



Standards and Quality Report

June 2024



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

Contents

Page Number(s)	Information
Pages 3-4	Context of our school
Page 5	Abbreviation glossary
Pages 6-7	Insight data
Page 8	School priorities 2023-24
Page 9	Pupil equity fund 2023-24
Pages 10-13	School Improvement Plan—Priority 1
Pages 14-15	School Improvement Plan—Priority 2
Page 16-17	School Improvement Plan—Priority 3
Page 18-21	School Improvement Plan—Priority 4
Page 22-23	School Improvement Plan—Priority 5
Page 24	Overall capacity for improvement
Pages 25-27	Selected school data
Page 28	Education Scotland visit
Page 29	NAC Quality Assurance visit
Pages 30-32	Developing The Young Workforce
Pages 33-34	Achievement at Auchenharvie Academy





Standards and Quality Report

Context Of Our School

Auchenharvie Academy is located in Stevenston and serves the communities of Stevenston and Saltcoats (South). We have five cluster primaries and 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 685 pupils. This is staffed by a Head Teacher, three Depute Head Teachers, nine Curriculum Faculty Heads/Principal Teachers, three Principal Teachers of Pastoral Care, one Principal Teacher of Support for Learning, one Principal Teacher of Developing the Young Workforce and one Principal Teacher of Raising Attainment and Achievement. Our total staffing is 55.16 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 44.3% 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; 84.64% 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:

- 349 boys & 336 girls
- 291 pupils with additional support needs
- 301 pupils in receipt of free school meals
- 50 pupils Care Experienced (including kinship care and those previously looked after)





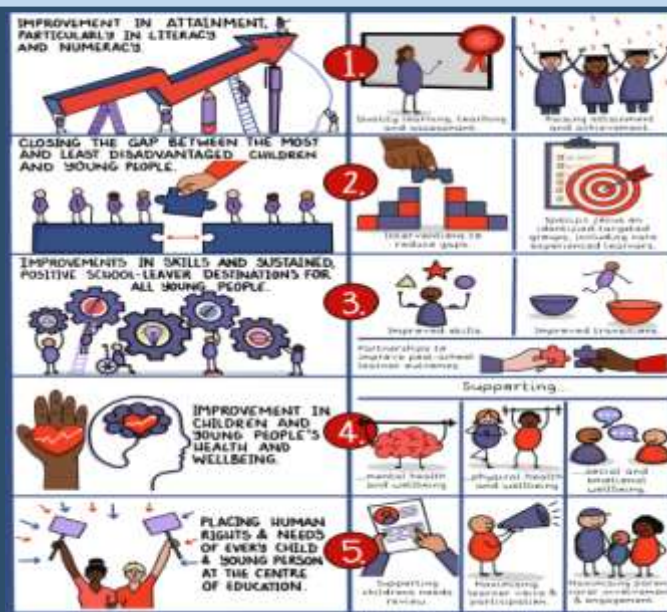
Standards and Quality Report

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 and equitable and excellent learning environment for ALL pupils and to support them into positive and sustainable post school destinations.

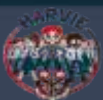




Standards and Quality Report

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
- **COC:** Chamber of Commerce
- **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)
- **STINT:** Staged Intervention
- **SWEIC:** South West Educational Improvement Collaborative
- **TAC:** Team Around the Child
- **T, M&I:** Tracking, Monitoring and Interventions





Standards and Quality Report

Insight Data

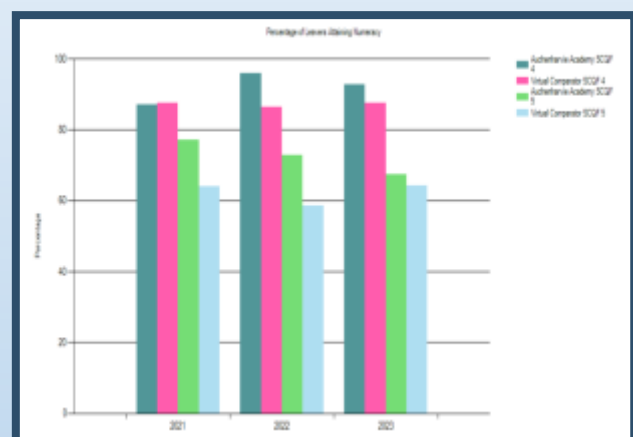
The Scottish Government produces data in a system called 'Insight' that shows the school's progress in 4 main areas: attainment in literacy and numeracy, attainment overall, attainment in relation to deprivation and leaver destinations. Our data is compared to a 'virtual comparator' which is made from 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



