



Standards and Quality Report

June 2023



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.





Standards and Quality Report

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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 we attract a small number of young people from other local primary establishments. We have established strong relationships with children, parents, carers and families as well as our local community. We are working hard as a school to further improve outcomes for learners and reduce inequalities for pupils and their families.

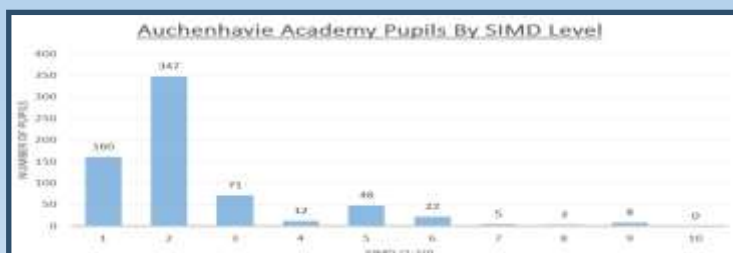
The school roll is currently 676 pupils. This is staffed by a Head Teacher, three Depute Head Teachers, nine Curriculum Faculty Heads, three Principal Teachers of Pastoral Care, one Principal Teacher of Support for Learning and one Principal Teacher of Raising Attainment and Achievement and a total of 55.4 staff. We also have nine classroom assistants who support learners effectively in and out of classes.

This area is amongst the most deprived areas of Scotland with unemployment and crime rates higher than the national average, with 35.4% 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; 84.9% of our pupils live in the 30% most deprived data zones.

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:

- 344 boys & 332 girls
- 457 pupils with additional support needs
- 239 pupils in receipt of free school meals
- 68 pupils Care Experienced (including kinship care and those previously looked after)



Our key challenges remain –

- High unemployment**
 12,500 people are claiming "out-of-work" benefits
- Low skills**
 12% 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 (continued)

Auchenharvie Academy has benefitted from additional resources provided through the Scottish Attainment Challenge. We have appointed a school counsellor, 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 and promote equity 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 very good or better in most classes however there is a need to move from very good to excellent, to develop differentiation across all stages in order to develop learning at all levels and increase pace and challenge. We also need to remain focused on challenging our most able pupils even further. Expectations for pupil attainment are high with sound approaches to ensuring excellence and equity is embedded as part of our school culture. A significant investment in high quality professional learning opportunities in collaboration with the NAC Professional Learning Academy has taken place and we are confident that this will continue to improve learning, teaching and overall attainment and achievement. This will always be a primary focus for the school and its staff.

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 a range of partners during 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 to provide an equitable and excellent learning environment for ALL pupils and to support them into positive and sustainable post school destinations.

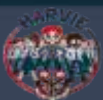




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Abbreviation Glossary

- **ASN:** Additional Support Need
- **BGE:** Broad General Education from S1 to S3
- **CfE:** Curriculum for Excellence
- **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
- **L4/L5/L6:** Level 4/Level 5/Level 6
- **L&T:** Learning and Teaching
- **NAC:** North Ayrshire Council
- **NQs:** National Qualifications
- **PEF:** Pupil Equity Fund
- **PLA:** Professional Learning Academy
- **PRAG:** Poverty Related Attainment Gap
- **PT:** Principal Teacher
- **PT I&T:** Principal Teacher of Interventions and Transitions
- **PT RA&A:** Principal Teacher of Raising Attainment and Achievement
- **PTPC:** Principal Teacher of Pastoral Care
- **QAMSO:** Quality assurance and Moderation Support Officer
- **QI:** Quality Indicator
- **RRS:** Rights Respecting School
- **SCQF:** Scottish Credit and Qualifications Framework
- **SDS:** Skills Development Scotland
- **SfL:** Support for Learning
- **SIMD:** Scottish Index of Multiple Deprivation
- **SLIPP:** Starter, Learning Intentions, Success Criteria, Pace and Challenge, Plenary
- **SLT:** Senior Leadership Team
- **SNSA:** Scottish National Standardised Assessments
- **SP:** Senior Phase from S4 to S6
- **SQA:** Scottish Qualification Authority
- **SSR:** Secondary Support Resource (The Treehouse)
- **SWEIC:** South West Educational Improvement Collaborative
- **TAC:** Team Around the Child
- **T, M&I:** Tracking, Monitoring and Intervention



