



Standards and Quality Report

September 2022



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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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 678 pupils. This is staffed by a Head Teacher, three Depute Head Teachers, nine Curriculum Faculty Heads, three Principal Teachers of Pastoral Care, one Principal Teacher of Support for Learning and one Principal Teacher of Raising Attainment and Achievement and a total of 55.7 staff. We also have nine classroom assistants who support learners effectively in class.

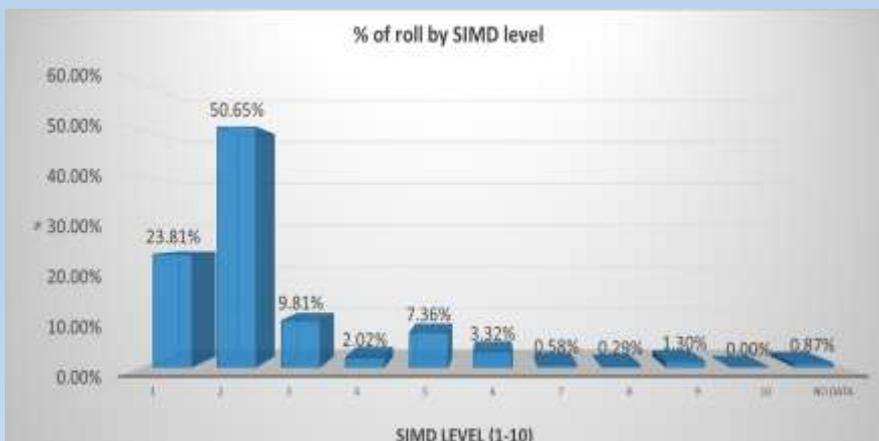
This area is amongst the most deprived areas of Scotland with unemployment and crime rates higher than the national average, with 32.6% of our pupils currently in receipt of free school meals. The area's Scottish Index of Multiple Deprivation (SIMD) score is amongst the very lowest in North Ayrshire and nationally; 84% 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.

Key facts about our school roll:

- 343 boys & 335 girls
- 438 pupils with additional support needs
- 221 pupils in receipt of free school meals
- 30 pupils Care Experienced



Our key challenges are:

- High unemployment**
13,000 people are claiming "out-of-work" benefits
- Low skills**
2% of our population have no qualifications
- Lack of jobs**
employment rate of 64.1%
- Population decline**
3.6% projected population decline to 2026
- Deprivation**
a quarter of our area is in Scotland's 10% most disadvantaged

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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 significant investment in high quality professional learning opportunities in collaboration with the NAC Professional Learning Academy have taken place 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.





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Jargon Glossary

- **ASN:** Additional Support Need
- **BGE:** Broad General Education from S1 to S3
- **CE:** Care Experienced
- **CLPL:** Career Long Professional Learning
- **DYW:** Developing the Young Workforce
- **HGIOS 4:** How good is our school 4? Education Scotland Self-Evaluation Framework
- **HWB:** Health & Wellbeing
- **L&T:** Learning and Teaching
- **NAC:** North Ayrshire Council
- **NQs:** National Qualifications
- **PEF:** Pupil Equity Fund
- **PLA:** Professional Learning Academy
- **PTPC:** Principal Teacher of Pastoral Care
- **QAMSO:** Quality assurance and Moderation Support Officer
- **QI:** Quality Indicator
- **RRS:** Rights Respecting School
- **SDS:** Skills Development Scotland
- **SfL:** Support for Learning
- **SIMD:** Scottish Index of Multiple Deprivation
- **SLT:** Senior Leadership Team
- **SNSA:** Scottish National Standardised Assessments
- **SP:** Senior Phase from S4 to S6
- **SQA:** Scottish Qualification Authority
- **SWEIC:** South West Educational Improvement Collaborative
- **TAC:** Team Around the Child
- **T, M&I:** Tracking, Monitoring and Intervention