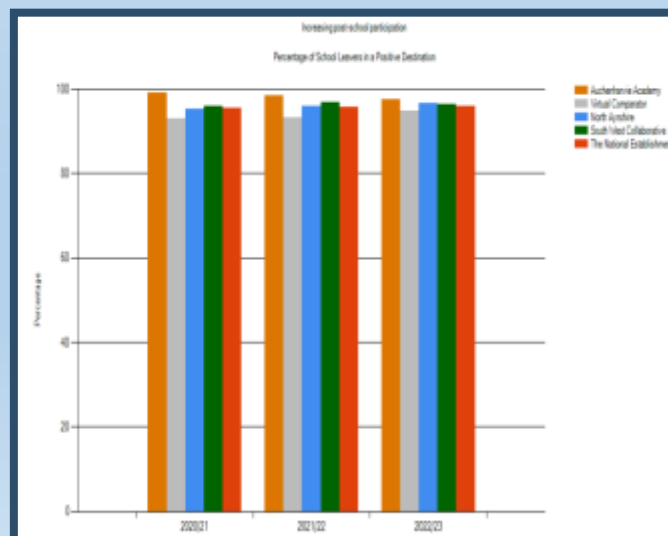
In literacy, our young people attain **below** our virtual comparator at level 4 and **greater** at level 5.

% of School Leavers Attaining Numeracy



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

% of School Leavers Achieving a Positive Destination



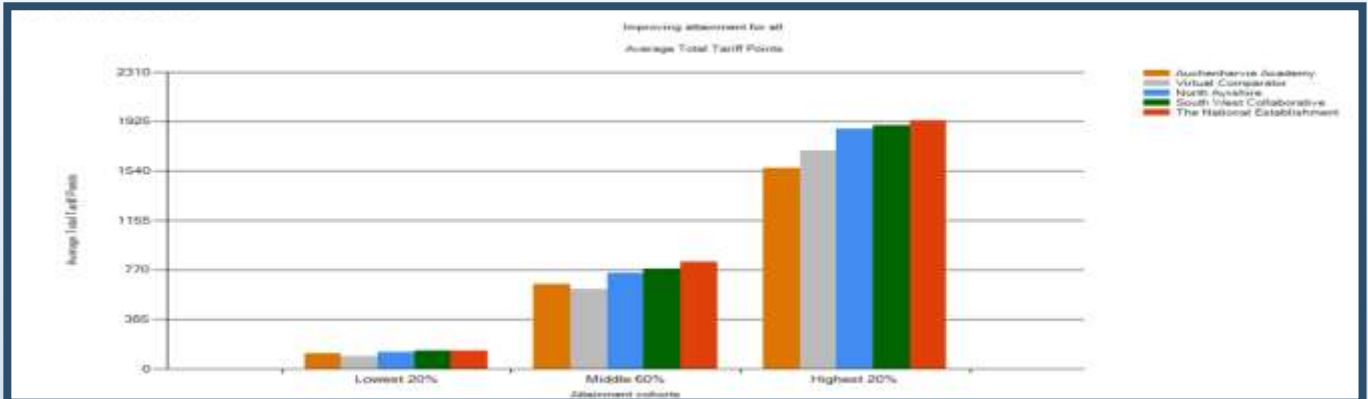
97.56% of our leavers in 2022-23 achieved a positive destination. This is **greater** than our virtual comparator as well as North Ayrshire and National averages.