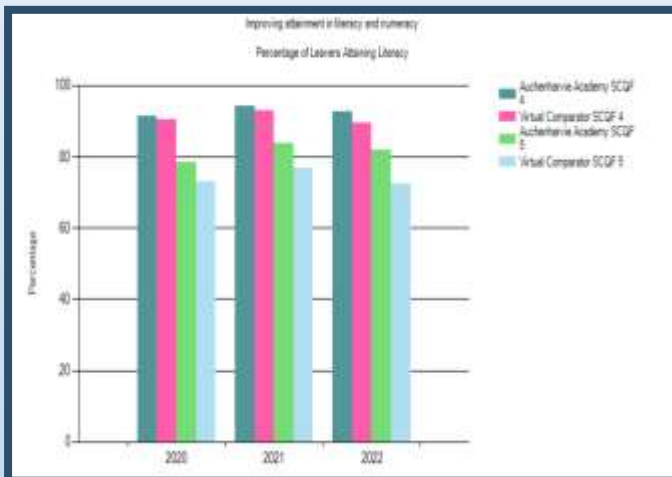


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Insight Data

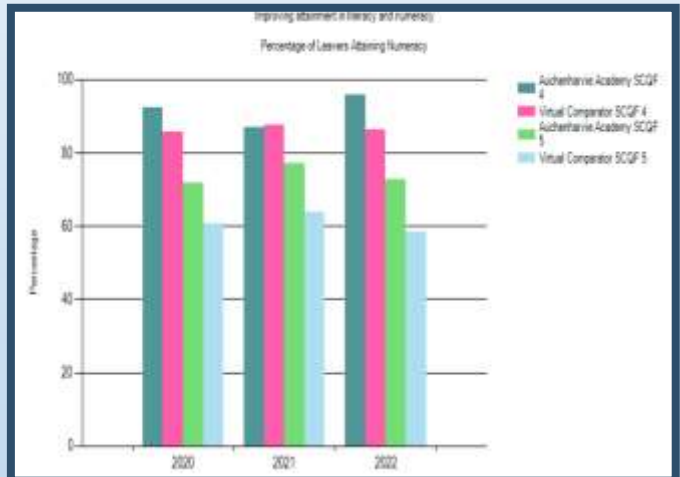
The Scottish Government produces data in a system called 'Insight' that shows the school's progress in 4 main areas: attainment in literacy and numeracy, attainment overall, attainment in relation to deprivation and leaver destinations. Our data is compared to a 'virtual comparator' which is made from other young people with similar characteristics. The data is for those young people who have left school in the academic year.

% of School Leavers Attaining Literacy



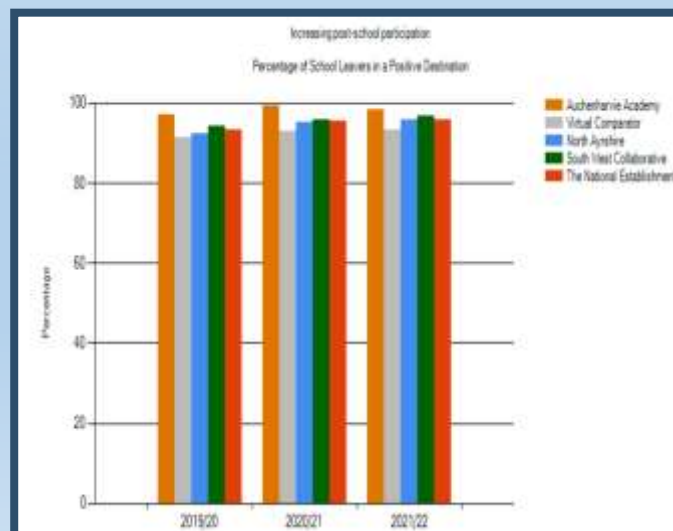
In literacy, our young people attain **greater** than our virtual comparator at both level 4 and level 5.

% of School Leavers Attaining Numeracy



In numeracy, our young people attain **much greater** than our virtual comparator at both level 4 and level 5.

% of School Leavers Achieving a Positive Destination



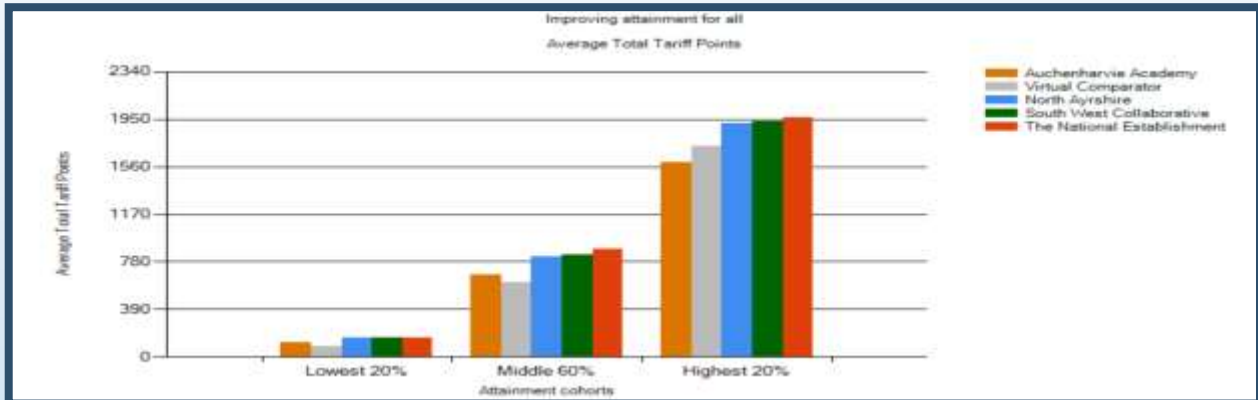
98.38% of our leavers in 2021-22 achieved a positive destination. This is **much greater** than our virtual comparator as well as North Ayrshire and National averages.