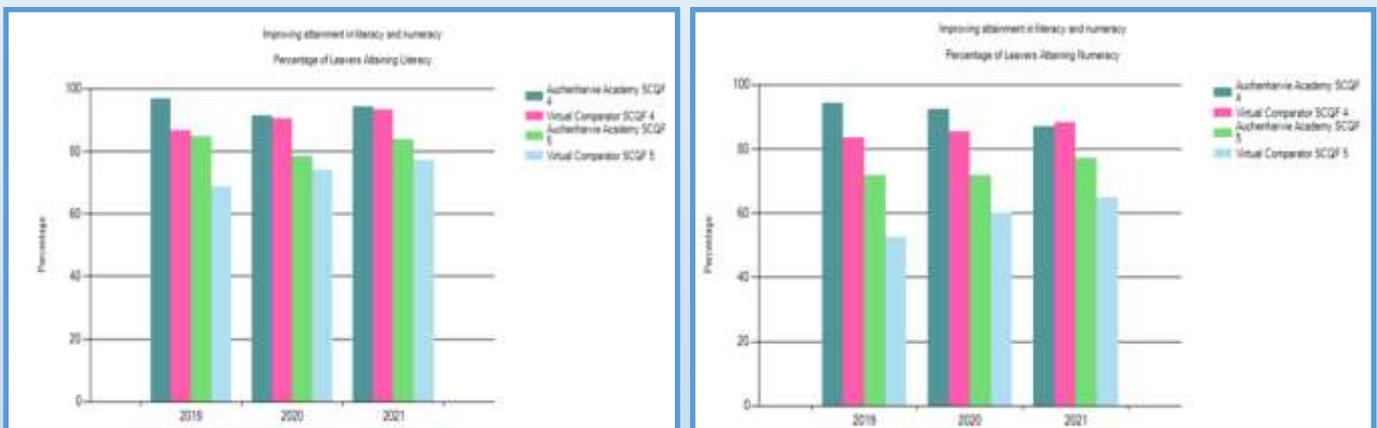




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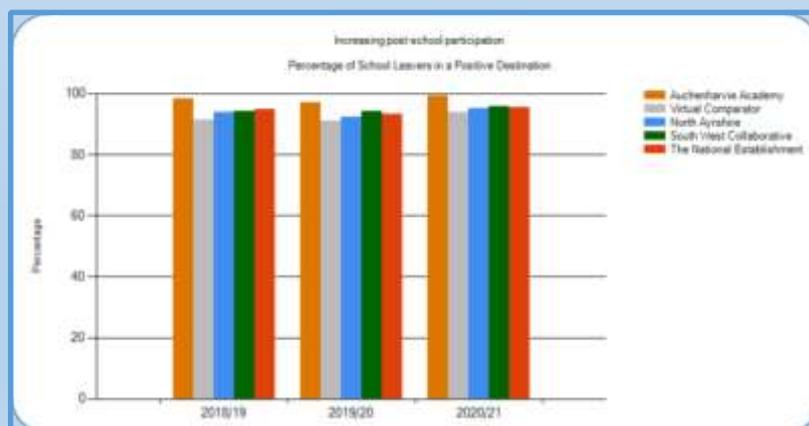
Data from Insight

The Scottish Government produces data in a system called 'Insight' that shows the school's progress in 4 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.



The graphs above show that in 2021 our young people's attainment in literacy at L4 and L5 has been much greater than our virtual comparator while in Numeracy, our young people's attainment at L5 is significantly greater than our virtual comparator. This data is for all our school leavers in S4-S6.

Leaver Destinations

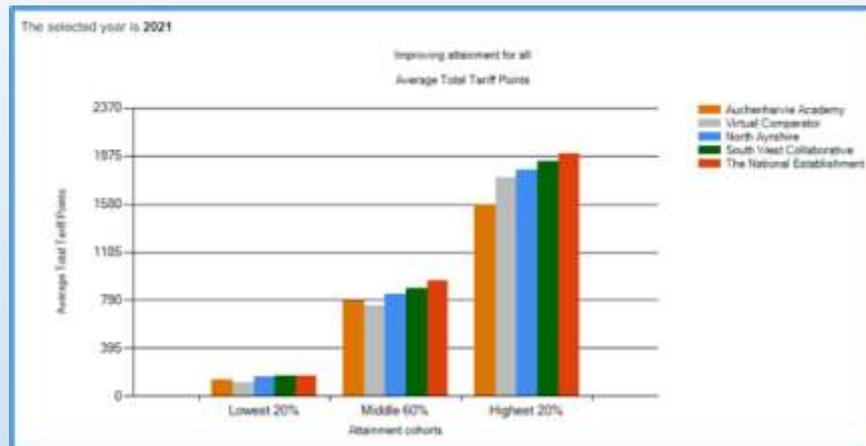


The bar chart above shows that in session 2020/21 99.19% of all our school leavers achieved a positive destination and that this is an excellent performance and significantly more than our virtual comparator, North Ayrshire and the National figures.