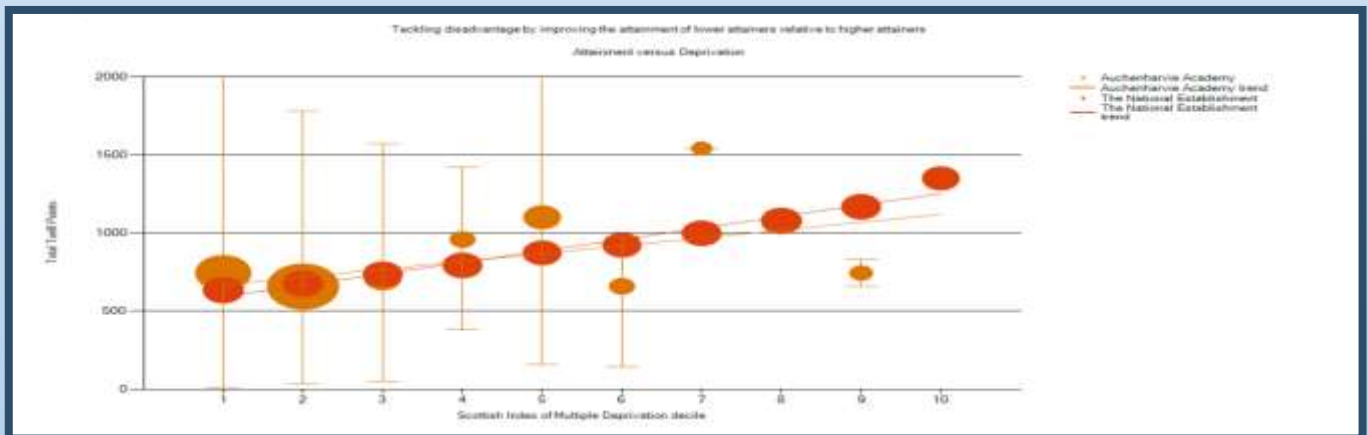
Standards and Quality Report

Attainment For All



The bar chart above shows the attainment of all school leavers in S4, S5 and S6 in 2022/23. Our lowest attaining 20% and our middle 60% are performing greater than our virtual comparator while our highest attaining 20% were 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 6 and 9 we are doing less well than our comparators and in the other deciles we are doing better or the same.





Standards and Quality Report

School Priorities 2023-24

The Auchenharvie Academy School Improvement Plan for session 2023-24 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

Auchenharvie Academy



Our Vision/Aim is:

To provide an equitable and excellent learning environment for ALL pupils which maximises their full potential and supports them into appropriate, positive and sustainable destinations.

Our Values are:

Respect

Equality

Determination



Respect

Equality

Determination





Standards and Quality Report

Pupil Equity Fund 2023-24

For the academic session 2023-2024, Auchenharvie Academy was allocated £113,124 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 details 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

How Good is Our School (Version 4) Quality Indicators

3.2

This year we managed to achieve:

- The Literacy working group has developed a school reading programme. The school has achieved core recognition and the silver status application is ongoing.
- FH as well as another English teacher have completed CLPL from PLA on oracy skills.
- Collaboration with the PLA colleagues and Maths colleagues to develop inclusive pedagogical approaches for Level 1 and Level 2 Numeracy.
- Learning conversations are now embedded as a practice across all year group and FHs use this approach throughout the year, particularly at tracking periods.
- Staff were consulted when developing the Tracking & Monitoring timeline for session 23/24.
- Implementation of the Equity & Excellence Framework across the BGE, which this session included two attainment meetings to fully evaluate impact of interventions implemented.
- Implementation of a BGE Moderation Calendar for session 23/24.
- A number of departments actively and consistently engaged with their 'critical friend' (identified partnership school).
- Computing PT has worked with the primary cluster to devise a digital literacy strategy.
- Science FH has led BGE Moderation activities across North Ayrshire.
- Staff have successfully implemented new SQA Internal Verification Whole School Policy across all departments, including across wider achievement courses. This has been demonstrated by some external SQA verification visits which have highlighted the policy as an example of best practice.
- AAA audit carried out in session 23/24 was successful on return visit and procedures across the school have been firmly embedded to ensure eligible candidates are supported without undermining the integrity of any SQA qualification.
- Information from Understanding Standards courses and course reports was shared across all teaching staff to promote attendance at these events, leading to effective and consistent use of SQA L&T resources and assessment practices.
- All pupils were consulted regarding our extra-curricular offerings allowing us to tailor our programme to our pupils' preferences.
- A participation tracker was implemented in this session to capture pupils' participation in the wider life of the school.
- Auchenharvie Achieves Programme was successfully implemented for its second year, formally recognising pupils' achievements in and out with school.
- Collegiate sessions were effectively utilised for staff to cross-collaborate and develop an IDL programme ready for 24/25 implementation in the BGE.
- A curricular working group was established and possible alternative NC pathways have been identified and disseminated to middle leaders with a view of accreditation for 24/25.

