



## *Standards and Quality Report*

*September 2021*



## *Our Vision*

*To provide an equitable and excellent learning environment for ALL pupils which enables them to maximise their full potential and supports them into appropriate positive and sustainable destinations.*



**Respect   Equality   Determination**





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## Standards and Quality Report

### Context of our School

Auchenharvie Academy is located in Stevenston and serves the communities of Stevenston and Saltcoats (South). We have five cluster primaries and in addition attract a small number of young people from other local primary establishments. We have worked hard to establish strong relationships with children, parents, carers and families as well as our links with the local community. We are working hard as a school to improve outcomes for learners and reduce inequalities for pupils and their families.

The school roll is currently 667 pupils. This is staffed by a Head Teacher, three Depute Head Teachers, eight Curriculum Faculty Heads, three Principal Teachers of Pastoral Care, one Principal Teacher of Pupil Support and one Principal Teacher of Raising Attainment and Achievement and a total of 54.8 staff. We also have nine classroom assistants who support learners effectively in class.

This area is amongst the most deprived areas of Scotland with unemployment and crime rates higher than the national average. The area's Scottish Index of Multiple Deprivation (SIMD) score is amongst the very lowest in North Ayrshire and nationally; 89.4% of our pupils live in the 30% most deprived datazones.

The deciles are based on Scottish Government's Scottish Index of Multiple Deprivation where decile 1 is the most deprived and decile 10 is the least deprived. The illustration below describes our context.

Research demonstrates the link between poverty, deprivation and levels of attainment. We are working hard as a school to improve outcomes for learners and reduce inequalities.





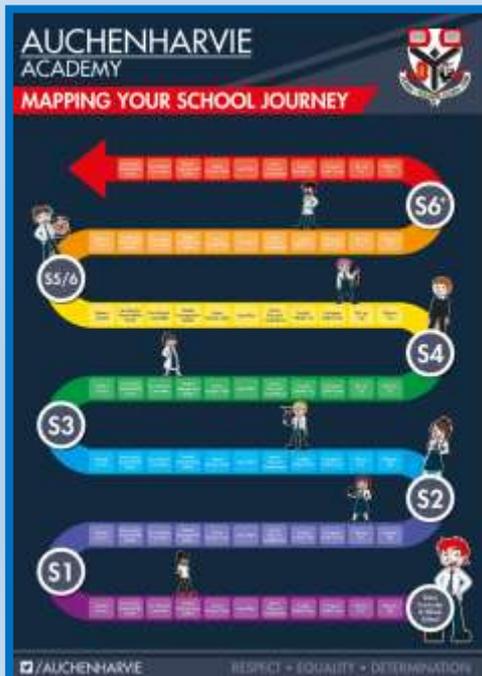
## Standards and Quality Report

### Context of our School

Auchenharvie Academy has benefitted from additional resources provided through the Scottish Attainment Challenge. We have appointed a school councillor, and also a class teacher / classroom assistant who lead on Nurture provision in our school. We also work collaboratively with the North Ayrshire Council (NAC) Family Learning Team to support wider learning initiatives within our community. These initiatives are also supported dynamically through the allocation of our Pupil Equity Fun (PEF) allocation.

Learning and teaching in the school is good or better in almost all classes however there is a need to move from good to excellent, to develop differentiation across all stages in order to develop learning at all levels and increase pace and challenge. Expectations for pupil attainment are improving with sound approaches to ensuring excellence and equity developing as part of our school culture. A number of new appointments have been made in the latter stages of this session and we have high hopes that this will continue to improve learning, teaching and overall attainment and achievement. This continues to be a primary focus.

Our priorities for school improvement throughout this session were devised in consultation with all teaching staff, all pupils and through open invitation to all parents. We have also worked with several partners in the construction of our school improvement plan priorities. These are also in line with North Ayrshire Council priorities and seek to support us in achieving our school vision of excellence and equity.



## Standards and Quality Report

### Covid-19 Response

In session 2020/21 our school's priorities, plans and progress were focussed on recovery due to the Covid 19 Virus pandemic. Our focus was on supporting young people's health and wellbeing, raising attainment for all, especially in literacy, numeracy, and closing the poverty related attainment gap .

The subsequent closure of our school and move to remote learning for nine weeks beginning in January 2021 also focussed our priorities on the delivery of online digital learning and teaching. We worked diligently to support young people's health and wellbeing at home and to further develop our online learning provision. The school provided "bubbles" for pupils to come in to the building to be supported by staff to follow their curriculum and have their education and wellbeing supported.

Our focus towards the end of the session was supporting our young people in the senior phase (S4, S5 and S6) with their SQA assessments, following the national Alternative Certification Model (ACM).

We have surveyed our learners, their families and staff in a range of ways and we have used available data to create this plan. As we plan for session 2021/22 our priorities are detailed in this recovery plan to support our young people with their learning and their health and wellbeing.

Young people who had a need gained access to digital devices (Chromebooks), and our school community is confident in the use of Microsoft Teams to support learning, this stood us in good stead following the move to remote learning beginning in January 2021.

We delayed our change of timetable to further support all our pupils with learning in their classes from 2020/21. Throughout, our focus has been on supporting young people's health and wellbeing and recognising that not all young people were able to equally respond to the online learning experience. Teaching staff have responded with one-to-one feedback to learners. Parents and carers have had regular feedback on our online learning provision through the use of headteacher communication that gave a weekly update on all tasks set. We continued to report to parents and carers on their children's progress by written reports as in previous years.

Our parent council has met each month online and has supported the work of the school, creating suggestions for improvement and further engagement with families.

### Covid-19 Recovery

We have ensured our school is a safe environment by following all Scottish government and North Ayrshire Council protocols. We have tracked levels of engagement in online learning and contacted the families of young people who are struggling to engage to ask about any barriers to learning and offer support.

Our Pupil Support team have been in regular contact with all our families throughout the period of Covid including lockdown and have particularly focussed support for our families who have faced individual hardship and difficulties. Key staff have supported families with young people with Additional Support Needs through regular contact.