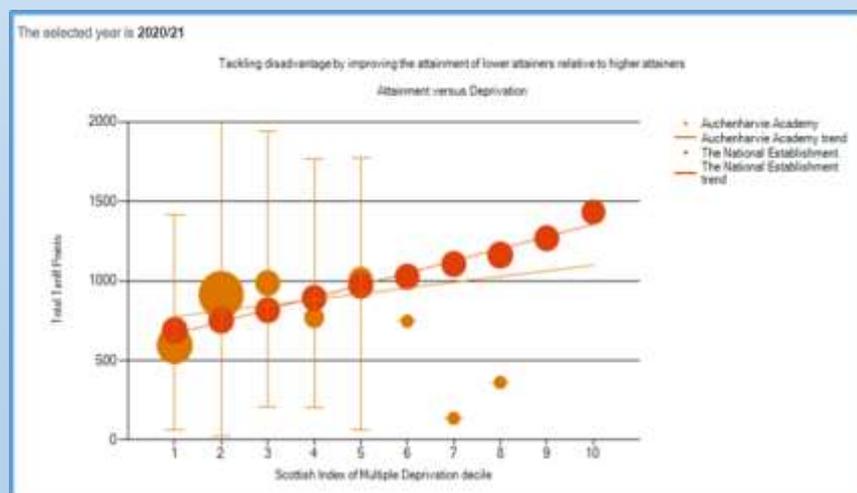
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Data from Insight: Attainment Of All



The bar chart above shows the attainment of all school leavers in S4, S5 and S6 in 2020/21. Our lowest attaining 20% and our middle 60% are ahead of our virtual comparator while our highest attaining 20% were 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 red 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 red 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, 6, 7 and 8 we are doing less well than our comparators and in the other five deciles we are doing better or the same.





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AUCHENHARVIE ACADEMY



School Priorities 2021 - 2022

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>Primary transitions to extend to P.6 and 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 2021-2022

For the academic session 2021-2022, Auchenharvie Academy was allocated £173,305 as the part of the Scottish Government's Pupil Equity Fund (PEF). The PEF amounts were based on the number of learners 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 and existing policy (namely the National Improvement Framework), Auchenharvie Academy consulted with all stakeholders (pupils, parents, partners and staff) and identified key priorities. These priorities have become our 'PEF Streams' and fall within the broad areas of: literacy and numeracy; health and well-being; family learning; mitigating poverty in relation to enhancing the quality of teaching and pupils' learning experiences and Developing the Young Workforce. Further detail of our PEF spending can be found on our school website through our annual PEF report.



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 inclusive and equitable provisions and efficient allocation of resource with maximum impact

