

Harris Academy | School Improvement Report

Parent / Carer Edition

Session 2022 - 2023

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 2022 - 2023

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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 around 1360 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, 22%* of our young people are in receipt of Free School Meals, 44% of our young people have an identified additional support need and 13% of the cohort have English as an additional language.


**figures are accurate on 5th June 2023*

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 2022 - 2023


Exclusion Rates (incident per 1000 pupils)

2018/2019	2019/2020	2020/2021	2021/2022	2022/2023	
46.1	28.4	5.1	11.4	24.8	

The above table notes a significant and sustained reduction in the number of exclusions for young people at Harris Academy since 2018. Although this session's figure is higher, it remains the lowest figure in all Dundee schools.

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

2018/2019	2019/2020	2020/2021	2021/2022	2022/2023	
89.3%	88.7%	92.1%	87.2%	86.2%	

The above table notes a drop in the attendance rate of young people at Harris Academy. Attendance is a focus area of our School Improvement Plan

Attainment Data 2022-2023

Broad General Education Attainment Data (end of S3) 2022 - 2023 vs previous years

Harris Academy: S3 Achievement of a level - Reading					
	'18/19	'19/20	'20/21	'21-22	'22-23
2 nd level and above	98%	99%	100%	98%	100%
3 rd level and above	91%	87%	96%	89%	86%
4 th level	61%	52%	64%	63%	52%

Harris Academy: S3 Achievement of a level - Writing					
	'18/19	'19/20	'20/21	'21-22	'22 - 23
2 nd level and above	98%	99%	100%	99%	100%
3 rd level and above	95%	84%	96%	89%	85%
4 th level	57%	46%	64%	62%	52%

Harris Academy: S3 Achievement of a level – Listening & Talking					
	'18/19	'19/20	'20/21	'21-22	'22-23
2 nd level and above	98%	98%	100%	99%	100%
3 rd level and above	96%	89%	96%	92%	88%
4 th level	61%	45%	64%	64%	50%

Harris Academy: S3 Achievement of a level - Numeracy					
	'18/19	'19/20	'20/21	'21-22	'22-23
2 nd level and above	94%	99.5%	98%	99%	99%
3 rd level and above	90%	91%	91%	93%	77%
4 th level	66%	76%	68%	71%	49%

The above data suggests a decrease in the percentage of young people achieving Level 3 and/or Level 4 by the end of S3. Although this is the case, our results remain strong in comparison to the Dundee City Council average.

PEF | We appointed an additional English teacher to support our young people with lower ability in Literacy

Senior Phase Attainment (S4 – S6)

Breadth and Depth Analysis: S4

S4 SCQF Level 3 or better						
Awards at A-D	2019	2020	2021	2022	2023	
1 or more	94%	99%	95%	98%	102%	
2 or more	91%	96%	91%	96%	95%	
3 or more	85%	94%	86%	84%	89%	
4 or more	82%	89%	83%	82%	83%	
5 or more	74%	78%	72%	68%	72%	
6 or more	42%	54%	46%	45%	45%	

SCQF Level 4 or better						
Awards at A-D	2019	2020	2021	2022	2023	
1 or more	88%	94%	88%	85%	92%	
2 or more	83%	92%	85%	83%	88%	
3 or more	80%	86%	81%	79%	85%	
4 or more	74%	81%	77%	74%	78%	
5 or more	64%	71%	67%	59%	69%	
6 or more	38%	52%	41%	40%	42%	

SCQF Level 5 or better						
Awards at A-D	2019	2020	2021	2022	2023	
1 or more	68%	82%	75%	74%	77%	
2 or more	57%	71%	65%	63%	66%	
3 or more	46%	62%	55%	49%	54%	
4 or more	35%	45%	40%	43%	38%	
5 or more	22%	34%	27%	31%	29%	
6 or more	12%	22%	13%	18%	19%	

Breadth and Depth Analysis: S5

S5 SCQF Level 5 or better						
Awards at A-D	2019	2020	2021	2022	2023	
1 or more	75%	72%	85%	77%	76%	
2 or more	66%	64%	76%	70%	67%	
3 or more	58%	58%	73%	64%	60%	
4 or more	53%	56%	62%	58%	57%	
5 or more	46%	51%	52%	54%	49%	
6 or more	42%	46%	44%	46%	46%	

SCQF Level 6 or better						
Awards at A-D	2019	2020	2021	2022	2023	
1 or more	49%	48%	44%	53%	48%	
2 or more	39%	36%	39%	36%	35%	
3 or more	33%	21%	30%	27%	29%	
4 or more	18%	11%	20%	15%	23%	
5 or more	10%	6%	9%	7%	11%	

Breadth and Depth Analysis: S6

S6 SCQF Level 5 or better						
Awards at A-D	2019	2020	2021	2022	2023	
1 or more	80%	82%	72%	85%	78%	
2 or more	74%	67%	64%	76%	70%	
3 or more	66%	60%	58%	73%	65%	
4 or more	60%	55%	57%	63%	59%	
5 or more	55%	50%	54%	55%	54%	
6 or more	51%	47%	50%	48%	49%	

