

# Harris Academy | School Improvement Report

*Parent / Carer Edition*

*Session 2023 - 2024*

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 2023 - 2024*

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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 1407\* 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, 23%\* of our young people are in receipt of Free School Meals, 53% of our young people have an identified additional support need and 13% of the cohort have English as an additional language.


*\*figures are based on the 2024 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 £184,000.

## Attendance and Exclusions Data


### Exclusion Rates (incident per 1000 pupils)

2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	
29.3	5.3	12	26	28.7	

*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 an Alternative to Exclusion resource. This has successfully supported a sustained low (vs DCC) level of exclusions.

### School Pupil Attendance Rate

2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	
88.7%	92.1%	87.2%	86.2%	86.8%	

*Attendance remains a key focus area of our School Improvement Plan and will look to make further improvements based on last year's slight increase in attendance.*

## Attainment Data

### Broad General Education Attainment Data (end of S3) 2023 - 2024 vs previous years

Harris Academy: S3 Achievement of a level - Reading					
	'19/20	'20/21	'21-22	'22-23	'23-24
2 <sup>nd</sup> level and above	99%	100%	98%	100%	98%
3 <sup>rd</sup> level and above	87%	96%	89%	86%	90%
4 <sup>th</sup> level	52%	64%	63%	52%	64%

Harris Academy: S3 Achievement of a level - Writing					
	'19/20	'20/21	'21-22	'22 - 23	'23-24
2 <sup>nd</sup> level and above	99%	100%	99%	100%	98%
3 <sup>rd</sup> level and above	84%	96%	89%	85%	87%
4 <sup>th</sup> level	46%	64%	62%	52%	60%

Harris Academy: S3 Achievement of a level – Listening & Talking					
	'19/20	'20/21	'21-22	'22-23	'23-24
2 <sup>nd</sup> level and above	98%	100%	99%	100%	98%
3 <sup>rd</sup> level and above	89%	96%	92%	88%	91%
4 <sup>th</sup> level	45%	64%	64%	50%	65%

Harris Academy: S3 Achievement of a level – Numeracy					
	'19/20	'20/21	'21-22	'22-23	'23-24
2 <sup>nd</sup> level and above	99.5%	98%	99%	99%	97%
3 <sup>rd</sup> level and above	91%	91%	93%	77%	91%
4 <sup>th</sup> level	76%	68%	71%	49%	74%

*Last session saw an increase in the number of young people achieving Level 3 and Level 4 in both Literacy and Numeracy. A high increase is noted in Numeracy*

## Senior Phase Attainment (S4 – S6)

### Breadth and Depth Analysis: S4

#### Awards at Level A - C

	2023	2024
5@3	67%	79%
5@4	55%	72%
5@5	36%	42%

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

	2023	2024
5@3	72%	81%
5@4	71%	74%
5@5	54%	52%

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
5@4	83%	85%
5@5	53%	60%
1@6	60%	69%
3@6	36%	40%
5@6	16%	17%

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

	2023	2024
5@4	89%	88%
5@5	73%	78%
1@6	71%	76%
3@6	43%	56%
5@6	18%	22%

## Breadth and Depth Analysis: S6

### Awards at Level A - C

	2023	2024
5@4	95%	96%
5@5	72%	79%
1@6	79%	83%
3@6	64%	65%
5@6	53%	45%
1@7	39%	29%

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

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

The data above suggests a continuing improvement for the majority of S4 and S5 attainment measures. On the back of a lower performance rate of the previous S5 cohort; our S6 attainment data has dropped in some measures.

**PEF |** *We have an additional DHT (one day per week), paid via PEF to support our attainment focus. This has allowed greater analysis of performance and interventions to support S4 targeted groups through intervention programmes.*

## Positive Destinations

Harris Academy: Positive Destinations (Source – INSIGHT, Feb 2022)					
Leavers who move to a positive destination	'19/20	'20/21	'21-22	'22-23	
				Full cohort	SIMD Q1
Harris Academy	92%	96.8%	98.8	98.4	98.8
Virtual Comparator	93.4%	95.8	94.5	95.7	94.6
Dundee City Council average	92.3%	93.7	93.9	95.6	95.6
The National Establishment	93.4%	95.5	95.7	95.9	94

The data above shows a four-year positive outcome for our young people. For the past three 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.