To adopt a whole school Nurturing approach in all areas of the school to support inclusive practices
Primary transitions to extend to P.6 and 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>Progress, impact and evidence:</p> <p style="font-size: small; color: #0070C0;">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;">This year we managed to achieve:</p> <ul style="list-style-type: none"> Staged Intervention processes guidelines were revised and shared with all staff and link with the ASN overview were effectively made. Quality assurances carried out for pupils' PSIs and staged Intervention paperwork. TAC procedures were reviewed and shared with the team at House meetings. ASN Parent Focus groups took place twice during the session. Moreover, PT SfL met with the PiP group and sought their views around Staged Intervention 1 documentation. S1 Inclusion Ambassadors were appointed and worked collaboratively with PT SfL on the PSE programme. Pupils delivered sessions on dyslexia and planned inputs to raise awareness of autism. A programme of professional learning was created and shared with staff in the November In Service Day, with a focus on Nurture and Wellbeing. An increased focus on faculties working directly with the primary pupils with Faculty of the Month initiative implemented and the Technical Department leading a technical challenge with P.7 pupils. Delivered a range of parents/carers events throughout the session to share our plans for transitions and gain parental views. A Primary Transition Club after school which took place twice per term. An enhanced transitions programme for targeted P.6 and P.7 pupils successfully took place. Creation of a whole school framework for lesson observations focusing on the nurture principles.
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<p>Next Steps:</p>	<p style="text-align: center;">Next year we plan to:</p> <ul style="list-style-type: none"> Implement Education Scotland Circle of Inclusion Framework at whole school level. Offer a wide range of high quality professional learning sessions for staff using collegiate times throughout the school calendar on dyslexia, visual stress, emotional regulation and staged intervention. Seek parents/carers views by incorporating HGIOS 2.4 challenge questions to further support our self-evaluation and quality assurance. Involve the English and Maths staff to complete a six-week block of work with P.6 and P.7 pupils Focus on Language and Behaviour as a communication at whole school nurture level. Embed the role of the Nurture Teacher to support targeted and whole school nurture interventions. Increase staff confidence in being able to support pupils' targeted nurture targets within the classroom. Introduce the Zones of Regulation Programme for the Support Staff. Embed Nurture Parents/Carers Focus groups.
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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

Progress, impact and evidence:

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.

This year we managed to achieve:

- INSET Programme for Learning & Teaching was supported and delivered by the NAC PLA. Sessions included: *Practical Differentiation in the Classroom*, *Advanced Approaches to Differentiation* and *The Power of feedback*.
- SLIPP Model was revisited during the August INSET and further explored with the use of a Twilight session in March 22.
- Lesson observations with a focus on the SLIPP model were completed between April and June 2022.
- R Lee offered lunch time support sessions for staff on the effective use of MS Teams as a digital platform to support learning & teaching. This has led to two members of staff to be recognised as Microsoft Innovative Educators.
- Whole staff contributions to self-evaluation of QI 2.3 which resulted in an analysis of responses and strengths and areas of development identified.
- Lesson Study Model re-introduced by several faculties to further support improvements on consistency and quality of teaching and learning.
- In Service Day input for all staff delivered on critical evaluation of a piece of educational writing, thus further encouraging professional reading on this area.
- Piloting of a Personal Support Programme for S1-S3 during registration.
- Use of the SWEIC Classroom to further expand pupils' choices in Advanced Higher courses.
- The implementation of Harvie Heroes to reward pupils based on our school values.
- Skills Development Scotland involvement during INSET to increase staff confidence in using MYWOW, embedding skills for life and work into curriculum and increasing confidence with accessing LMI information and using this to plan lessons.
- Barista, Smoothie Bar, Childcare, Cyber Security, Nailbar & Cycle Maintenance projects all firmly established.
- Construction and Fashion projects established this year.
- Work placements gradually re-introduced as COVID restrictions eased.
- Vocational bursts continued in S2 to introduce pupils to the world of work over a short period of time. Bursts included trades, science, hair and beauty and cooking.
- Childcare pupils visited Kilwinning early years and Eglinton park to gain practical experience
- S1 Wider Achievement BSL programme established.
- College applications supported by Ayrshire College with pupil information sessions available
- SDS collaboration resulting in supporting all learners with further education and employment applications

Next Steps:

Next year we plan to:

- Deliver a range of High quality professional learning opportunities for staff and from staff based on our strategic self-evaluation of QI 2.3 strengths and areas of development.
- Explore opportunities for outdoor learning.
- Revise our lesson observation toolkit to allow staff to critically reflect on their practice.
- Embed the Lesson Study Model throughout the school.
- Establish a professional reading and research-based culture in the school.
- Re-establish Learning & Teaching pupils Ambassadors.
- Establish a curriculum review group to fully revise our curriculum to ensure it continues to meet the needs of all our learners, with changes to be implemented from session 23-24.
- Work collaboratively with Ayrshire College, SDS and local businesses to further establish opportunities for all.