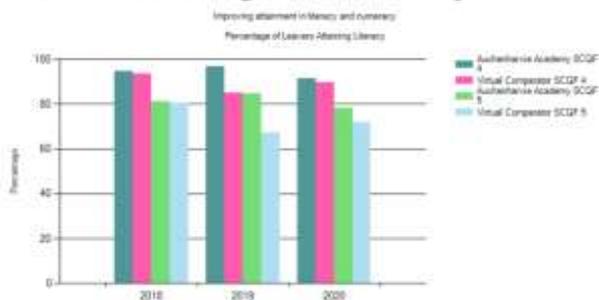


## Standards and Quality Report

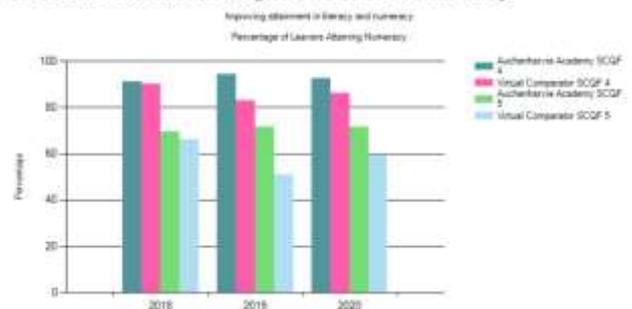
### Data from Insight

The Scottish Government produces data in a system called 'Insight' that shows the school's progress in four main areas: attainment in literacy and numeracy, attainment overall, attainment in relation to deprivation and leaver destinations. Our data is compared to a 'virtual comparator' which is made from other young people with similar characteristics. The data is for those young people who left school.

#### National Benchmarking Measure: Literacy



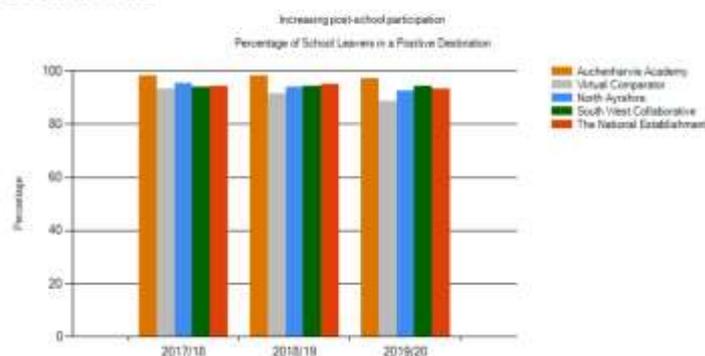
#### National Benchmarking Measure: Numeracy



The graphs above show that in 2020 our young people's attainment in literacy and numeracy was well ahead of our comparator at level 4 and ahead at level 5. This data is for all our school leavers in S4-S6.

### Leaver Destinations

#### National Benchmarking Measure: Leaver Initial Destinations



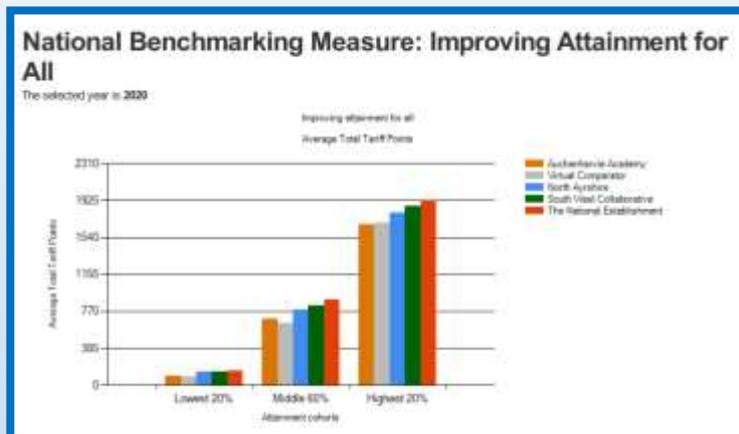
The bar chart above shows that in session 2019/20 97.17% of our school leavers achieved a positive destination and that this is significantly more than our virtual comparator, North Ayrshire and the National figures. We continue to support those young people not yet in a positive destination through working with our partners in Skills Development Scotland.



## Standards and Quality Report

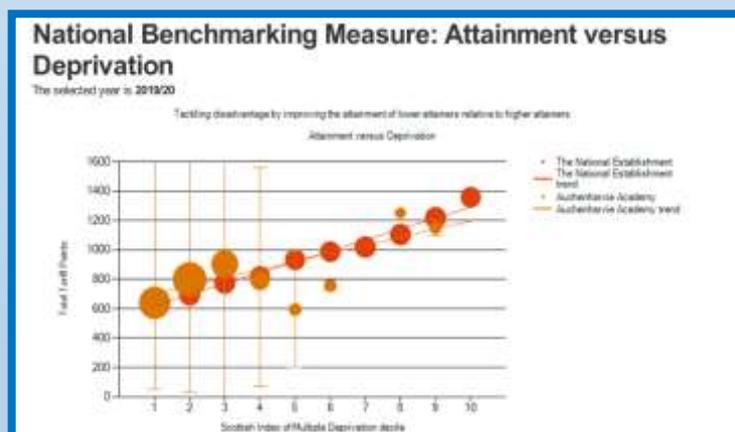
### Data from Insight

#### Attainment Of All



The bar chart above shows the attainment of all school leavers in S4, S5 and S6 in 2019/20. Our lowest attaining 20% and our middle 60% are ahead of our virtual comparator and our highest attaining 20% were slightly lower than our virtual comparator.

#### Attainment versus Deprivation



The chart above shows the attainment of all leavers in S4-S6 divided into 'bubbles'. The numbers 1-10 along the bottom indicate the level of deprivation (in deciles) with 1 being most deprived and 10 being least deprived. The orange bubbles are groups of our young people and the grey bubbles are groups of our virtual comparator's young people. Where the orange bubbles are higher than the red we are doing better, where they can't be seen they are underneath the grey and we are doing as well as the comparator. Where the orange bubbles are lower than the red bubbles we are doing less well. This chart shows that in deciles 1, 4, 5, 6, and 9 we are doing less well than our comparators and in the other six deciles we are doing the same or better.