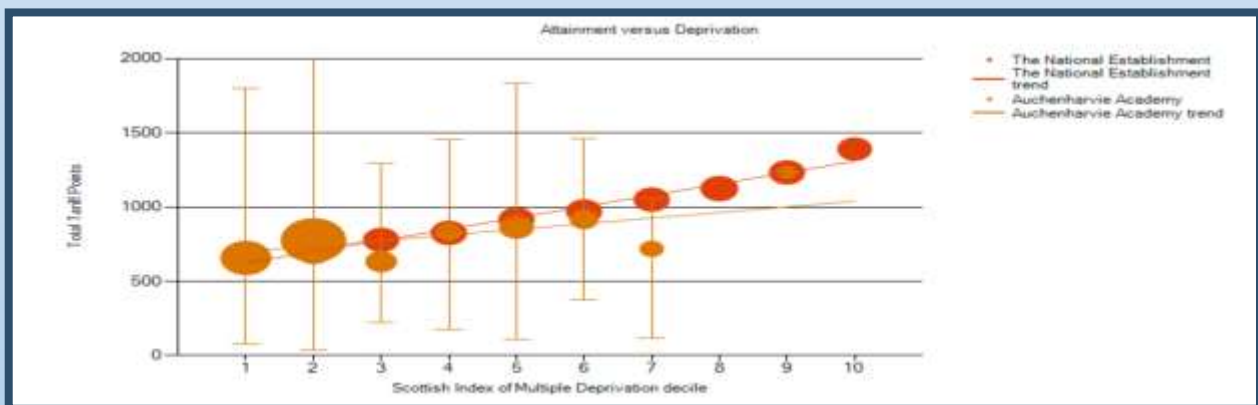
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Attainment For All



The bar chart above shows the attainment of all school leavers in S4, S5 and S6 in 2021/22. Our lowest attaining 20% and our middle 60% are performing greater than our virtual comparator while our highest attaining 20% are performing lower than our virtual comparator.

Attainment V 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 3 and 7 we are doing less well than our comparators and in the other deciles we are doing better or the same.





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School Priorities 2022-23

The Auchenharvie Academy School Improvement Plan for session 2022-23 was aligned to the 5 priorities of the National Improvement Framework. The plan was created under these 5 priorities, based on rigorous self-evaluation and analysis of performance evidence. Learners, staff, parents and partners were fully engaged in the development of the plan.

In the diagram below, the orange boxes show the thematic areas under each priority which the school focussed on in session 2022-23.





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Pupil Equity Fund 2022-23

For the academic session 2022-2023, Auchenharvie Academy was allocated £139 650 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. 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 wellbeing; 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.





Standards and Quality Report

School Priority: 1

Priority Area

To improve attainment, particularly in literacy and numeracy

Themes

Quality learning, teaching and assessment

Raising attainment and achievement

How Good is Our School (Version 4) Quality Indicators

3.2

This year we managed to achieve:

- Establish cluster links to moderate and improve literacy across the curriculum in the BGE.
- Work collaboratively with PT Interventions and Transitions to implement and evaluate targeted interventions in literacy for S1 and S2 pupils.
- Collaborate with the PLA to develop inclusive pedagogical approaches for Level 1 and Level 2 Numeracy.
- Offer two parental numeracy support sessions.
- Offer professional learning opportunities on the implementation of the Goos et al Model of Numeracy in the BGE.
- Recruit Senior Numeracy Ambassadors.
- Refresh our whole school Tracking, Monitoring and Intervention Policy
- Develop and implement a whole school tracking timeline for session 22-23.
- Embed our Equity & Excellence data tasks at class and faculty level.
- Hold attainment meetings for the BGE and SP to allow SLT and Curriculum leaders as well as PTPC staff to monitor attainment over time.
- Establish Cluster moderation activities on literacy led by FH English & Literacy.
- Identify critical friends out with the school for each department/faculty and began to collaborate moderating learners' evidence in the BGE.
- Implement a BGE moderation calendar to strengthen teachers' professional judgements on the achievement of a CFE level/within a CFE level.
- Continue to report learners' progress in the BGE using the four-stage assessment model using the Progress & Achievement module within SEEMIS.
- Utilise staff who completed the SWEIC QAMSO Programme to lead moderation activities at local authority level.
- Refresh, launch and implement a new internal verification policy at whole school level, which fully reflects the SQA national quality assurance framework for NQs.
- Implement a system to track whole school learner participation.
- Implement the Auchenharvie Achievers Initiative to recognise and celebrate achievements in and out with school.
- Enrich all teaching staffs understanding of the pedagogical practices that underpin the design of the SLIPP model through delivering targeted high quality learning & teaching professional learning opportunities for all teaching staff depending on their strengths and areas of development highlighted via self-evaluation.
- Utilise expertise gained by colleagues who completed the QAMSO programme to disseminate best practice approaches to creating and using high quality assessments.
- Implement Education Scotland Circle Framework of Inclusion by ensuring all teaching staff complete relevant CLPL on this framework by end of the first term in 22-23.
- Roll out the implementation of the lesson study model across faculties.
- Showcase best effective practice during collegiate sessions.
- Consult all stakeholders on our current curriculum provisions.
- Establish a strategic curricular working group which has focused on making informed changes to the curriculum for session 23/24.
- Use prior attainment data for supporting option processes from BGE and SP and use progression data from SQA to maximise attainment and best chances of learners' accreditation in their chosen courses.