Respect Equality Determination



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:

- Delivered a range of in-person social events allowing all to engage and participate within school community.
- Developed opportunities for whole school leadership enabling staff to fully engage collegially and develop a positive ethos.
- Identified and supported colleagues to undertake CLPL led by See Me Scotland to support pupil and colleague wellbeing.
- Creation of staff wellbeing fund to enable notable life events to be celebrated/acknowledged by colleagues.
- Development of staff wellbeing handout providing colleagues with support and information to care for their wellbeing and that of others and in turn better meet the needs of all within the wider school community.
- The effective implementation of most of the junior and middle school pupil council improvement plans which are tied into key whole school objectives.
- Established a working group which not only explored how to implement a greater pupil voice using HGIOS 4 but actually implemented the plan and commenced activities around gathering pupil opinion based on Theme 4 HWB. (See evidence including You Said, We Did and the calendar of activities 2021-22)
- The reintroduction of extra-curricular clubs as requested by pupils. This was coordinated by Active School and other key staff and opinion gathered through pupil gatherings.

Next Steps:

Next year we plan to:

- Maintain staff wellbeing fund to celebrate and acknowledge notable life events.
- Provide further opportunities to empower staff to lead wellbeing activities, take ownership of activities and work collegially to develop staff morale and a positive school ethos.
- Reintroduce variety of social events before/during/after school day to ensure flexibility for all staff to be included and engaged within wider school community i.e. staff breakfasts, staff lunches, book groups, evening activities, wellbeing walks.
- Establish responsibility of catering during in-service day intervals to support staff morale and collegially during intervals during prominent points throughout school year.
- Seek staff talents/skills to showcase and lead opportunities for colleagues to increase opportunities to develop skills for learning, life and work i.e. yoga, cooking, fitness. In turn, by empowering staff and developing respect, engagement and inclusion, provide opportunities to extend and increase these opportunities to learners.



Respect Equality Determination



School Priority: 3 (Continued)

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:

- Pupil Ambassador roles formulated and implemented across all areas of the school. (Examples include- Inclusion Ambassadors, Reading Ambassadors, Numeracy Ambassadors, S1 Transition Ambassadors, Nurture Ambassadors, Music Ambassadors, Art Ambassadors, Social Subject (Pupil Voice) Ambassadors, Digital Ambassadors).
- Pupil voice activities as part of whole school self-evaluation activities revised following consultation -with the pupil councils.
- Whole school SE calendar revised in light of this as well as the creation of a specific SE calendar for all aspects of pupil voice initiatives available in our school.
- Universal programme of virtual events for families to attend including internet awareness, financial inclusion and 'meeting the team'.
- Completion of sway presentation for families around study skills and how best to study based on what families had requested.

Next year we plan to:

Next Steps:

- Run a numeracy qualification in partnership with Connected Communities and the PLA and as part of embedding numeracy across the BGE.
- Support pupil councils to create a revised Improvement Plan which supports their intentions and allows them to contribute to their school and community in new and equally meaningful ways.
- Develop the work achieved by the working group this session to further embed the themes from HGIOURS 4 to further strengthen the pupil voice.
- Track pupil participation in extra-curricular clubs and act upon this to promote healthy and active lifestyles amongst our pupils.
- Continue with our pupil ambassador roles but to strengthen the impact of their activities departmentally and at whole school.
- Fully implement the pupil voice calendar and ensure it is impacting positively and significantly on the life of the school for pupils. To increase pupil leadership of this and reduce the dependency on staff.
- Re-establish the very strong house identity that was achieved previously through the re-introduction of inter-house competitions and a school working group.



Respect Equality Determination



School Priority: 4

Work with all young people to build their resilience, supporting their mental health and physical well-being

To achieve this our high level objectives were:
 To strengthen and embed targeted approaches to well-being 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

Progress, impact and evidence:

To build their resilience, supporting their mental health and physical well-being we have taken a number of steps this session.

This year we managed to achieve:

- See Me Training for Staff and pupils took place.
- Wellbeing Ambassadors were appointed and they supported lunchtime drop in sessions taking forward whole school initiatives forward.
- Completion of the S1/S2/S3 SHINE surveys.
- Megan's Space worked with S5/S6 pupils, supporting emotional health and wellbeing.
- QR codes for classrooms to log concerns with PC team were piloted.
- CLPL to support 'go to' people was successfully delivered by School Counsellor and PT PC
- Wellbeing Ambassadors supported whole school events.
- Wellbeing Share point created for staff to access for their own use and to support our children.
- Focus on whole school nurture approaches and trauma informed strategies and a new codes system. Weekly updates for coding system were discussed at house meetings.
- The school is now registered for the LGBT youth charter with staff lead appointed.
- Department audits against RRS charter completed and collated for our plans to achieve silver status next session.