## Standards and Quality Report

# AUCHENHARVIE ACADEMY



## School Priorities 2020 - 2021

Priority 1	Priority 2	Priority 3	Priority 4	Priority 5
<p>Create the conditions for our children and young people to access the highest quality learning experiences from ages 3-18</p>	<p>Supporting our children and young people to become successful learners, confident individuals, effective contributors and responsible citizens.</p>	<p>Offering opportunities to our young people, their families and staff to play a more active role in school life and encourage more participation in learning.</p>	<p>Work with all young people to build their resilience, supporting their mental health and physical well-being.</p>	<p>To maximise attainment in the BGE and Senior Phase for all pupils.</p>
<p>To review our ASN provision to ensure equitable and efficient allocation of resource with maximum impact.</p> <p>To adopt a whole school Nurturing approach in all areas of the school.</p> <p>Transitions to include key faculties working more directly with the children</p>	<p>Improve the quality and consistency of Learning and Teaching for our pupils.</p> <p>Develop opportunities for young people to be better informed and prepared for the World of Work</p>	<p>To support and improve the holistic wellbeing of staff so they can better support the wellbeing of pupils.</p> <p>To support targeted families with all aspects of school life following the impact of COVID-19.</p> <p>To strengthen the impact of the pupil voice across all areas of Auchenharvie Academy.</p>	<p>To strengthen and embed targeted approaches to wellbeing across the school.</p> <p>Embed a focus on equality and human rights in line with our school values.</p>	<p>To renew existing moderation practices within the BGE and the Senior Phase.</p> <p>Recovery, renewal and implementation of Senior Phase and BGE attainment Strategies</p>



## Standards and Quality Report

### Pupil Equity Funding 2019-2020

For the academic session 2020-2021, Auchenharvie Academy was allocated **£132,000** as the part of the **Scottish Government's Pupil Equity Fund (PEF)**. The PEF amounts were based on the number of learners (**110**) in receipt of Free School Meals at the time of allocation and for each pupil in receipt of Free School Meals the school was allocated an additional £1,200. In line with advice from the Scottish Government, existing policy (namely the National Improvement Framework) was reviewed and consultations with all stakeholders (pupils, parents, partners and staff) were held to identify key priorities. These priorities have become our 'PEF Streams' and fall within the broad areas of: literacy and numeracy; health and wellbeing; family learning and engagement; mitigating poverty in relation to pupil experiences and Developing the Young Workforce.

*Further detail of our PEF spending can be found on our school website through our annual PEF report summary.*



Further develop our work with parents and carers through Family Learning programmes with a post COVID-19 emphasis.

**This will be led by PEF appointed PT Family Learning.**

Support learners into positive pathways and destinations by supporting DYW Initiatives.

**This will be led by PEF appointed PT DYW.**

Poverty proof our curriculum, tackle the cost of the school day and close the activity gap in school.

**Resourced by PEF.**

Improve the effectiveness of literacy and numeracy interventions through ever-more robust tracking and monitoring, data analysis and the expansion of our Transitions and Interventions team. Particular focus on the impact of COVID-19.

**This will be led by PEF appointed PT Transitions and Interventions.**

To employ high quality creative and consistent approaches to teaching and learning throughout Auchenharvie to improve overall attainment and achievement across our school.

**This will be led by PEF appointed PT T+L.**

To support the improvement in learning gaps and development caused by COVID-19 in relation to literacy, numeracy and HWB.

**This will be led by PEF appointed staff for Interventions and Well-being across the school.**



## School Priority: 1

Create the conditions for our children and young people to access the highest quality learning experiences from ages 3-18

To achieve this our high level objectives were:

To review our ASN provision to ensure equitable and efficient allocation of resource with maximum impact

To adopt a whole school Nurturing approach in all areas of the school

Transitions to include key faculties working more directly with the children

National Improvement Framework Priority	How Good is Our School? (Version 4) Quality Indicators
Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people Improvement in children and young people's health and wellbeing	1.1, 1.2, 2.1, 2.5, 3.1

<p><b>Progress, impact and evidence:</b></p> <p>To help create the conditions for our children and young people to access the highest quality learning experiences we have taken a series of important steps this session. We aim to make sure that these improve outcomes for our pupils and their families.</p>	<p style="text-align: center;"><b>This year we managed to achieve:</b></p> <ul style="list-style-type: none"> <li>• Created a Support for Learning Handbook. This will be issued to all staff and published on our school website highlighting the extensive range of supports on offer for all pupils.</li> <li>• PT Support for Learning attended all Faculty Head meetings to share information regarding universal support and requests for support for pupils.</li> <li>• Spreadsheet created detailing all Additional Support Needs (ASN) and supports within the school. This will be used by all staff to improve outcomes for our learners.</li> <li>• Core transition team met regularly throughout the session to update programme and to ensure that the highest levels of support were offered to all pupils.</li> <li>• Core transition team met virtually with P7 staff to support transition arrangements from our associated primaries.</li> <li>• A GLOW blog was established at start of session and used to communicate with pupils from our associated primaries.</li> <li>• S1 Transition Ambassadors group established and they were involved in the planning and leading of the P7 virtual Challenge Day, as well as communicating with incoming P7 pupils.</li> <li>• Virtual events involving parents took place during session. A face to face event was held in May 2021 to further support parents and carers.</li> <li>• Staff have completed identified Nurture units throughout session 20/21. Staff feedback has been analysed to identify next steps.</li> <li>• Full In-service day held with a focus on whole school Nurture which involved staff completing Education Scotland checklists and critical professional reading sessions to gain a better understanding of Nurture.</li> </ul>
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<p><b>Next Steps:</b></p>	<p style="text-align: center;"><b>Next year we plan to:</b></p> <ul style="list-style-type: none"> <li>• Work with staff to allow them to use ASN effectively to inform their practice and support all learners.</li> <li>• Enhance the Support for Learning Handbook by creating a Support Team handbook which will detail all support staff as one team.</li> <li>• Increase targeted interventions and trial classes to ensure effective use of classroom assistants by staff.</li> <li>• Universal support and inclusive classrooms will be a focus, this will include professional learning opportunities for staff in areas such as emotional regulation. This will support the schools nurturing ethos and positive relationships.</li> <li>• Calendar of curricular input working with associated primaries throughout the year including maths staff visiting each primary school to do a 6 week block. This will be for P6 and P7, but also visiting early year and infant classes to see how maths teaching operates in junior primary.</li> <li>• Complete review of the 21/22 programme which will include face to face and virtual challenges throughout the year.</li> <li>• After school transition club to be introduced for pupils and parents. Two sessions will be held each term.</li> <li>• Introduce an in-house transition programme throughout the cluster primary schools.</li> <li>• Early introduction to P7 parents through parent events and virtual events.</li> <li>• Expand the core transition team to include Family Learning PT and Active Schools Coordinator.</li> <li>• Whole school action plan will be devised for Nurture. Each term will have a nurture focus. Checklists will be used to evaluate classroom practice.</li> <li>• Faculty spotlight of the month which will involve each subject. This will involve faculties creating challenge tasks to support our learner's needs.</li> <li>• Professional learning programme for staff to support the implementation of a whole school nurturing approach.</li> <li>• Pupil involvement to ensure that we as a school body have a better understanding of Nurture.</li> <li>• Parent sessions will share the school action plan with regards to a whole school approach to Nurture.</li> </ul>
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## School Priority: 2