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.





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School Priority: 1 (continued)

Next year we plan to:

- Create a whole school literacy Pupils Ambassador Programme.
- Continue to work alongside PT Interventions & Transitions for literacy targeted interventions in the BGE.
- Develop a reading schools programme and oracy at whole school level in collaboration with the PLA.
- Refresh our whole school literacy action plan and long term whole school strategy.
- Continue the work of the strategic Numeracy Working Group to embed numeracy across the BGE.
- Continue to collaborate with PLA colleagues and SWEIC representatives to offer professional learning opportunities for all staff on effective inclusive pedagogical approaches to embed numeracy across the BGE curriculum.
- Re-establish collaboration with other faculties in moderating CfE Level 3 resources to strengthen judgements in numeracy.
- Pilot the Goos et al Model across the BGE and seek all stakeholders views throughout leading to the creation of a whole school numeracy across the curriculum policy.
- Offer a monthly programme of numeracy sessions to our S1 and S2 parents/carers to increase their confidence in supporting their children engage with numeracy across the curriculum.
- Refresh the whole school policy to outline roles/responsibilities for universal/targeted interventions in BGE and SP.
- Consult all staff when devising our whole school tracking timeline for session 2023/24 to reduce workload.
- Offer further professional learning opportunities to maximise the impact of the Equity and Excellence data tasks on teaching and learning, thus on improving learners' outcomes.
- Encompass all our work within the BGE and senior phase for raising attainment & achievement under a whole school QI 3.2: Raising Attainment & Achievement Strategy document.
- Continue to offer and seek cluster moderation opportunities with selected departments.
- Deepen critical friends' partnerships by collaborating during all moderation activities at moderation sessions for 2023/24.
- Implement a BGE moderation calendar for session 23/24 as per agreed WTA to strengthen teachers professional judgements across the BGE curriculum.
- Utilise QAMSO trained staff to further support all staff with the moderation process and deliver learning opportunities on the features of high quality assessments. Encourage staff to complete the QAMSO training programme .
- Seek staff feedback on initial evaluation of new internal verification policy implementation.
- Ensure internal verification procedures are being applied consistently across all NQs, including wider achievement courses and newly introduced NQs in the SP curriculum.
- Analyse the participation tracker's data on a termly basis by SLT and PTPC to ensure appropriate targeted interventions are implemented to increase participation, thus equity of opportunities for all learners.
- Seek pupils' voice at the beginning of the new session regarding the range of extra-curricular activities for session 23/24.
- Focus for L&T observations from May 2023 over course of new session to focus on Education Scotland feedback areas.
- Further widen the use of the Lesson Study programme throughout the school.
- Introduce an Employability course in S1 and S2.
- Further develop SDS & Chamber of Commerce links for curricular input to Skills for Life, Learning and Work.
- Develop the NAC Trio activity 2023 – 24.
- Professional Learning Academy Link to be re – established for CLPL activities.
- Widen CLPL offer (New programme based on Education Scotland feedback areas).
- Update L&T Framework to consider Education Scotland feedback. From Lesson Study and class observation/focus areas from Education Scotland feedback, Identify best practice to share across school & updated best practice videos.
- Continue to work with the strategic curricular working group to evaluate initial changes to the curriculum.
- Use the Working Time Agreement to give time to staff to collaborate on the planning of IDL in the BGE for 24/25.
- Strengthen Ayrshire College partnership by increasing course offerings to S4 pupils.
- Expand our DYW offerings in line with labour market intelligence data.
- Maximise the SCQF framework to increase L5 and L6 offerings in the SP and build in accreditations for L3 and L4 in BGE.
- Continue to use SQA progression data and CfE data to best support learners' coursing process.

Next Steps:





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School Priority: 2

Priority Area

Closing the gap between the most and least disadvantaged children and young people

Themes

Interventions to reduce gaps

Specific focus on identified targeted groups, including care experienced learners

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

1.5,2.3.2,4.3.1,3.2

This year we managed to achieve:

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.