This year, 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.

## Results from our Whole School Survey (March 2024)

### Young People

Most of our young people who responded

- felt they had someone they could talk to if they were upset or worried
- feel they have opportunities to take part in activities out with the classroom and timetabled day
- felt that their voice was heard
- were happy with the quality of teaching in our school

The majority of our young people who responded

- felt that they enjoyed learning at school
- feel safe at school

### Parents / Carers

Almost all of our parents / carers who responded

- felt that their young person was treated fairly and with respect
- find our weekly parent/carer newsletter to be helpful
- felt that their young person was safe at school

Most of our parents / carers who responded

- felt that their young person enjoyed being at school
- felt that their young person was making good progress in school
- felt that the school was well led and managed
- felt that they were overall satisfied with the school

The majority of our parents/carers who responded

- were satisfied with the quality of teaching

### All Staff

Almost all of our colleagues who responded

- find it rewarding to be a member of staff at our school
- have a clear understanding of the school's social, cultural and economic context
- feel that they are a valued part of the school's community
- understand how to apply the school's procedures related to child protection and safeguarding



# HARRIS ACADEMY

## SCHOOL IMPROVEMENT PLAN

SESSION 2023 - 2024



### PRIORITY 1 | **PROGRESS**

Improve our approaches to assessment and tracking in the Broad General Education

Improve S4 attainment

### PRIORITY 2 | **PARTICIPATION**

Develop an improved climate for learning

Review our approaches to Home Learning

Improve our curriculum offer in the Broad General Education

Develop engaged and active learners

### PRIORITY 3 | **PRESENCE**

Improve attendance

Reduce late coming



**RESPECT EQUALITY ENJOYMENT ACHIEVEMENT**

#### School Improvement Priority 1 | **Progress**

Improve our approaches to assessment and tracking in the Broad General Education | Improve S4 attainment

##### Progress and Impact:

- We have developed and are now beginning to use an in-house Monitoring and Tracking system that allows us to support departments as they reflect on how they can help our young people in their learning
- We have raised attainment (S4) in almost all key performance indicators

##### Next Steps:

- Use the tracking and monitoring system at whole school, departmental and classroom level
- Improve the attainment outcomes of young people who are our lowest 20% attainers and for those who are entitled to free school meals

**PEF** | Our tracking and monitoring system was developed by a PEF-paid DHT. Our targeted approach to improvements in S4 (including our ADAPT provision and May intervention programme) were supported by PEF monies.

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**School Improvement Priority 2 | Participation**

Develop an improved climate for learning | Review our approaches to home learning | Improve our curriculum offer in the BGE | Develop engaged and active learners

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**Progress and Impact:**

- We introduced our revised Relationship for Learning policy and practice
- We launched a revised approach to ensuring literacy is delivered effectively across the curriculum
- We have strengthened the consistency of use of the Harris Standard for High Quality Learning, Teaching & Assessment. This is the policy that we ask all staff to adopt to ensure the experience of our young people is as positive and effective as possible

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**Next Steps:**

- Ensure we focus on praising positive behaviours appropriately
  - Improve Numeracy as a responsibility of all practitioners
  - Ensure a revised Home Learning policy is in operation during the coming academic session
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**School Improvement Priority 3 | Presence**