**Supporting our children and young people to become successful learners, confident individuals, effective contributors and responsible citizens**

**To achieve this our high level objectives were:**

Improve the quality and consistency of Learning and Teaching for our pupils  
Develop opportunities for young people to be better informed and prepared for the World of Work

National Improvement Framework Priority	How Good is Our School? (Version 4) Quality Indicators
Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people Improvement in employability skills and sustained, positive school-leaver destinations for all young people	1.2, 1.3, 2.2, 2.3, 2.4

<p><b>Progress, impact and evidence:</b></p> <p>At Auchenharvie Academy we recognise that the single greatest factor in maximising pupils' school experience is the quality of the teaching and learning they receive. We place great importance on this and proactively seek to improve the standard of teaching and learning in our school on a daily basis.</p>	<p style="text-align: center;"><b>This year we managed to achieve:</b></p> <p>PT Learning and Teaching appointed in August 2020.</p> <ul style="list-style-type: none"> <li>• August 2020 INSET was focussed on the theme of expectations with staff sharing practice to promote consistency of learning and teaching across the school.</li> <li>• A school newsletter established 'The Harvie Herald', provides an overview of the work taking place across the school as well as providing recommended reading and strategies for effective learning and teaching. (L&amp;T)</li> <li>• Library resources for learning and teaching have been collated on a spreadsheet for staff to access based on their development needs.</li> <li>• The "Circle of Teaching" model is now embedded in our L&amp;T policy and provides the framework for professional development and lesson observations/lesson study themes. In addition learning and teaching go-staff were identified to be lead practitioners on the themes of the "Circle of Teaching".</li> <li>• A professional development programme was devised, centred on the Circle of Teaching themes.</li> <li>• A handbook created specifically for students and NQT's, highlighting important school information and policies to be implemented in their everyday learning and teaching practice.</li> <li>• In response to Covid-19 'What Auchenharvie Learned' was devised, based upon pupil, parent and staff feedback during remote learning to capture and share some of the lessons staff learned during this period.</li> <li>• A BGE inter-disciplinary learning project ran in September 2020. It was centred on the theme of Covid-19, to generate more understanding of the virus and to provide information, advice and to reassure our pupils.</li> <li>• A group of pupils across S1-6 lead the roles of HARVIE Ambassadors for learning and teaching and provide pupil feedback to be shared with staff during INSET sessions to improve the consistency of learning and teaching.</li> <li>• In addition to capture pupil voice during remote learning, pupil questionnaires were issued and feedback shared with staff, pupils and parents. The questions explored the remote learning pupil entitlements according to Education Scotland.</li> <li>• A Personal Support Programme was implemented. This revised the current use of registration to incorporate greater pupil engagement in personal learning via themes and activities.</li> </ul>
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<p><b>Next Steps:</b></p>	<p style="text-align: center;"><b>Next year we plan to:</b></p> <ul style="list-style-type: none"> <li>• Continuation of established links with the North Ayrshire Council Professional Learning Academy by sharing best practice with other practitioners within the authority.</li> <li>• PT L&amp;T to work with the PLA on developing the school's Visible Learning Strategy - Strand 4 "Effective Feedback: The Power of Feedback"</li> <li>• L&amp;T working group to continue to develop personal support.</li> <li>• Implementation of a thematic CLPL L&amp;T programme to be run over 2021/22 INSET days.</li> <li>• We will work to implement Lesson Study Model and a Peer Observation Model to support staff efficacy.</li> <li>• Look outwards with a review of secondary school inspection reports with a learning, teaching and assessment grade of 4 and 5 to reflect upon our current practice and consideration of ideas for future development such as the use of a virtual learning environment, outdoor learning and interdisciplinary learning opportunities.</li> <li>• A re-scoping analysis of the Auchenharvie Curriculum to better meet the needs of our learners, provide increased personalisation and choice, core skills development and DYW opportunities will be carried out.</li> </ul>
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## School Priority: 2 (continued)

**Supporting our children and young people to become successful learners, confident individuals, effective contributors and responsible citizens**

**To achieve this our high level objectives were:**

Improve the quality and consistency of Learning and Teaching for our pupils  
Develop opportunities for young people to be better informed and prepared for the World of Work