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.





Standards and Quality Report

School Priority: 1 (continued)

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:

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.

- Opportunities for accreditations in the BGE were explored through the working group.
- Donnie Wood from the Scottish Credit and Qualifications Framework delivered an information session to all curricular leaders to increase knowledge around the range of L3-L6 alternative qualifications.
- All PTPC were provided with SQA progression data and CfE attainment data to further inform and better support all pupils during the options choice process.
- Pupils completed online surveys to match options to career aspirations.
- Programme of L&T observations in place. Observation pro forma updated to incorporate Education Scotland feedback around pace and challenge.
- Sessions delivered by SDS with a focus on labour market intelligence and meta skills.
- Working group in process of embedding meta skills into SLIPP model.
- Digital programmes of CLPL examined from St Matthews and Largs Academy with a view to launching in Aug 2024.
- Updated Auchenharvie Academy L&T Framework to take Ed Scot feedback areas of development into account around differentiated and co-constructed success criteria as well as pace and challenge for the most able learners.
- 1st newsletter issued on co-constructed success criteria in December. Next newsletter to be issued on meta skills.
- PLA delivered session to staff at collegiate on differentiated success criteria. FL English delivered a presentation on the experience so far. It was accompanied by a short video, including feedback from pupils.
- Staff from working group ready to pilot from now until May and will feedback on differentiated and co-constructed Success criteria.
- All staff to start experimenting with success criteria and to feedback during DMs.
- Continue partnership with PLA with a view to embedding differentiated success criteria., with a view of increasing attainment in top 20%. To improve pace and challenge.
- PLA working with English in developing a IDL Fast Fashion and Talk unit.
- PLA working with Maths to develop numeracy strategies.
- Completed NAC Trios visits with Largs Academy and Arran High School to identify areas of strength, good practice and areas for development.
- Visit St Luke's High School and Torphican Primary to look in association with Education Scotland to look at how creative curriculums can play a part in improving whole school learning and teaching.
- Embed slides within SLIPP New Employability course launched and delivered to all S1 and S2 pupils.
- Faculties carried out Lesson Study programme to reflect on and improve aspects of L&T.





Standards and Quality Report

School Priority: 1 (continued)

Next year we plan to:

- Refresh the whole school literacy strategy.
- Provide appropriate whole school CLPL on how literacy can be supported in the classroom, with a focus on oracy.
- Organise Paired Reading Groups given senior pupils opportunities to work with BGE pupils.
- 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 numeracy resources to further strengthen teachers' 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.
- Introduce Higher Applications of Maths to provide an alternative pathway for Maths, thus increasing uptake in the Senior Phase.
- PT Transitions will work collaboratively with Literacy and Numeracy Faculty Heads as well as SfL staff to identify using a range of data, pupils who will benefit from targeted interventions in S1 and S2 for session 24/25.
- Refresh the whole school tracking, monitoring and interventions policy to outline roles and responsibilities for universal and targeted interventions across the BGE and Senior Phase.
- Consult staff for devising a Tracking and Monitoring timeline for session 24/25.
- Offer further professional learning opportunities to maximise the impact of using the Equity & Excellence framework on teaching & learning, thus improving pupils' outcomes.
- Implement a BGE Moderation Calendar of activities for session 24/25.
- Ensure all faculties engage with their critical friend in BGE moderation activities at least three times within the next academic session.
- Ensure all Faculties continue to reflect on the effectiveness and impact of these moderation sessions by completing the Moderation diary for session 24/25.
- Promote the completion of the QAMSO Programme to a wider range of members of staff to further increase confidence in teachers professional judgements across the BGE.
- Continue to implement the whole school Internal Verification Policy across all SQA delivered courses.
- Continue to disseminate to all teaching staff any CLPL opportunities provided by the SQA on understanding standards events, course reports and statistics.
- Continue to embed our whole school AAA policy to ensure appropriate support is given to any eligible candidates at the Senior Phase.
- Implement termly reviews of the participation tracker by each Year Head and PTPC to ensure that participation rate is tracked for all year groups, particularly for CE and YC pupils.
- As a result of the regular reviews, Year Heads and PTPC to communicate this data to the wider staff, allowing a much larger number of staff to intervene and further increase pupils' participation.