Next Steps:

Next year we plan to:

- Take forward analysing SHINE data from pupil surveys to inform next steps for each year group.
- Equally Safe at School initiative to be taken forward.
- A CLPL programme for parents/carers to support with wellbeing/anxiety/building resilience to be launched.
- Create a whole school wellbeing strategy.
- Targeted members of staff to complete LGBTQ+ Training to ensure on track for Charter status.
- Implement whole school programme to work towards and achieve Silver RRS award, involving all curricular areas, Rights Respecting Wednesday pilot and display boards around the school.



Respect Equality Determination



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

This year we managed to achieve:

- Recovered by implementing BGE Moderation calendar for session 21-22 as per agreed WTA with a focus on calibration of teachers' judgements using pupils' evidence.
- Reported progress in the BGE using the 4 stage assessment model using the new Progress & Achievement module in SEEMIS.
- Offered virtual training sessions for staff on the use of the new SEEMIS module to build capacity at every BGE Tracking period.
- Completed our moderation initiatives with our cluster for Science and Numeracy which was impacted by the lockdowns in the previous session.
- Carried out S3 SNSA as early as possible within the session to allow learning recovery plans to be shaped at Faculty level.
- Re-Engaged with cluster to participate in numeracy moderation activities.
- Worked alongside the Interventions & Transitions Team, focusing on Numeracy recovery for all S1-S2 as part of our wider whole school recovery strategy in Numeracy post pandemic.
- Led on our strategic change initiative to embed numeracy across the BGE curriculum.
- Set up two numeracy across the learning working group, one looking at the IDL aspect, while the other one strategically looking at embedding numeracy across the curriculum using research and academic-based approaches.
- Developed a numeracy strategic action plan for session 22/23
- Began to collaborate with the PLA and SWEIC Numeracy representative to support building capacity and capabilities of staff for effective embedding of numeracy approaches across the BGE curriculum.
- Worked collaboratively with SLT, PTPC Team and Support for Learning PT in becoming a nurturing and trauma-responsive school.
- Delivered high quality professional learning opportunities during in service days to strategically develop all staff understanding of trauma and adverse childhood experiences.
- Developed a framework for lessons' observations with a focus on effective implementation of nurture principles and trauma responsive approaches.
- Appointed a Health & Wellbeing whole school coordinator to lead on HWB recovery plans for this session.
- Delivered the SQA Wellbeing awards at L4 and L5 to further support wellbeing across the school to a targeted group.

Progress, impact and evidence:

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



Respect Equality Determination



School Priority: 5 (Continued)

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

This year we managed to achieve:

- Implemented whole school tracking timeline for session 21 -22.
- Used data effectively in the BGE and senior phase at SLT and middle leaders' level to identify pupils in need of a variety of universal and targeted interventions and implement these a whole school, faculty and class level.
- Delivered additional qualifications in the senior phase to a targeted group of pupils to further support their attainment.
- Share all Primary 7 data, with all teaching staff on aspects of literacy, Numeracy for the new S1 cohort in August 2021.
- Carry out S3 SNSA by January 2022 for the new S3 to allow us to use data strategically to inform L& T practice and bespoke interventions for recovery.
- Carry out wellbeing baseline surveys for all S1-S6 pupils using SHINE tool to plan for further wellbeing support for all our pupils.
- Strategically worked 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.
- Implemented new Equity & Excellent data analysis for S1-S3 at middle leadership level to further target the interventions to those who need them, thus improving overall attainment and achievement in the BGE.
- Organised BGE Attainment meetings where professional learning conversations took place and informed next steps in raising attainment at Faculty and class level.
- Ensured assessment standards were fully understood and implemented consistently by all teaching staff across all senior phase courses.
- Ensured that all teaching staff were updated and familiar with any SQA update relevant to any modification to future coursework submission for session 2021-2022.
- Apply internal verification processes across all NQs.

