

Harris Academy | School Improvement Report

Parent / Carer Edition

Session 2021 - 2022

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 2021 - 2022

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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.

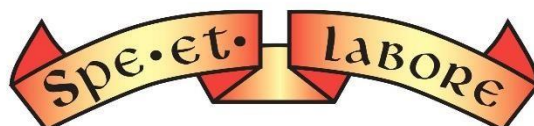
We do this by nurturing the **wellbeing** of all.

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

This past session saw the first cohort of young people start in S1 and finish in S6 in our new, Perth Road building. In the five years before that, there had 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.

Attendance and Exclusions Data 2021 - 2022

Exclusion Rates (incident per 1000 pupils)

School Level Exclusion Rates (Incidents per 1000 pupils) – Secondary Schools

	2018/19	2019/20	2020/21	2022/22	2022/23 (to Oct)
Harris Academy	47.8	29.5	5.3	12	4.4




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

School Pupil Attendance Rate

School Level Attendance – Secondary

	2018/19	2019/20	2020/21	2021/22	2022/23 (to Oct)
Harris Academy	89.3%	88.7%	92.1%	87.2%	88.0%



Attainment rates have dropped since 2022-21. Whilst we are working to improve attendance in various ways, we also note that our attainment average is still higher than that of the Dundee average.

Attainment Data 2021 - 2022

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

Harris Academy: S3 Achievement of a level - Reading				
	'19/20	'20/21	'21/22	
2nd level and above	99%	100%	98%	-2% vs last year; +1% vs Dundee
3rd level and above	85%	96%	89%	-5% vs last year; +4% vs Dundee
4th level	51%	64%	63%	-1% vs last year; +9% vs Dundee

Harris Academy: S3 Achievement of a level - Writing				
	'19/20	'20/21	'21/22	
2nd level and above	99%	100%	98%	-2% vs last year; +1% vs Dundee
3rd level and above	84%	96%	88%	-8% vs last year; +4% vs Dundee
4th level	46%	64%	62%	-2% vs last year; +10% vs Dundee

Harris Academy: S3 Achievement of a level – Listening & Talking				
	'19/20	'20/21	'21/22	
2nd level and above	99%	100%	98%	-2% vs last year; level vs Dundee
3rd level and above	89%	96%	91%	-5% vs last year; +4% vs Dundee
4th level	46%	64%	64%	level vs last year; +7% vs Dundee

Harris Academy: S3 Achievement of a level - Numeracy				
	'19/20	'20/21	'21/22	
2nd level and above	99%	98%	99%	+1% vs last year; +3% vs Dundee
3rd level and above	86%	91%	93%	+2% vs last year; +8% vs Dundee
4th level	62%	68%	71%	+3% vs last year; +15% vs Dundee

Senior Phase Attainment (S4 – S6)

Attainment data has been sourced from INSIGHT (Scottish Government source of attainment data). With a significant amount of performance data available, and to show a balance of strengths and areas for development, the data published here will focus on:

Breadth and Depth | *The number of qualifications attained by individual year groups as a percentage e.g., 5@5 = the percentage of young people who have achieved at least 5 level 5 qualifications that year.*

For the current session, the percentage will also be matched vs our Virtual Comparator. Due to the changing nature of awarding processes for SQA awards during COVID, the Virtual Comparator offers a different way to analyse our performance rather than just year on year.*

**The Virtual Comparator takes into consideration the performance of 10 young people (per Harris pupil) from a similar profile (post code; sex, additional support or not etc).*

Breadth and Depth Analysis: S4 (based on S4 roll)

	2020	2021	2022 Virtual Comparator	2022	
5@3	77%	76%	82%	60%	Significant drop with an action plan to ensure improvement
5@4	75%	73%	76%	58%	Significant drop with an action plan to ensure improvement
4@5	56%	53%	54%	56%	This measure supports our action plan that only a small number of subjects have impacted on attainment
5@5	46%	45%	47%	42%	Significant drop with an action plan to ensure improvement

Breadth and Depth Analysis: S5 (based on S5 roll)