- Launch a detailed whole school picture of our poverty related attainment gap based on most up to date data during our In Service Day in August to all staff.
- Review PRAG data at each tracking period to measure the attainment gap between categories of learners. including care experienced and learners with identified additional support needs and devise appropriate targeted interventions to support those at risk of not fulfilling their potential.
- Embed the Equity and Excellence Data analysis within the BGE as part of BGE Attainment Meetings.
- Offered a CLPL refresher on how to effectively complete data tasks to impact on learners' outcomes.
- Offer targeted interventions to identified learners in S1 and S2 in numeracy during term 1 and term 2.
- Strengthen cluster collaboration by strategically utilising PT I&T who identified and delivered targeted interventions to P7 pupils (new S1 pupils) during term 2, 3 and 4 thus impacting positively on primary transitions.
- Consult all stakeholders by June 2022 on how to best utilise our pupil equity fund based on our identified areas of school improvement.
- Share outcome of the consultation with all stakeholders and appropriate spending of the PEF was identified and planned in line with whole school improvement priorities.
- House teams focused on attendance and exclusions statistics on a fortnightly basis and actions and next steps were discussed at House meetings between SLT House Head and PTPC link.
- PTPC team tracked attainment of caseload with specific focus on care experienced pupils who received a termly attainment check in after each tracking report.
- The attendance clerical support staff worked collaboratively with the PTPC team to ensure that attendance records are kept up to date and as accurate as possible.
- Fully implement period by period attendance monitoring.
- PT RAA tracked and monitored attainment benchmarks throughout the session and collaborated with all Faculty Leaders/ Principal Teachers to implement interventions for those at risk of not attaining.
- PT RAA led on the accreditation of Leadership Awards at L5 and L6, as well as Wellbeing L5 award and First Aid L6 to allow senior learners to maximise attainment.
- SLT responsible for post school transitions and destination worked collaboratively with SDS colleagues to maximise post school destinations.
- Set up our SSR known as the Treehouse and assisted targeted learners in S1 and S2 with significant additional support needs to allow them to remain within our mainstream setting.
- MCR Pathways coordinator worked collegiately with the PTPC staff to support care-experienced pupils who benefited from targeted group work and individual mentoring support.
- Work in partnership with colleagues from Health and Social Care to maximise the support for our learners and families.





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School Priority: 2 (continued)

Next year we plan to:

- Refresh the whole school picture of our attainment gap for August In service day.
- Continue to review all data at each tracking period by SLT and House Teams in collaboration with PT RAA to ensure attainment for all learners is maximised.
- Enhance the Equity & Excellence data analysis by ensuring that rigorous evaluation of the agreed interventions takes place. This will involve modifying the current template and increasing the cycle of BGE meetings from one to two per session.
- Target both literacy and numeracy learners in S1 and S2 for targeted interventions.
- Offer high quality professional learning opportunities on universal literacy and numeracy interventions for all teaching staff led by PT I&T, to impact positively on curriculum accessibility for all.
- Consult all stakeholders by June 2023 on how to best utilise our pupil equity fund based on our identified areas of school improvement for session 23/24.
- The outcome of the consultation to be shared with all stakeholders and appropriate spending of the PEF will be identified and planned according to whole school improvement priorities for session 23/24.
- Continue to embed our focus on attendance and exclusions in House meetings and to implement appropriate targeted interventions to improved overall whole school attendance.
- Continue to track attainment and achievement data for each House group and plan for appropriate universal and targeted interventions with a specific focus on care experienced learners and those with identified ASNs.
- Continue to collaborate effectively with PT RAA when monitoring whole school SP attainment for next session.
- Continue to work collaboratively with SDS colleagues to maximise positive post school destinations.
- Continue to build capacity within the SSR base (Treehouse).
- Increase the number and range of pupils supported by MCR pathways.

Next Steps:



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School Priority: 3

Priority Area

Improvement in skills and sustained, positive school leaver destinations for all young people

Themes

Improved skills

Improved transitions

Partnerships to improve post school learner outcomes

How Good is Our School (Version 4) Quality Indicators

2.6, 2.7, 3.3

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:

- Established a range of careers and positive destinations activities.
- Identify all DYW opportunities across the curriculum and offer these to identified learners.
- Parents/carers options evening events to be held at strategic points within session 22-23.
- Set up of a BGE transitions strategic working group to further explore ways in which transitions.
- Develop an MS Access database to allow improved transitions from BGE to Senior Phase taking into account career aspiration and option choices.
- Track post school destinations to show a reduction in PRAG and implement appropriate interventions to maximise positive destinations.
- Work effectively with partners such as SDS, DYW and MCR Pathways to help support pupils in skills acquisitions and towards a positive destination.
- A number of senior phase pupils experienced tailored work experience placements to meet future career aspirations.
- Analyse latest labour market data and information to inform future DYW projects on offer.