Progress, impact and evidence:

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



Respect Equality Determination



School Priority: 5 (continued)

Next year we plan to:

Next Steps:

- Reconnect by evaluating impact of the revised BGE Moderation Strategy implemented in January 2021.
- Continuing to offer and seek Cluster moderation opportunities with selected departments prioritising Literacy and Numeracy.
- Seek opportunities for all Faculty leaders to look outwards, establishing collaborations out with school / LA on moderation of the BGE.
- Implement BGE moderation calendar for session 22-23 as per agreed WTA to further strengthen Teachers' professional judgements on the achievement of a CfE level/within a CfE level.
- Continue to report progress in the BGE using the 4 stage assessment model using the Progress & Achievement module in SEEMIS.
- Continue to offer virtual training sessions for staff on the use of the new SEEMIS module to build capacity at every BGE Tracking period.
- Encourage as many colleagues to complete the QAMSO training programme if the opportunity arises.
- Create a Literacy Pupils Ambassador Programme.
- Establish cluster links to moderate and improve literacy across the curriculum.
- Continue to work alongside the Interventions & Transitions PT, focusing on literacy recovery for all S1-S2 as part of our wider whole school recovery strategy.
- Develop reading schools programme and Oracy at whole school level with PLA.
- Refresh a whole school literacy action plan and long term whole school strategy.
- Continue to lead on our strategic change initiative to embed numeracy across the BGE curriculum by continuing the work started by the strategic working group led by L Riddell.
- Collaborate with the PLA and SWEIC numeracy representative to offer professional learning opportunities for all staff on effective pedagogical approaches to embed numeracy approaches.
- Re-establish collaboration with other faculties in moderating Level 3 resources to further strengthen teachers' judgements in numeracy.
- Launch, implement and evaluate the Numeracy across the curriculum action plan for session 22/23.
- Seek all stakeholders' views throughout using a wide range of data analysis to monitor impact of short strategic change which will lead to longer term strategic planning and the creation of a sustainable Embedding Numeracy across the BGE Curriculum strategy for session 23-24.
- Implement the newly developed framework for lessons' observations with a focus on effective implementation of nurture principles and trauma responsive approaches.
- Continue to deliver high quality professional opportunities during in service days and twilights sessions open to all staff, teaching and non-teaching to build staff capabilities and capacity in trauma-responsive and nurture principles.
- Revise and implement a refreshed T, M & I policy for session 22-23 which clearly outlines roles and responsibilities for universal and targeted interventions across the BGE and Senior phase.
- Encompass all our work within the BGE and senior phase for raising attainment and achievement under a whole school Q1 3.2: *Raising Attainment & Achievement strategy* document.



Respect Equality Determination



School Priority: 5 (continued)

Next year we plan to:

- Share all Primary 7 data, with all teaching staff on aspects of literacy, Numeracy for the new S1 cohort by August 2022.
- Carry out S3 SNSA by January 2023 for the new S3 to allow us to use data strategically to inform L& T practices.
- Embed the Equity & Excellence data analysis in the BGE as part of our BGE Attainment meetings.
- Continue to offer professional learning opportunities for staff on how to complete these data analysis at classroom and faculty level to build capacity and capabilities amongst staff on becoming data literate.
- Refresh the internal verification policy at whole school level and launch refreshed version at collegiate meeting in early September 2022 to whole teaching staff.
- Continue to ensure internal verification procedures are applied consistently to all NQs, including wider achievement courses.
- Work strategically with PT Raising Attainment & Achievement to implement consistently our Participation tracker system and to analyse this data termly by SLT and PTPC to identify learners who are not engaging and plan appropriate targeted interventions to promote pupils' participation in the wider achievements in and out of school equitably.
- Seek pupils' voice at the beginning of next session regarding what range of extracurricular activities they would like to see taking place in session 22-23.