Improve Attendance | Reduce late coming

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**Progress and Impact:**

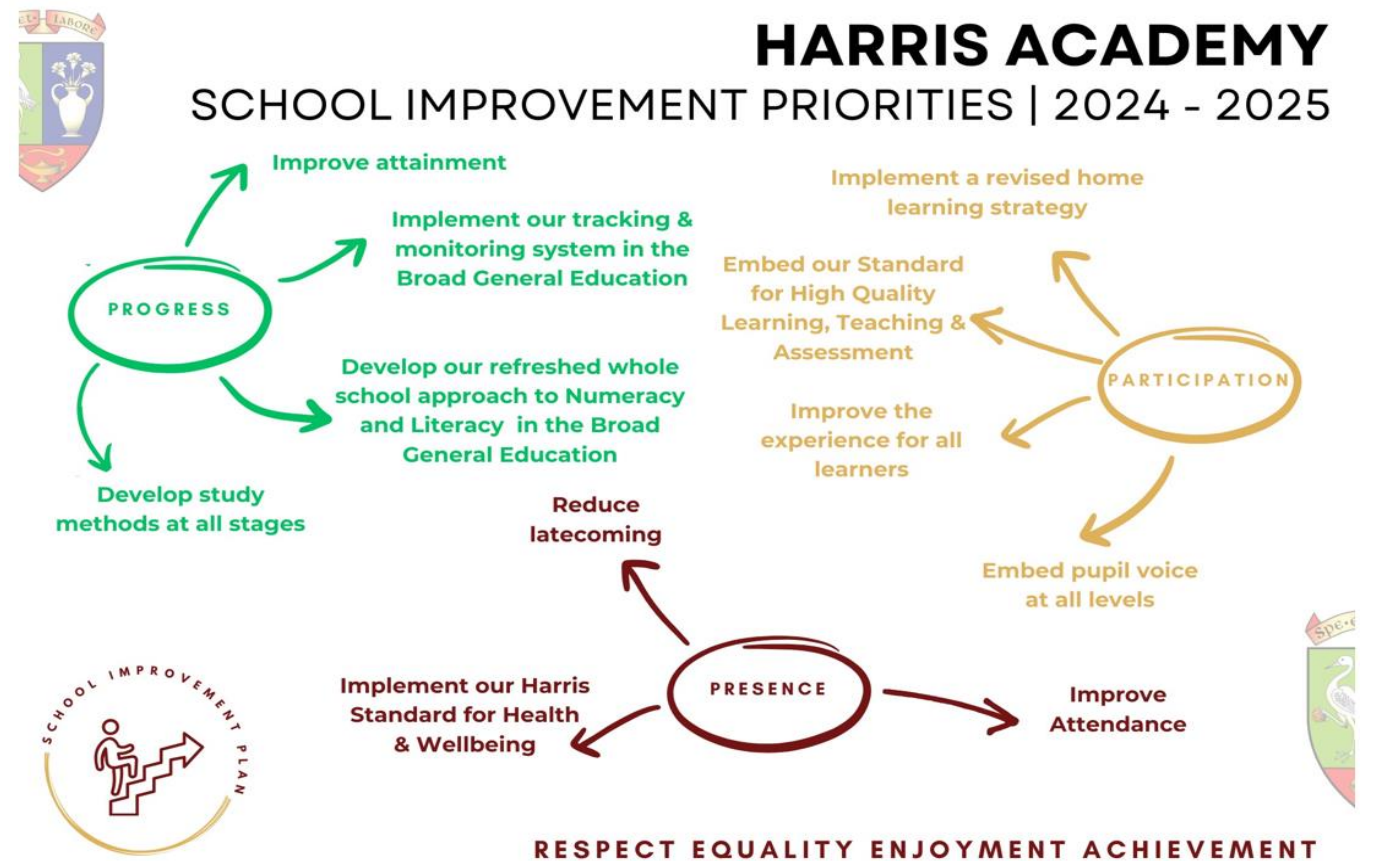
- We have improved our attendance rate. Although the improvement is very slight (0.6%), our processes have been improved which ensure that the potential for further growth is in place

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**Next Steps:**

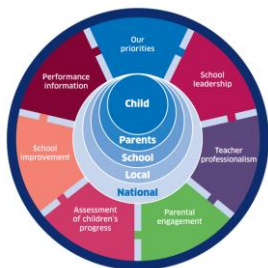
- Using our revised processes, continue to focus on improved attendance and reduced late coming
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**PEF** | *We employ an additional PT Guidance to ensure more focussed time on attendance.*



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



HGios 4 Self-  
evaluation  
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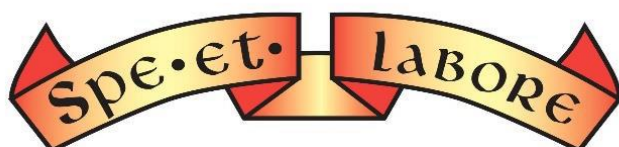
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**Respect**

**Equality**

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**With Hope and Hard Work**