 or better</b>							
Diet							
Awards at A-C	2016	2017	2018	2019	2020	2021	
1 or more	93%	91%	90%	91%	90%	94%	
2 or more	91%	89%	86%	87%	87%	91%	
3 or more	87%	86%	79%	78%	84%	82%	
4 or more	81%	81%	71%	66%	78%	73%	
5 or more	67%	69%	56%	48%	66%	56%	
6 or more	47%	46%	33%	26%	41%	36%	

<b>SCQF Level 5 or better</b>							
Diet							
Awards at A-C	2016	2017	2018	2019	2020	2021	
1 or more	78%	77%	69%	76%	75%	73%	
2 or more	64%	68%	58%	63%	66%	61%	
3 or more	54%	57%	53%	54%	59%	52%	
4 or more	48%	50%	46%	46%	51%	47%	
5 or more	39%	36%	36%	34%	41%	39%	
6 or more	28%	24%	22%	19%	29%	30%	

## Breadth and Depth Analysis: S5

### S5

#### SCQF Level 5 or better

Diet

Awards at A-C	2016	2017	2018	2019	2020	2021	
1 or more	82%	120%	83%	76%	83%	81%	
2 or more	76%	102%	78%	70%	77%	72%	
3 or more	73%	87%	68%	64%	72%	66%	
4 or more	68%	71%	63%	58%	65%	62%	
5 or more	60%	61%	57%	52%	54%	56%	
6 or more	52%	51%	51%	45%	46%	52%	

#### SCQF Level 6 or better

Diet

Awards at A-C	2016	2017	2018	2019	2020	2021	
1 or more	61%	76%	58%	52%	56%	57%	
2 or more	47%	61%	45%	42%	44%	47%	
3 or more	37%	44%	35%	33%	35%	37%	
4 or more	30%	30%	25%	26%	24%	27%	
5 or more	19%	16%	12%	16%	11%	16%	

## Breadth and Depth Analysis: S6

### S6

#### SCQF Level 5 or better

Diet

Awards at A-C	2016	2017	2018	2019	2020	2021	
1 or more	88%	114%	120%	84%	82%	89%	
2 or more	79%	101%	105%	78%	75%	79%	
3 or more	74%	89%	93%	70%	69%	74%	
4 or more	66%	78%	82%	66%	63%	69%	
5 or more	62%	65%	75%	60%	59%	60%	
6 or more	55%	60%	64%	55%	52%	53%	

#### SCQF Level 6 or better

Diet

Awards at A-C	2016	2017	2018	2019	2020	2021	
1 or more	62%	91%	82%	62%	65%	67%	
2 or more	52%	72%	70%	52%	53%	53%	
3 or more	47%	58%	58%	45%	47%	45%	
4 or more	43%	46%	49%	39%	42%	36%	
5 or more	38%	36%	42%	32%	33%	27%	

#### SCQF Level 7 or better

Diet

Awards at A-C	2016	2017	2018	2019	2020	2021	
1 or more	29%	31%	24%	22%	26%	23%	
2 or more	12%	9%	10%	7%	11%	7%	
3 or more	2%	3%	3%	3%	4%	4%	

## Review of Improvement Progress for Session 2020 – 2021

### School Improvement Priority 1 | **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

#### Progress and Impact. We have:

- Successfully improved our use of digital technology to enhance learning
- Ensured all young people had access to digital technology during the two lockdown periods
- Increased our mental health support offer through enhanced counselling support and increased availability

#### Next Steps:

- Due to COVID-19, the other areas of last year's plan have had to be carried forward and feature highly in the 21-22 plan.

### School Improvement Priority 2 | **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

#### Progress and Impact. We have:

- Improved our use of data to ensure positive outcomes for our young people
- Developed at short notice a tracking system to support the SQA Alternative Certification Model
- Significantly improved our approaches to moderation in the Senior Phase to support the SQA ACM
- Improved our results in literacy and numeracy in the BGE (at S3)

#### Next Steps:

- Investigate online parent evening software systems to ensure contact for every year group this session
- Further embed our approaches to moderation, ensuring that this also includes work in the Broad General Education (S1 – S3).
- COVID-19 required a change in priorities. Some areas within this priority therefore did not receive the attention that was planned. They are included within this year's plan.