SCQF Level 6 or better						
Awards at A-D	2019	2020	2021	2022	2023	
1 or more	56%	59%	51%	49%	54%	
2 or more	41%	43%	40%	43%	41%	
3 or more	31%	39%	29%	37%	34%	
4 or more	26%	29%	22%	31%	28%	
5 or more	20%	20%	17%	24%	21%	

SCQF Level 7 or better						
Awards at A-D	2019	2020	2021	2022	2023	
1 or more	12%	21%	11%	15%	7%	
2 or more	4%	1%	1%	1%	1%	
3 or more	1%	0%	0%	0%	0%	

The data above suggests a one-year improvement for the majority of S4 attainment measures. On the back of a lower performance rate of the previous S4 cohort, our S5 attainment data has dropped in some measures however there have been significant gains for those pupils achieving 4 or more Level 6 awards. A similar pattern can be noted for S6.

PEF | We have an additional DHT, paid via PEF to support our attainment focus. This has allowed greater analysis of performance, interventions to support the whole S4 cohort and targeted groups through intervention programmes. A focus on improved Learning and Teaching is also included in the remit.

Positive Destinations

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

The data above shows a three-year improvement for our young people. For the past two 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.

PEF | We have a dedicated Positive Destinations Team which is part-funded from PEF

Results from our Whole School Survey (March 2023)

Young People

- 77% of our young people who responded feel safe at school. A further 10% were unsure
- 84% felt they had someone they could talk to if they were upset or worried
- 80% feel they have opportunities to take part in activities out with the classroom and timetabled day
- 51% felt that their voice was heard
- 76% felt that they enjoyed learning at school
- 85% were happy with the quality of teaching in our school

Parents / Carers

- 79% of parents / carers felt that their young person enjoyed being at school
- 93% felt that their young person was treated fairly and with respect
- 87% felt that their young person was safe at school
- 80% felt that their young person was making good progress in school
- 99% felt that communication from the school was positive (weekly newsletter)
- 70% were satisfied with the quality of teaching
- 89% felt that the school was well led and managed

All Staff

- 93% of colleagues find it rewarding to be a member of staff at our school
- 95% of colleagues feel that the school's vision and values underpin their work
- 57% of colleagues feel that the full cohort of young people are well behaved
- 87% of staff feel that the school is well led and managed



Build Back Better

by embedding opportunities for all



Priority
1



Priority
2



Priority
3



Priority
4

Making Progress

By improving attainment

Increase Participation

by implementing changes

Encouraging Presence

by offering support

School Improvement Priority 1 | **Build Back Better**

Embed the UN Convention on the Rights of the Child | Increase Opportunities for Wider Achievement

Progress and Impact:

- We have launched the UNCRC to all staff and are now embedding this work through the Rights Respecting Schools programme
- Our Harris Pledge has successfully increased the number, breadth and quality of wider opportunities in clubs, volunteering, leadership and outdoor education

Next Steps:

- Fully embed the UNCRC in all of our practices, policies and assure alignment with our school aims and values

PEF | We employ a Principal Teacher of Wider Achievement who has led on our improved offer for young people through our Harris Pledge

School Improvement Priority 2 | Increase Participation

Develop and Implement a Revised Curriculum | Implement the Harris Standard for Learning & Teaching | Implement a Revised Relationships Policy

Progress and Impact:

- Through consultation with all key stakeholders, we will be introducing a revised senior phase offer which includes the option to study 7 National qualifications
 - Our Harris Standard has been launched, presented to, and used to support a consistently high standard of learning, teaching and assessment, which is expected in each classroom
 - Our revised relationship policy is now out in draft form
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Next Steps:

- Ensure the Harris Standard is maintained through high quality CLPL input and a rigorous QA process
 - Launch our full version of the Relationships policy from November 2023
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School Improvement Priority 3 | Make Progress

Improve Attainment in our Broad General education | Develop our Approaches to Moderation | Improve Attainment in the Senior Phase

Progress and Impact:

- We have improved our number of young people who have achieved Level 2 by the end of S3 and are still performing well vs Dundee City Council's average at Level 3 and Level 4
 - Moderation is now embedded in the majority of departmental quality improvement cycles
 - Our Senior Phase attainment in many key performance indicators has improved year on year or has improved vs our Virtual Comparator
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Next Steps:

- Develop a literacy strategy to ensure improve Literacy outcomes for all Broad General Education learners
 - Improve our identification of, and support to, targeted groups in the senior phase including Free School Meal entitled; SIMD 1-2; lowest 20% of cohort (academically)
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School Improvement Priority 3 | Encourage Presence

Support all Learners More Effectively | Promote Positive Attendance

Progress and Impact:

- Like the National picture, our attendance rate has dropped rather than improved. This will be addressed in next year's improvement plan
 - Our use of ABLe planning to ensure best experience for some young people has been developed
 - Our colleagues have all been trained in Trauma Informed Practice (TIP)
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Next Steps:

- Learning from National work, focus on improved school attendance
 - Fully embed ABLe and TIP into our practices
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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



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

Respect

Equality

Enjoyment

Achievement



| **With Hope and Hard Work**