National Improvement Framework Priority	How Good is Our School? (Version 4) Quality Indicators
<p>Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p>	<p>1.2, 1.3, 2.2, 2.3, 2.4</p>
<p><b>Progress, impact and evidence:</b></p> <p>At Auchenharvie Academy we recognise that the single greatest factor in maximising pupils' school experience is the quality of the teaching and learning they receive. We place great importance on this and proactively seek to improve the standard of teaching and learning in our school on a daily basis.</p>	<p style="text-align: center;"><b>This year we managed to achieve:</b></p> <ul style="list-style-type: none"> <li>• Introduced two new innovative skills projects; Construction and Smoothie Bar. Auchenharvie Academy will be formally recognised as a DYW Centre of Excellence in 2021.</li> <li>• Created a monthly calendar informing staff and pupils of career webinars. These consisted of C.V. and interview opportunities, employer and career webinars such as "meet the expert" sessions and staff CPD.</li> <li>• Virtual work placement opportunities were created and set up for pupils to participate. All S4-6 pupils were emailed, information put on the DYW Twitter and a Google Classroom was created in order to relay these opportunities.</li> <li>• Faculties have engaged with the Chamber of Commerce and in turn have created partnerships with employers allowing them to embed virtual resources and webinars into the curriculum allowing pupils to be aware of the pathways from curriculum to career.</li> <li>• Development of learning and teaching resources has expanded to include 'career connections' into all lessons and PowerPoints. Pupils will be able to see specific careers or sectors that each topic/ lesson relate to as well as the skills for life, learning and work used in each lesson.</li> <li>• Seven wider achievement courses are in place offering SQA units to pupils in our S5 and S6 year groups.</li> <li>• Twenty four college link courses offering level four to seven vocational qualifications. This included access to seven Foundation Apprenticeship courses. These were accessed by S4 to S6 pupils.</li> <li>• Advanced Highers at partner schools in Biology, Chemistry, Physics and Graphic Communication. These were followed by S6 pupils.</li> <li>• A destinations database is now shared in our Auchenharvie SDS Microsoft Teams page. This gives the school data to support learners in taking up a DYW stream, work experience and toward their positive destination.</li> <li>• Due to the impact of Covid-19 and the implementation of a recovery model/remote working model was used to support leavers. School staff including DHT, PT DYW and our partner SDS officers and Ayrshire College links worked with our identified college leavers to support their choice of course, application and preparation for interview. This was done via a mixture of weekly drop in's and one to one support for pupils.</li> <li>• Vulnerable pupils/pupils with additional supports were assisted by a direct link with Ayrshire College's Inclusive Learning Department staff.</li> </ul>
<p><b>Next Steps:</b></p>	<p style="text-align: center;"><b>Next year we plan to:</b></p> <ul style="list-style-type: none"> <li>• To continue expansion of our innovative skills projects by introducing DYW Fashion as a senior elective.</li> <li>• To further develop partnerships between employers and departments through our Chamber of Commerce in order to further enhance the career education standard in our curriculum.</li> <li>• To work with the Chamber of Commerce to introduce additional enterprise competitions.</li> <li>• To expand our work placement programme in order to allow as many pupils as possible to receive at least one work placement either practically or virtually.</li> <li>• To work with the Prince's Trust to implement the achieve award into the curriculum, initially in the BGE.</li> <li>• School/College transition programme to be embedded with support from SDS.</li> <li>• Develop our options information booklets for pupil, parents and carers to include core subjects, DYW, wider achievement and college link courses.</li> </ul>



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## School Priority: 3

**Offering opportunities to our young people, their families and staff to play a more active role in school life and encourage more participation in learning**

**To achieve this our high level objectives were:**

To support and improve the holistic wellbeing of staff so they can better support the wellbeing of pupils

To strengthen the impact of the pupil voice across all areas of Auchenharvie Academy

To support targeted families with all aspects of school life following the impact of COVID-19

**National Improvement Framework Priority**

**How Good is Our School? (Version 4)  
Quality Indicators**

Improvement in attainment, particularly in literacy and numeracy  
Improvement in children and young people's health and wellbeing

1.2, 1.3, 2.6, 3.1

### Progress, impact and evidence:

A number of key steps have been taken to offer opportunities to our young people, their families and staff to play a more active role in school life and encourage more participation in learning.

#### This year we managed to achieve:

- Introduction of variety of virtual social events for all staff to be engaged within wider school community.
- Continuation of whole school COVID-19 compliant activities providing opportunities for whole school staff to participate and develop collegiality and positive ethos.
- Communication established with NAC Health Improvement and Equalities Officer and NAC Operational Lead Mental Health and Wellbeing to further develop whole school staff wellbeing policy document.
- Increased number of subjects utilising social media platforms to highlight information and pupils successes.
- Junior / Middle and Senior School councils established and clear plans established.
- A variety of virtual events using social media to engage families including a virtual Parents in Partnership (PIP)/Transition for P7 and S1, remote check ins with parents/carers and transition events to meet with P7 families to discuss life in S1.
- We created "How to" videos for families to be able to support their young people at home.
- Online sharing of course plans with on a regular basis. Parents/carers have responded positively on how useful they have found these during remote learning.
- Consultation with PiP group on preferred qualifications in working alongside school. Parents will work with school to gain a range of qualifications.
- Pupil Council groups established and Junior and Middle school working through key priorities.
- STV Children's appeal / mental wellbeing event organised successfully.
- Comprehensive extra-curricular programme re-established and pupil participation being tracked.
- Ambassador / leadership roles offered in all subject / faculty areas. Participation tracked as part of tracking wider achievement/participation.
- School Captains / House Captains / Pupil Council / LGBT / ECO / See Me Ambassadors pupil roles all established.

### Next Steps:

#### Next year we plan to:

- Reintroduce variety of social events for all staff to be included and engaged within wider school community i.e. staff breakfasts, staff lunches, book groups, evening activities, wellbeing walks.
- Seek staff talents/skills to showcase and lead opportunities for colleagues to increase opportunities to develop skills for learning, life and work. In turn, by empowering staff and developing respect, engagement and inclusion, provide opportunities to extend and increase these opportunities to learners.
- Extend staff wellbeing fund to cover support range of life events for colleagues and opportunities to celebrate and support individuals.
- Explore additional methods of showcasing pupil work to parents / carers.
- Further implement the Pupil Council Improvement Plans as constructed during session 2020-21.
- Significantly develop opportunities for Pupil Leadership within subjects and at whole school level.
- Increase awareness of in-school events and opportunities to create a greater sense of community.
- Utilise PUPIL HGIOS document to explore further methods of increasing pupil voice in school improvement.
- Further develop the "How to" videos creating more of these for families
- Establish a Parent and Pupil homework club to focus on completing Maths and English tasks.
- Work with our Parents in Partnership families of P6 pupils. The model will focus on early interventions to best support pupils in making their transition.
- Create an alternative to reports which will involve staff recording reports for parents/carers to listen to.