Next Steps:





Standards and Quality Report

School Priority: 1 (continued)

Next year we plan to:

- Take forward SCQF Ambassador school programme.
- Implement full IDL programme in the BGE.
- Examine qualifications to support building skills in the BGE and Senior School.
- Increase the opportunities for alternative qualifications across the curriculum.
- Further develop All About You Information to enable smoother transitions and support post school destinations.
- Develop a range of digital options information resources to help support parents and learners when making option choices.
- Collegiate sessions next year to be arranged to further focus on areas of development to build on CLPL input.
- Digital CLPL programme to be launched for 24-25.
- CLPL sessions to be devised using strengths from lesson observation programme.
- CIRCLE programme to be trialled with classes.
- Meta Skills to be incorporated into all lessons.
- Adaptive Learning – pilot to be undertaken.
- Continue to look outwards, working with schools in Barrhead and Dumfries and Galloway to examine methods to continue to improve learning and teaching.
- Continue to work with SDS to embed meta-skills across the curriculum. This will form part of 3 year plan.
- New S2 Employability course to be established.
- Meta skills incorporated into S1 and S2 employability courses.
- PSE input to establish meta skills programme.

Next Steps:





Standards and Quality Report

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.

- During the August In service day, a comprehensive poverty-related attainment gap update was presented to the whole school staff to inform of current needs.
- All stakeholders were consulted in June 2023 by the Head Teacher on how to best utilise the Pupil Equity fund for leading improvements across the school and appropriate priorities were identified and funded throughout 23/24.
- Attainment data at the BGE and SP were regularly reviewed by SLT, PT RAA and House teams, who implemented tailored targeted interventions to maximise attainment for all.
- The implementation of a cycle of two BGE attainment meetings as part of the Excellence & Equity Framework.
- A range of tailored interventions at classroom, faculty and whole school level have been implemented in the BGE as a result of careful data analysis on attainment & achievement of S1 to S3 pupils, thus maximising attainment for all.
- Education Scotland have highlighted the Excellence & Equity Framework as an example of most effective practice and our resources are now part of the National Improvement Hub for other professionals to use.
- Disseminate to all staff in August 2023, P.7 attainment data as well as other BGE attainment data to ensure staff could plan L&T and assessment practices according to pupils' needs.
- Small groups of identified S1 and S2 pupils have benefited from targeted literacy and numeracy interventions from Mrs Booth's input as well as other SfL staff.
- Our SSR provision which opened in August 2022 has worked with a number of S1 and S2 pupils on targeted interventions thus decreasing learners' barriers.
- MCR Coordinator has successfully worked with S1 and S2 targeted groups and has effectively supported identified S3 pupils by matching them with appropriate mentors.
- Effective partnerships with Extended Outreach, Educational Psychologist and colleagues from Health & Social Care Partnership have resulted in further supports for our learners with additional support needs.
- Attainment & Achievement tracking data has been regularly analysed at House meetings throughout session 23/24, allowing House Teams to implement a range of interventions for anyone at risk of not attaining or being off track.
- A continued focus on attendance has taken place within House teams and appropriate range of interventions have been implemented and recorded on attendance monitoring spreadsheets throughout the session.
- Targeting late-coming by introducing late-gate in term 3 and term 4.
- Regular parental meetings have taken place to plan appropriate interventions to reduce emotionally-based school non-attendance.
- Successful partnerships with SDS staff has secured positive destinations for our school leavers.





Standards and Quality Report

School Priority: 2 (continued)

Next year we plan to:

- Refresh the data around the PRAG and present the most updated whole school picture in August 24 INSET.
- Continue to utilise effectively tracking information at class teacher and curriculum leader levels to ensure that the poverty-related attainment gap is minimised, particularly in selected categories such as Care Experienced pupils.
- Streamline the evaluation of the targeted interventions by using alternative paperwork to the one trialled this session.
- Continue to deliver targeted CLPL on the effective use of the E&E resources at class, faculty and Pastoral Care level throughout session 24/25.
- Maximise the number of targeted pupils receiving tailored interventions in literacy and numeracy in S1 and S2 by further training a wider number of SfL staff in specific interventions programmes.
- Enhance our SSR curricula provisions to maximise the effectiveness of our tailored interventions.
- Develop effective tracking and monitoring procedures as well as individual learning plans for all those pupils who access SSR input.
- Continue to work with a wide range of external agencies and partners to maximise supports for all our learners.
- Evaluate impact of late gate and current attendance procedures and interventions to maximise school attendance for session 24/25.
- Continue to work in partnership with all relevant stakeholders to ensure that emotionally-based school non-attendance is minimised.
- Establish a system of tracking and monitoring whole school interventions to better track the impact of these for particular groups of pupils.
- Continue to work effectively with SDS colleagues to maximise positive destinations for all school leavers.