### School Improvement Priority 3 | **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

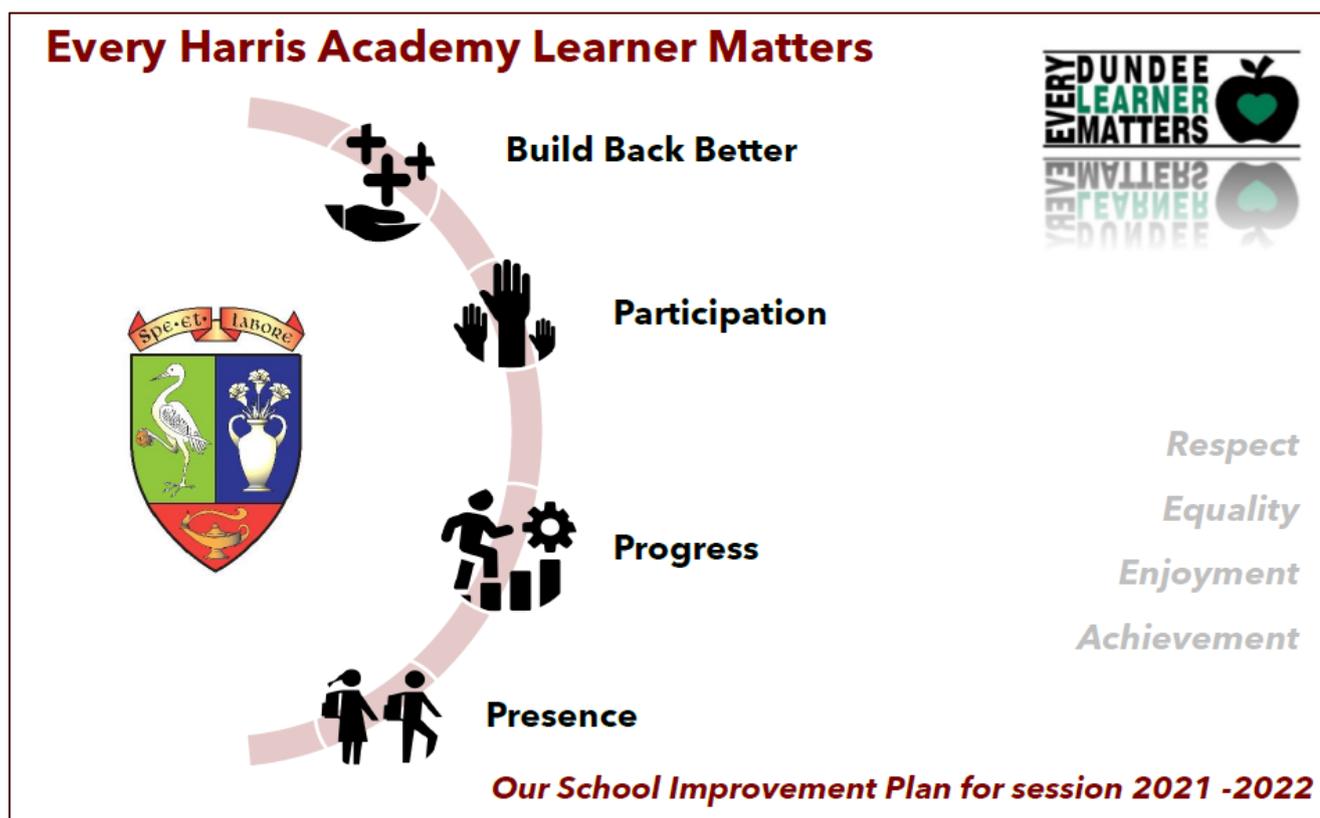
#### Progress and Impact. We have:

- Introduced personalisation and choice in our S2 curriculum via our elective programme
- Added further new courses in the senior phase

#### Next Steps:

- COVID-19 required a change in priorities. Some areas within this priority therefore did not receive the attention that was planned. They are included within this year's plan.

## Improvement Priorities for Session 2021 – 2022



**Build Back Better**

Identify and address gaps related to COVID absence from school  
 Develop our approach to UNCRC  
 Develop our Harris Pledge  
 Support Mental Wellbeing of young people and staff

**Participation**

Develop our Curriculum, focusing on engagement, choice and progression  
 Improve our approaches to recognising Positive Behaviour  
 Develop our approaches to Restorative Approaches  
 Develop our pedagogical approaches to ensure motivated and engaged learners  
 Embed our use of digital learning platforms

**Progress**

Review and embed our approaches to Monitoring, Tracking and Reporting  
 Build on existing practices to Moderation, specifically focusing on BGE  
 Continue to focus on our specific Closing the Attainment Gap (CTAG) targets and interventions (BGE and Senior Phase)  
 Improve our Senior Phase attainment

**Presence**

Review our Registration processes  
 Embed our approaches to Nurture  
 Develop staff knowledge of and use of ABL  
 Continue to address Cost of the School Day and poverty-related barriers to learning

**EVERY DUNDEE LEARNER MATTERS**

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](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHedithGIOS/FRWK2_HGIOS4.pdf)

Tayside Plan C&FS  
 Tayside\_Plan 1a.pdf'

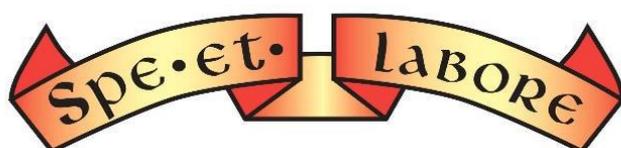
Dundee Education Plan  
[https://www.dundee.gov.uk/sites/default/files/publications/annual\\_education\\_plan\\_2017-18.pdf](https://www.dundee.gov.uk/sites/default/files/publications/annual_education_plan_2017-18.pdf)

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