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## School Priority: 4

**Work with all young people to build their resilience, supporting their mental health and physical wellbeing**

To achieve this our high level objectives were:  
To strengthen and embed targeted approaches to wellbeing across the school  
Embed a focus on equality and human rights in line with our school values

National Improvement Framework Priority		How Good is Our School? (Version 4) Quality Indicators
Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people Improvement in children and young people's health and wellbeing		1.1, 1.2, 2.1, 2.5, 3.1
<p><b>Progress, impact and evidence:</b></p> <p>To build their resilience, supporting their mental health and physical wellbeing we have taken a number of steps this session.</p>	<p style="text-align: center;"><b>This year we managed to achieve:</b></p> <ul style="list-style-type: none"> <li>• Working group meetings took place and positive relationships was a focus of the September in-service day. Staff and pupil feedback collated and used to evaluate next steps.</li> <li>• LBGT working group met and lunchtime drop in started. However lockdown affected progress on actions.</li> <li>• A number of pupils have completed the Wellbeing Indicator task. Glow forms were used during the school closure to capture the information more effectively from pupils.</li> <li>• A "Wellbeing Week" took place providing a whole school focus on wellbeing. PSE tasks focussed on wellbeing and were also shared with teaching staff.</li> <li>• Creation of a House Ethos working group. All staff and pupils have been allocated a house. Introduction of house hoodies/T-shirts to promote house identity. Introduction of departmental challenge days. There is now a tab detailing inter-house competitions on school website.</li> <li>• During lockdown a wellbeing inter-house weekly calendar was created and communicated through website and HT's parental communication.</li> <li>• Staff/departments further supported house ethos throughout the school by requesting house points be allocated for various activities.</li> </ul>	
<p><b>Next Steps:</b></p>	<p style="text-align: center;"><b>Next year we plan to:</b></p> <ul style="list-style-type: none"> <li>• Focus on Professional learning around NVR, Nurture principles and emotional regulation.</li> <li>• Review of new Positive Relationships policy to get feedback and quality assure consistent approaches for all.</li> <li>• LBGT working group, identify staff and pupils who will lead this and re-establish the group. Plan how this will be promoted within school and what the programme for children will look like.</li> <li>• A Pastoral Care calendar detailing completion of Wellbeing Indicator forms and reviews. This will be shared with all staff.</li> <li>• Wellbeing Week for pupils which will include a parent event.</li> <li>• Continue using Glow forms for completion of Wellbeing Indicator forms.</li> <li>• H&amp;WB tracking for all pupils S1-S6. Use SHINE and pilot with one year group. Staff lead will share the findings with the support team and plan interventions. This will be a whole staff focus.</li> <li>• Pupil, parent and staff feedback to be gathered on House Ethos/Inter-house competitions.</li> <li>• Embed online challenges to encourage family participation and strengthen house identity.</li> <li>• Token system introduced to reward pupils who have displayed school values.</li> </ul>	



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## School Priority: 5

To maximise attainment in the BGE and Senior Phase for all pupils

To achieve this our high level objectives were:

To renew existing moderation practices within the BGE and the Senior Phase  
Recovery, renewal and implementation of Senior Phase and BGE attainment Strategies

**National Improvement Framework Priority**

**How Good is Our School? (Version 4)  
Quality Indicators**

Improvement in attainment, particularly in literacy and numeracy  
Closing the attainment gap between the most and least disadvantaged children and young people

1.1, 1.3, 2.2, 2.3, 2.4

### Progress, impact and evidence:

We have worked hard again this year to maximise attainment in the BGE and Senior Phase for all pupils.

#### This year we managed to achieve:

- A BGE Moderation working group was formed and tasked with renewing our BGE moderation strategy for the next three years taking into account staff feedback.
- In January 2021, our renewed whole school BGE moderation strategy was launched, alongside streamlined templates, a BGE moderation calendar and a reflective journal for faculty leaders to encourage professional reflection.
- Time during the February In service Day was also devoted to BGE moderation to allow staff to further develop confidence in the use of our new systems.
- Implemented a four stage assessment model used for assessing and reporting progress using the new Progress & Achievement module in SEEMIS for the Broad General Education.
- We analysed data at the end of each tracking period to identify pupils at both BGE and Senior phase. Information was shared with all faculty leaders to allow them to implement in class or departmental universal and targeted interventions for specific pupils.
- Presented our new Equity & Excellent approach to all our attainment meetings for S1-S3 for session 21-22 at middle leadership level.
- PT Transitions & Interventions worked closely with PT English and PT Maths to identify a targeted groups of S1 and S2 for literacy and numeracy recovery.
- Staff are fully aware of the BGE Assessment Guide for 20-21 Guidance published by Education Scotland.
- Primary 7 Data was shared with all colleagues on aspects of literacy and Numeracy for new S1 cohort.
- PT Transitions & Interventions carried out baseline testing for identified groups of learners to better plan targeted interventions for S1 and S2 pupils.
- A focus on wellbeing for all our pupils on their return to full time Education in August 2020.
- Staff used a wide range of formative and assessment approaches to establish any learning gaps caused by the effects of the lockdowns in current and previous session.
- S1-S2 Reading ages assessed by the end of term and outcomes shared with all staff to further support targeted and universal in class support.
- Introduction of an insert on QI 3.2 included in the Harvey Herald outlining performance data and future plans, issued termly to all stakeholders.
- Full implementation of the SQA Alternative Certification Model. The implementation of robust Quality Assurance approaches at whole school level to guarantee the integrity of the SQA qualifications.
- The use of a variety of assessment practices to support our candidates in generating evidence to inform their provisional grades.
- A Parent in Partnership book group was created as an opportunity to re-connect. This started as part of the 'Big Bairns Book Group' initiative which invites parents, teachers and other school staff to join a book group reading children's books. The uptake has been of 40 people across the authority.
- School has been working with NAC, University of Strathclyde and University of West of Scotland on the 'Keep the Heid and Read' initiative funded by SLIF. S1 pupils are funded to buy their own book and then discuss this with student teachers.
- Book in a bag Initiative to celebrate World Book Day. Pupils in S1 and S2 were gifted a book and treats from the school during lockdown. Parental feedback was very positive.
- Moderation of Level 3 resources for numeracy took place liaising with the computing department.
- A new S1 Numeracy course was produced to reflect the importance of numeracy within the applications of Maths course.