Next Steps:

Next year we plan to:

- Embed the Career Education Standard, skills for life and work and employer engagements within BGE and Senior curriculum.
- Continue to match Senior phase work placements to potential career options.
- Develop clear examples of pathways and opportunities in skills development through the curriculum for each subject and wider achievement areas.
- Implement SWAY as a tool for pupil profiling to allow pupils to record the skills and achievements throughout school.
- Establish partnerships through Faculty leaders and PTs with appropriate employers to highlight connections between their curriculum and the world of work.
- Develop CLPL opportunities for staff on career education standard and employer partnerships. Utilise SDS offer to support CLPL and INSET.
- Establish employability skills within the senior phase PSE curriculum.
- Develop and implement an S1/S2 Employability course. Utilise SDS offer & My WOW to support Employability courses.





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School Priority: 4

Priority Area

Improvement in children and young people's health and wellbeing

Themes

Supporting mental health and wellbeing

Supporting physical health and wellbeing

Supporting social and emotional wellbeing

How Good is Our School (Version 4) Quality Indicators

2.1

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:

- Host a wellbeing event in Term 1 which was well attended by partners and allowed networking and next steps to be discussed.
- MVP training took place in December. 20 S4 are now trained to deliver this to BGE pupils.
- Personal Safety Scotland have completed the full circle of working with every year group.
- Started Soft Start in SSR.
- HWB planner shared with staff in SfL, SSR and Nurture staff. Interventions were looked at to provide structured support.
- Wellbeing bursts held within SSR.
- First draft of Health and Wellbeing strategy has been created.
- Held CLPL session: Education Scotland Circle framework of Inclusion implementation.
- Held CLPL session: Wellbeing Indicators: How to effectively use them in your classroom practice.
- Held CLPL Session: Nurture Focus: All language is communication.
- Held CLPL session: Nurture Targets: How to effectively support these in the classroom.
- Carried out nurture observations throughout the school.

Next Steps:

Next year we plan to:

- Build on success of wellbeing event by inviting primary parents along to next event. Try to incorporate these opportunities into parents evenings too.
- More structured interventions when supporting social and mental health.
- More structure around Zones of regulation to help link with HWB planner.
- Continue to provide CLPL opportunities that will follow up on these themes as well as looking into other areas that are suggested to us through PRD meetings.
- Use baseline questionnaire completed at October In-service by teaching staff to put further CLPL opportunities on for staff.
- Nurture teacher to collaborate with all teaching staff to support monitoring tracking and achievement of nurture targets in ID learners across the school.
- Use Nurture teacher to work strategically with SLT and SfL colleagues to raise the profile of nurture principles across the school.





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School Priority: 5

Priority Area

Placing human rights and needs of every child and young person at the centre of education

Themes

Supporting children's needs review

Maximising learner voice and participation

Maximising parent/carer involvement and participation

How Good is Our School (Version 4) Quality Indicators

1.1, 1.3, 2.1, 2.2, 2.4, 2.6, 3.1, 3.2

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:

- Rolled out the whole school Harvie Hero initiative. Rights within the UNCRC linked to our school values (via pupil survey) and then used as a monthly focus.
- Developed a whole school charter. At point of evaluation, the first draft was due to be sent to all staff and pupils for feedback.
- Curriculum rights audit completed.
- Harvie Heroes (rights focussed) displays in most departments of the school.
- Celebration activities to recognise Purple Friday.
- All pupils in S1/2/3 surveyed to gauge current awareness about LGBT+ in society
- Established links with other NAC secondary schools currently working towards the LGBT Charter.
- Delivery of staff training on LGBT Charter Award.
- Formalise and strengthen pupil voice through the implementation of a whole school- Pupil Voice Calendar.
- Provide leadership roles for pupils in all subjects and areas of the school. These include Ambassador roles across the school as follows: Cost of the School Day (12), Art (20), Drama (24), Music (25), Musical Theatre (10), Modern Languages (15), Science (27), Maths/Numeracy (5), HWB (21), Computing (15).
- A cohesive parents in partnership programme.
- Computing classes for parents/carers based on activities to help support at home.
- A parents in partnership programme for P7 parents carers to aide transition in term 4.

Next Steps:

Next year we plan to:

- Continue promoting rights via the Harvie Hero initiative.
- Focus on embedding UNCRC links to curricular programmes and courses.
- RRS display boards in high traffic areas around Auchenharvie with the finalised whole school charter as their focus.
- DM agendas to have recurring item focussing on rights and rights promotion within department/faculty.
- Further develop the specific responsibilities of pupil ambassadors and seek to gain pupil accreditation for their participation in such roles. Additionally, we will raise the profile of subject ambassadors across the school.
- Re-introduce the Feedback Friday more rigorously based on HGIOURS (Pupil Version).
- Continue to ensure that pupil voice activities remain relevant to the needs of pupils and their school
- Continue to offer opportunities for parents/carers based on their needs and suggestions.
- Implement study skills sessions for families to support learners at home.