Next Steps:



Respect Equality Determination



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 2022/23* are:

- Priority 1: Improvement in Attainment, particularly literacy and numeracy
- Priority 2: Closing the gap between the most and least disadvantaged children and young people.
- Priority 3: Improvement in skills and sustained, positive school-leaver destinations for all young people.
- Priority 4: Improvement in children and young people's health and wellbeing.
- Priority 5: Placing human rights and needs of every child and young person at the centre of education

**Full details of how we will achieve these high level objectives can be found in our School Improvement Plan 2022/23 on our school website.*

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



Respect Equality Determination





Standards and Quality Report

1. Achievement of Literacy CfE 3rd Level by end the of S3

Cohort Year & Numbers	Performance % in Reading	Performance % in Writing	Performance % in Listening & Talking
2016-2017	96.2%	93.2%	94.0%
2017-2018	84.0%	84%	80.8%
2018/19	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
2021-22	83.44%	83.44%	85.51%

2. Achievement of Numeracy CfE 3rd level by the end of S3

Cohort Year & Numbers	Performance % Numeracy
2016-2017	94.7%
2017-2018	94.4%
2018-19	89.42%
2019-20	Not assessed due to COVID-19 Pandemic
2020—21	Statistics not required by Scottish Government
2021-22	88.27%



Standards and Quality Report

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

	Literacy @4	Numeracy @4	Literacy @5	Numeracy @5
2022/126 pupils	86.51%	92.06%	69.84%	61.90%
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%

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

	5@3	5@4	5@5
2022/126 pupils	89%	69%	42%
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%

Standards and Quality Report

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

	1@6	3@6	5@6
2022/107 pupils	55.14%	30.84%	17.76%
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%

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

	1@6	3@6	5@6	1@7
2022/55 pupils	98.18%	70.91%	43.64%	47.27%
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%

AUCHENHARVIE ACADEMY



Developing the Young Workforce

AUCHENHARVIE ACADEMY

DYW
PATHWAYS



DYW | AYRSHIRE
Developing the
Young Workforce

Auchenharvie Signature programme

51 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



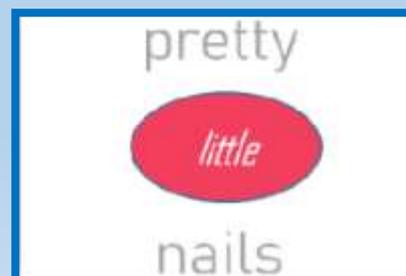
Respect Equality Determination



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.



Developing the Young Workforce

Sarah-Jane- Barista Project

Sarah-Jane began engagement with barista training this year. She has been working on her barista qualification throughout this session and has seen a growth in her confidence and communication skills. Sarah-Jane has faced challenges throughout her life and particularly in the last year has faced some trauma which has had an impact on her wellbeing. This affected her attendance, attitude and engagement in school subjects. However, in Barista & Smoothie Bar Sarah-Jane has attended nearly every session and has been one of the hardest workers in the class. Sarah-Jane has gained the confidence to take orders from staff members and deliver coffees which she would not have been able to do without being involved in our innovative skills project. Sarah-Jane is keen to continue to work in hospitality and we are supporting her pathway into a positive destination linking with Ayrshire College.



Kenzie – Cycle Maintenance

From S2 Kenzie showed a lack of engagement and motivation in all of his classes and his attendance started to deteriorate. Since beginning the Cycle Maintenance innovative skills project Kenzie has flourished in this environment which has allowed him to showcase his practical skills and abilities. This has been reflected in his classwork and attendance. Teachers have reported a positive change in Kenzie's effort and engagement in class. Kenzie has discovered that trades and engineering is something he is interested in as a post school positive destination. He has secured a place in our new construction innovative school project next session, and we are sure we will be seeing Kenzie becoming a very successful tradesman in the future!



Koby- Childcare

Koby spent most of S3 avoiding his timetabled classes and did not have a clear pathway in mind as a positive destination. To try and engage Koby, a place was offered in our childcare course as part of his S4 timetable this year. We were unsure of the impact that this would have on Koby's attendance and engagement with school. Since attending Koby has been in school for period one when the childcare starts and has been regularly mentioned as the most enthusiastic learner in the room. Koby never had an issue with communication however his confidence and ability to lead projects has excelled this year.

This has in turn had an impact on the positive relationships he has created with staff in the school which has allowed him to National Qualifications during his fourth year in school as well as the Childcare level 4 award. Koby has also created positive relationships with the Ayrshire College staff which has encouraged him to apply for a course next session during his fifth year of school.



AUCHENHARVIE ACADEMY



Standards and Quality Report



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