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## School Priority: 5 (continued)

### Next year we plan to:

### Next Steps:

- Continue our commitment to BGE moderation by devoting ten hours within the Working Time Agreement to facilitate faculties' moderation sessions for session 21-22.
- Offer further training opportunities on the use of the Progress & Achievement module on SEEMIS to further support staff with reporting at the BGE phase.
- Reconnect with our cluster and maximise opportunities for BGE Moderation prioritising Literacy and Numeracy.
- Completing S3 SNSA as early as possible within the new session to allow learning recovery plans to be shaped at faculty level.
- Carry out an audit using the SHINE toolkit of all our S1-S6 pupils to establish their health & wellbeing needs.
- Working collaboratively with PTPC Team, Support for Learning and the wider extended support team, design and implement an inclusive wellbeing strategy designed to support the needs of our pupils, focusing particularly on recovering from the emotional and mental impacts of the pandemic.
- Implement new Equity & Excellent approach to all our attainment meetings for S1-S3 at middle leadership level to further target the interventions to those who need them, thus improving overall attainment and achievement for pupils in the BGE.
- Appoint a primary practitioner to work closely with PT Interventions and Transitions to further expand our capacity for targeted interventions in literacy and numeracy at the BGE phase, focusing on our journey to recovery from the impact of the lockdowns due to Covid-19 pandemic.
- Encompass all our work within the BGE and senior phase for raising attainment and achievement under a whole school raising attainment & achievement strategy document.
- Share all Primary 7 data, including their most recent SNSA data, with all teaching staff on aspects of literacy, Numeracy for the new S1 cohort.
- Carry out S3 SNSA in September 2021 for the new S3 to allow us to use data strategically to inform L&T practice and bespoke interventions for recovery.
- S2- explore the potential use of any baseline surveys to identify their learning gaps and plan for their learning recovery journey.
- Implement fully our revised Tracking, Monitoring & Interventions (T, M & I) policy for session 21-22. Fully implement our attainment meetings policy as per T, M & I whole school policy, implementing our new Equity and Excellence Analysis Model for BGE.
- Continue to increase the profile of our work to continually improve attainment and achievement by having a regular insert in the Harvey Herald on a termly basis.
- Offer virtual or face to face professional development opportunities for all teaching staff and middle leaders on how to effectively use data to lead improvements at class/faculty level.
- Learn from this unique SQA Alternative certification model approach and tailor this to produce more reliable estimates by holistically looking at candidates' assessment evidence.
- Track the participation of all our pupils in the life of the wider school. This data will be evaluated termly by each house team and appropriate steps will be taken to identify and encourage any pupils who are at risk of not engaging in any opportunities offered.
- Create a Literacy Pupils Ambassador Programme.
- Contribute to the Harvey Herald on a termly basis to increase the profile of literacy across the school.
- Implement whole school initiative "word of the week".
- A focus in moderating the talking element within the BGE for greater consistency.
- Establish cluster links to moderate and improve literacy across the curriculum.
- Working alongside the Interventions & Transitions Team, focusing on literacy recovery for all S1-S3 as part of our wider whole school recovery strategy in Literacy post pandemic.
- Re-establish collaboration with other faculties in moderating Level 3 resources to further strengthen teachers' judgements in numeracy.
- Offer all S1 the newly developed numeracy course to reflect importance of numeracy within the applications of maths course.
- Contribute to the Harvey Herald on a termly basis to increase the profile of Numeracy across the school.
- Offering S6 learners the opportunity to become Numeracy Ambassadors.
- Re-engage with cluster to participate in numeracy moderation activities.
- Work alongside the Interventions & Transitions Team, focusing on Numeracy recovery for all S1-S3 as part of our wider whole school recovery strategy in Numeracy post pandemic.



## Overall Capacity For Improvement (strengths and next steps)

Moving forward Auchenharvie Academy has significant capacity for continuous improvement and staff and pupils will work tirelessly with our community to continue to deliver both on our school vision and our improvement agenda.

The key areas for further school improvement at Auchenharvie Academy for session 2021/22 are:

- ASN provision with a focus on inclusion and universal provision to ensure equitable and efficient allocation of resource with maximum impact.
- Whole school Nurturing approaches to compliment and support universal and inclusive environments.
- Transition from P7 to S1 to extend to P6 and have curricular input from subject specialists to strengthen curricular progression.
- Improve the quality and consistency of Learning and Teaching for our pupils.
- Develop opportunities for young people to be better informed and prepared for the World of Work.
- To support and improve the holistic wellbeing of staff so they can better support the wellbeing of pupils.
- To strengthen the impact of the pupil voice across all areas of Auchenharvie Academy.
- To support targeted families with all aspects of school life following the impact of COVID-19.
- To strengthen and embed universal and targeted approaches to well-being input to support COVID recovery across all areas of the school.
- Embed a focus on equality and human rights in line with our school values.
- To renew existing moderation practices within the BGE and the Senior Phase.
- Recovery, renewal and implementation of Senior Phase and BGE attainment Strategies.

*Full details of how we will achieve these high level objectives can be found in our School Improvement Plan 2021/22 on our school website.*

Quality Indicator	School's Evaluation
1.3 Leadership of change	<b>5</b>
2.3 Learning, Teaching and Assessment	<b>4</b>
3.1 Ensuring wellbeing, equality and inclusion	<b>5</b>
3.2 Raising attainment and achievement	<b>4</b>



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### *Selected School Data*



## Standards and Quality Report

### 1. Achievement of Literacy CfE 3<sup>rd</sup> Level by end the of S3

Cohort Year & Numbers	Performance % in Reading	Performance % in Writing	Performance % in Listening & Talking
2015-2016	65%	55%	65%
2016-2017 Full roll 133 Assessed roll 120	96.2%	93.2%	94.0%
2017-2018 Full Roll 125 Assessed Roll 116	84.0%	84%	80.8%
2018/19 Full Roll 113 Assessed Roll 106	95.92%	93.88%	91.92%
2019-20	Not assessed due to COVID-19 Pandemic	Not assessed due to COVID-19 Pandemic	Not assessed due to COVID-19 Pandemic
2020—21	Statistics not required by Scottish Government	Statistics not required by Scottish Government	Statistics not required by Scottish Government