Standards and Quality Report

Overall Capacity For Improvement

Moving forward Auchenharvie Academy has continued capacity for further improvement and staff and pupils will work 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 2023/24* will continue to be:

- **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 2023/24 on our school website.*

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





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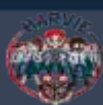
Selected School Data

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

Year	Performance % in Reading	Performance % in Writing	Performance % in Listening & Talking
2022-23	82.14%	82.14%	83.04%
2021-22	83.44%	83.44%	85.51%
2020—21	Statistics not required by Scottish Government	Statistics not required by Scottish Government	Statistics not required by Scottish Government
2019-20	Not assessed due to COVID-19 Pandemic	Not assessed due to COVID-19 Pandemic	Not assessed due to COVID-19 Pandemic
2018/19	95.92%	93.88%	91.92%
2017-2018	84.0%	84%	80.8%
2016-2017	96.2%	93.2%	94.0%

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

Cohort Year & Numbers	Performance % Numeracy
2022-23	58.03%
2021-22	88.27%
2020—21	Statistics not required by Scottish Government
2019-20	Not assessed due to COVID-19 Pandemic
2018-19	89.42%
2017-2018	94.4%
2016-2017	94.7%





Standards and Quality Report

Selected School Data

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

Year/Pupils in S4	Literacy @4	Numeracy @4	Literacy @5	Numeracy @5
2023/144 pupils	86.80%	84.72%	81.94%	60.42%
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 end of S4:

Year/Pupils in S4	5@3	5@4	5@5
2022/126 pupils	89.68%	69.05%	42.86%
2021/120 pupils	97.45% (119 pupils)	76% (91 pupils)	43% (52 pupils)
2020/108 pupils	90.74%**	74.07%*	46.29% (50 pupils)
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

Selected School Data

5. Whole School attainment trends by end of S5:

Year/Pupils In S5	1@6	3@6	5@6
2022/107 pupils	56.07%	31.78%	18.69%
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 end of S6:

Year/Pupils In 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%





Standards and Quality Report

Education Scotland Visit—February 2023

In February 2023, a team of inspectors from Education Scotland visited Auchenharvie Academy.

During the visit, they talked to parents/carers and young people and worked closely with the Headteacher and staff.

The inspection team found the following strengths in the school's work.

- The Headteacher, senior leaders and staff have very successfully developed and maintained a supportive, safe and positive environment for learning. Young people are eager participants in their learning and demonstrate high levels of engagement.
- Staff have a very strong understanding of the needs of all young people in their community. They promote equity successfully by having high aspirations for all young people. This has resulted in nearly all young people moving on to positive destinations, such as university, college or work.
- Young people are very aware of the skills they are developing and are well motivated to learn across different contexts.
- The headteacher and senior leaders have led effectively a positive and sustained approach to improving the attainment and achievements for all young people.

The following areas for improvement were identified and discussed with the Headteacher and a representative from North Ayrshire Council.

- Senior leaders and staff should continue to work together to increase further the consistency of high-quality learning and teaching across the school.
- Teachers should improve further their approaches to meeting the learning needs of all young people, including the most able.

Education Scotland's evaluations for Auchenharvie Academy based on their findings are shown below:

Quality indicators	Evaluation
Learning, teaching and assessment	very good
Raising attainment and achievement	very good

Full details of the Education Scotland report can be found at the following link

<https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/details?id=1475>





Standards and Quality Report

Developing The Young Workforce

At Auchenharvie Academy we continue to place 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. The launch of our Construction programme in collaboration with Greenwood Academy was the 100th DYW programme launched in Ayrshire. Ayrshire College also offer 6 week "bursts" to a range of S2 pupils to give them option to experience the opportunities we offer further up the school.

These programmes have received significant support and funding from The Prince's Trust and DYW. 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 DYW Opportunities and Pathways



S2	S3	S4	S5/6	Positive Destinations
Ayrshire College Burst Criminal Minds	DYW Course Barista/Smoothie Bar	Steps to Work Hair and Beauty	Foundation Apprenticeships	University
Ayrshire College Burst Trades	DYW Course Childcare	Skills for Work Automotive Skills	National Progression Awards	College
Ayrshire College Burst Cookery	DYW Course Cycle Maintenance	Introduction to the Construction Industry	HNC Programme	Training
Ayrshire College Burst Photography	DYW Course Nail Bar/Beauty	Skills for Work Uniformed Services	Level 6 Criminology	Employment
Ayrshire College Burst Childcare		Skills for Work Early Education/Childcare	Construction and Customer Service	Apprenticeships
		Mental Health and Wellbeing Award	PEO Programme	Volunteering
		NPA Sport and Fitness		
Respect		Determination		Equality



Respect Equality Determination





Standards and Quality Report

Pupil A — Barista/Smoothie Bar

Pupil A began engagement with barista training this year. They have been working on a barista qualification throughout this session and has seen a growth in confidence and communication skills. They have faced challenges throughout their life and have encountered some trauma which has had an impact on their wellbeing. This affected their engagement in school subjects. However, in Barista & Smoothie Bar they have attended every session and been one of the hardest workers in the class. They have gained the confidence to take orders from staff members and deliver coffees and cold drinks which they would not have been able to do without being involved in our innovative skills project. They are keen to continue to work in hospitality and we are supporting their pathway into a positive destination linking with Ayrshire College as they move through S4.