	2020	2021	2022 Virtual Comparator	2022	
5@4	87%	93%	87%	89%	Strong performance vs VC
5@5	75%	78%	66%	67%	Strong performance vs VC
1@6	75%	78%	67%	66%	Significant drop vs last year but in line with VC
3@6	51%	57%	46%	48%	Strong performance vs VC
5@6	20%	25%	24%	29%	Very strong performance vs VC

Breadth and Depth Analysis: S6

	2020	2021	2022 Virtual Comparator	2022	
5@5	91%	91%	84%	90%	Very strong performance vs VC
1@6	96%	93%	89%	94%	Very strong performance vs VC
3@6	82%	75%	70%	81%	Very strong performance vs VC
5@6	63%	55%	53%	66%	Very strong performance vs VC
1@7	46%	33%	37%	37%	In line with VC

Review of Improvement Progress for Session 2021 – 2022

School Improvement Priority 1 | 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

Progress and Impact. We have:

- Introduced the Harris Pledge
- Identified some of our attendance gaps and established our HAIM (Harris Anxiety in Motion) provision
- Introduced UNCRC to all staff
- Developed more ways to support the mental health and wellbeing of staff and young people including HAIM and planning towards DCC's Trauma Informed Practice training

Next Steps:

- Embed all of the above through session 22-23

School Improvement Priority 2 | 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 and Impact. We have:

- Introduced elective courses in S2 and S5/6
- Refocused on effective use of AifL and Cooperative learning strategies in classes
- Microsoft Teams now used as a core teaching and learning tool in the majority of classes

Next Steps:

- Review our curriculum offer
- Develop an updated policy related to supporting positive relationships for learning

School Improvement Priority 3 | 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

Progress and Impact. We have:

- Made improvements in senior phase attainment (S5 / 6)
- Established an increased offer of reports and parent/carer contacts to re-establish relationships with families, post-COVID

Next Steps:

- Absence of key senior leaders has resulted in some areas within this priority not receiving the attention that was planned. They are included within this year's plan.

School Improvement Priority 4 | Presence

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

Progress and Impact. We have:

- Have a clear plan for the reintroduction of personal support (registration) from June 2023
- Established our HAIM provision
- Developed more ways to ensure poverty is not a barrier to progress, including the use of the Scottish Government's Core Curriculum monies
- Input to all staff in the use of ABLe and focussed CLPL for all guidance teachers and House Heads.

Next Steps:

- Absence of key senior leaders has resulted in some areas within this priority not receiving the attention that was planned. They are included within this year's plan.

Improvement Priorities for Session 2022 – 2023

HARRIS ACADEMY

SCHOOL IMPROVEMENT PLAN

SESSION 2022 - 2023



Build Back Better

by embedding opportunities for all



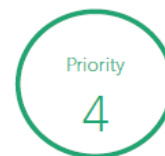
Priority
1



Priority
2



Priority
3



Priority
4

Increase

Participation

by implementing changes

Making

Progress

By improving attainment

Encouraging

Presence

by offering support

OUR IMPROVEMENT PRIORITIES



EMBED THE UN CONVENTION ON THE RIGHTS OF THE CHILD



INCREASE OPPORTUNITIES FOR WIDER ACHIEVEMENT



DEVELOP AND IMPLEMENT A REVISED CURRICULUM



IMPLEMENT THE HARRIS STANDARD FOR LEARNING & TEACHING



IMPLEMENT A REVISED RELATIONSHIPS POLICY



IMPROVE ATTAINMENT IN OUR BROAD GENERAL EDUCATION



DEVELOP OUR APPROACHES TO MODERATION



IMPROVE ATTAINMENT IN THE SENIOR PHASE



SUPPORT ALL LEARNERS MORE EFFECTIVELY



PROMOTE POSITIVE 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>

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'

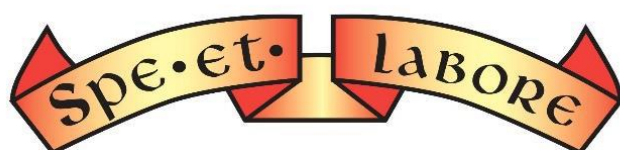
Dundee Education Plan
https://www.dundee.gov.uk/sites/default/files/publications/annual_education_plan_2017-18.pdf

Respect

Equality

Enjoyment

Achievement



With Hope and Hard Work