### 2. Achievement of Numeracy CfE 3<sup>rd</sup> level by the end of S3

Cohort Year & Numbers	Performance % Numeracy
2015-2016	55%
2016-2017 Full roll 133 Assessed roll 127	94.7%
2017-2018 Full Roll 125 Assessed Roll 119	94.4%
2018-19 Full Roll 113 Assessed Roll 106	89.42%
2019-20	Not assessed due to COVID-19 Pandemic
2020—21	Statistics not required by Scottish Government



## Standards and Quality Report

### 3. Literacy and Numeracy attainment trends by end of S4:

Cohort Year & Numbers	Literacy @4	Numeracy @4	Literacy @5	Numeracy @5
2021/120 pupils	92.5%	92%	82.5%	67%
2020/108 pupils	91.6%	86.11%	75.92%	63.88%
2019 / 127 pupils	96.06%	92.13%	78.74%	62.99%
2018 / 133 pupils	94.78%	95.52%	87.31%	63.43%
2017 / 99 pupils	92.93%	89.90%	58.59%	54.55%
2016 / 135 pupils	93.3%	81.4%	77.7%	40%
2015	95.6%	87.9%	78.4%	32.7%
2014	94.2%	76%	67.7%	33%
2013	64.8%	72.5%	19.8%	19%
2012	71.6%	69.2%	24.1%	30.7%

### 4. Whole School attainment trends by the end of S4:

Cohort Year & Numbers	5@3	5@4	5@5
2021/120 pupils	97.45% (119 kids)	76% ( 91kids)	43% (52kids)
2020/108 pupils	90.74%**	74.07%*	46.29% (50kids)
2019 / 127 pupils	88.98%	74.02%	34.65%
2018 / 133 pupils	97.76%	81.34%	30.60%
2017 / 99 pupils	92.93%	76.77%	27.27%
2016 / 135 pupils	89.63%	85.19%	37.04%
2015	94.83%	87.93%	28.45%
2014	94.21%	74.38%	28.93%
2013	96.18%	67.18%	15.27%
2012	93.91%	71.08%	25.30%



## Standards and Quality Report

### 5. Whole school attainment trends by the end of S5:

Cohort Year & Numbers	1@6	3@6	5@6
2021/ 87 pupils	77.01%	49.43%	17.24%
2020/ 104 pupils	83.65	38.46%	16.34%
2019 / 118 pupils	63.56%	33.90%	12.71%
2018 / 58 pupils	73.97%	31.51%	17.81%
2017 / 120 pupils	62.5%	35%	9.17%
2016	67.37%	30.53%	12.63%
2015	63.16%	28.42%	5.26%
2014	39.34%	15.57%	4.10%
2013	50.36%	20.44%	5.84%

### 6. Whole school attainment trends by the end of S6:

Cohort Year & Numbers	1@6	3@6	5@6	1@7
2021/ 73 pupils	93.15%	76.71%	46.58%	32% (23/29)
2020/ 65 pupils	87.69	64.61%	44.61	28%
2019/ 56 pupils	92.86%	53.57%	30.36%	27%
2018	86.75%	56.60%	36.14%	22%
2017	85.71%	62.86%	31.43%	19%
2016	86.44%	61.02%	27.12%	31%
2015	80.26%	44.74%	31.58%	17%
2014	82.35%	51.76%	30.59%	26%



# AUCHENHARVIE ACADEMY



## Developing the Young Workforce

# AUCHENHARVIE ACADEMY

DYW  
PATHWAYS



**DYW** | AYRSHIRE  
Developing the  
Young Workforce

### Auchenharvie Signature programme

S1 pupils are learning British Sign Language as part of their wider achievement.

Ayrshire College deliver S2 'bursts' Six week programme where pupils have the opportunity to work directly with a college lecturer on a vocational based subject.

**SKILLS  
FOR THE  
FUTURE**

### S3

S3 in school DYW courses

Customer Service  
Barista & Smoothie Bar

Construction  
Operatives

Cyber Security

Cycle Maintenance

Early Education &  
Childcare

Nail Bar

### S4

S4 in school DYW courses & college link courses

Professional cookery

Introduction to the  
Construction Industry

NPA Software L4  
Development

Skills for Work:  
Automotive Skills

Skills for Work: Early  
Education & Childcare

Steps to Work Award  
Hair and Beauty

### S5 & S6

College link/FA/ WA courses

Foundation  
Apprenticeship  
Food & Drink Technology

HNC Programme  
Construction Management  
Architectural Technology

HNC Programme  
Cyber Security  
NPA Software L4

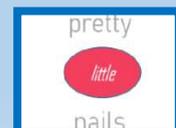
PEO Programme  
SVC 2 PSD  
Foundation  
Apprenticeships  
Aero, Electrical, Civil &  
Mechanical Engineering  
HNC Programme  
Electrical Engineering

Foundation  
Apprenticeships  
Social Services, Children &  
Young People  
Social Services & Health Care

Level 5 Fashion DYW

Positive  
destinations  
for our  
pupils

Relevant Work Experience



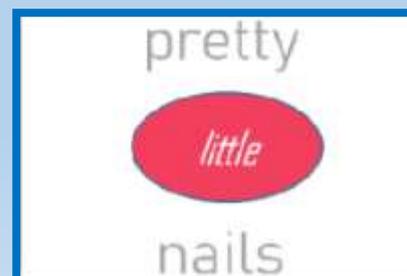
**Respect Equality Determination**



## Developing the Young Workforce

At Auchenharvie Academy we have placed a high level of importance on 'Developing our Young Workforce'. We have incorporated six key programmes into our curriculum with our partners DYW Ayrshire, Ayrshire College and The Prince's Trust. These projects have been designed to provide pupils with a tailor made opportunity to develop essential skills such as confidence, teamwork and communication that are vital for success in the world of work.

These programmes have received significant support and funding from The Prince's Trust and D.Y.W. Ayrshire to allow the provision of equipment, resources, training, branding and work wear for our pupils and the programmes provide a valuable learning environment for pupils in a vocational setting.



# AUCHENHARVIE ACADEMY



## Standards and Quality Report



**Respect    Equality    Determination**