Pupil B – Cycle Maintenance

From S2 pupil B showed a lack of engagement and motivation in many of their classes and their attendance at school was dropping. Since beginning the Cycle Maintenance innovative skills project they have developed a range of skills that allowed them to showcase their abilities. Throughout the year their application in other classes has also improved as has attendance. This has resulted in more effort and engagement in class. They have discovered that practical skills is something they are interested in as a post school destination. Pupil B is now looking at college options at the end of S4 that will allow them to further develop the skills and qualities gained this session. We are sure we will see Pupil B becoming a very successful tradesperson in the future!



Pupil C—Customer Service and Construction

Pupil C spent most of S3 and S4 avoiding timetabled classes and did not have a clear pathway in mind as a positive destination. To try and engage them and prepare them for the world of work, a place was offered on our Construction and Customer Service courses as part of their S5 timetable this year. We were unsure of the impact that this would have on their attendance and engagement within school. Since attending they have been in school for all periods of the subjects and have developed a range of skills that will help to prepare them for their next steps. They have also picked up a range of customer service skills that have helped to build confidence in and out of school.



Pupil C has been successful in gaining a place to study Joinery and Carpentry next year at Ayrshire College.



AUCHENHARVIE ACADEMY



Standards and Quality Report

Developing The Young Workforce



Respect Equality Determination





Standards and Quality Report

Achievement at Auchenharvie Academy



In August, we introduced the Auchenharvie Academy Achievers scheme to recognise, reward and celebrate participation and achievement in an out of school. Over the course of the year over 100 pupils were awarded certificates for in school participation and over 50 gained recognition for participation and achievement in the local community and beyond.

In addition, our Harvie Hero award scheme recognises positive achievements and choices within classes in line with the UNCRC and is linked with the school's journey through the UNICEF Rights Respecting Schools award. Over 400 pupils gained Harvie Hero awards throughout the course of the year gaining skills and qualities in line with our school values.

Additionally, pupils from all year groups performed in our school show, Matilda Jr, which took place over 3 nights in June to great acclaim.

Pupils also received visits in school from a range of guests including Neil Smith from Ayrshire Weekly Gazette. Merck also brought

their Curiosity Cube to the school allowing pupils to investigate all things scientific

Pupils visited many businesses throughout the year including, Ayrshire College for a range of taster activities, PWC in Glasgow to learn about opportunities in finance, Sprit Aerospace to find out about engineering and Turnberry to investigate roles in hospitality.

Our Duke of Edinburgh award scheme continues to go from strength to strength with pupils achieving bronze, silver and gold awards. Our F1 in Schools Team qualified through the Scottish Event for the UK Finals in Birmingham and received the Judges Choice Award.

We also gained our first green flag through the Eco Schools Scotland Programme.

Pupils from S3 won a grant of £3000 for the 3 towns Men's Shed programme as part of the YPI initiative and represented the school at the YPI National Showcase event in Perth.

Pupils continue to develop a range of skills through these achievement awards and opportunities that will help to support them both in school and beyond into a sustained positive destination.

AUCHENHARVIE ACADEMY ACHIEVERS

IN SCHOOL ACHIEVEMENT

BRONZE AWARD	SILVER AWARD	GOLD AWARD	PLATINUM AWARD
Awarded for 15 hours participation in school activities	Awarded for 25 hours participation in school activities	Awarded for 40 hours participation in school activities	Awarded for 50 hours participation in school activities

EXAMPLES

- Participate in musical theatre for 15 hours - **BRONZE AWARD**
- Participate in basketball club for 25 hours - **SILVER AWARD**
- Participate in Chess club for 10 hours and football team for 30 hours - **GOLD AWARD**
- Participate in chess club for 15 hours, chess club for 12 hours and band for 23 hours - **PLATINUM AWARD**

OUT OF SCHOOL ACHIEVEMENT

BRONZE AWARD	SILVER AWARD	GOLD AWARD	PLATINUM AWARD
Regular participation in a local group or club	Representation at a regional or district level	Representation at a national level	Outstanding achievement at regional or national level

EXAMPLES

- Trains regularly for the local dance club - **BRONZE AWARD**
- Selected for a regional football team - South West Scotland/Ayrshire - **SILVER AWARD**
- Represent Scotland in a national golf competition - **GOLD AWARD**
- Win a national award such as trophy with a national team - **PLATINUM AWARD**

Calculated at assemblies, on Social Media and through achievement newsletters.
Pupils will receive certificates and badges to recognise in school achievement as well as bonus points.
Visit the achievement section of the website to nominate a pupil.

TO BE RECOGNISED WE NEED TO KNOW WHAT YOU ARE DOING!



AUCHENHARVIE ACADEMY



Standards and Quality Report



Respect Equality Determination