Next Steps:





Standards and Quality Report

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:

- Aerospace, construction and science employers visited all S1 and S2 employability classes to do practical lesson insets. All pupils chose which employer they would like to engage with. All pupils now have a better insight into a career they might be interested in in the future.
- All about you system carried out using Microsoft Forms to allow information to be held digitally on pupils to help with supporting their positive destination.
- Information about you info gathered for S4-6. Information to be gather for lower school next session.
- S4 database to track pupil's destination/work experience up and running. Database will be filtered down to S1-3 to allow PT DYW to select pupils for appropriate opportunities that arise in coming session.
- Nail bar started running in school and staff member trained on aspects of Nail Design.
- Funding received for S5&6 DYW Engineering Skills. Laser cutter purchased. All Technical staff trained on its use for launch in Sept 2024.
- RJ McLeod ran in school sessions allowing 9 pupils to gain their CSCS card training.
- New S1 and S2 Employability course being delivered and will be further developed next session with separate courses for each year group. CoC offered support through various practical employer insets and career awareness sessions.
- S1 & S2 pupils have been offered a college taster session in June – 30 pupils allocated.
- S4 pupils on Focus West have been offered 10 places on college taster session. Taster sessions will help pupils make a more informed choice about pathways after school.
- Monthly opportunities sent to all staff from DYW. "DYW Monthly Calendar". All staff will feedback participation to PT DYW to facilitate them in filling out monthly participation return to DYW Ayrshire . One "good news story" submitted to the chamber to ensure we continue receiving support from DYW Ayrshire.
- All pupils who went on work experience achieved L4 Steps to work qualification in session 23/24.
- Ayrshire College confirmed support for construction, customer service, cycle maintenance and childcare next session.





Standards and Quality Report

School Priority: 3 (continued)

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

Next year we plan to:

Next Steps:

- Employability showcase support requested to the Chamber for support during option time next session.
- Re-launch DYW Nail Bar linking into SCQF level 4/5 qualifications.
- DYW Barista S3 24/25 to be timetabled 2 periods for practical and 2 periods with A Todd from Ayrshire College to undertake customer service course.
- Barista progression S4 onwards. Will be delivered through L5 Retail by Social Subjects Dept. Staff training for L1&L2 Barista booked. 3 current staff trained for 24/25 session: Linked to SQA qualifications.
- DYW Engineering Skills branding session to be run. Course launch date Sept 2024. PT DYW & PT D&T to work together to run event.
- All Aerospace employers offered work experience to DYW Engineering Skills pupils during session 24/25. All pupils to undertake L4 steps to work qualification.
- RJ McLeod have offered to support in sessions 24/25. All construction and DYW Engineering Skills pupils to be put through CSCS card training.
- New S2 Employability course being written by PT DYW. CoC offered support through various practical employer insets and career awareness sessions. Focus initially will be on meta skills to ensure we are supporting the embedding of these into the curriculum.
- Develop a system to allow pupils to profile skills and learners journey.
- Continue to develop links with college to allow skills to be built including in school programme.
- Further range of college taster sessions to allow for skills to be built in S1 and S2.
- All About you system to be fully computer based and information used at option and transition points.
- Extend range of employer opportunities offered to learners in school through CoC.
- S2 Employability course to be launched to support work in S1. Meet with CoC to examine employer input in school.
- Work experience weeks agreed with Chamber of Commerce. Initial work experience to target pupils not sitting exams.
- DYW Engineering Skills launch in Sept for S5/6.
- School will work with SDS to embed meta skills and allow pupils to articulate these and link to labour market intelligence.
- UCAS support re-structured to allow maximum amount of pupils to benefit.
- Focus on National Apprenticeship Week to maximise career opportunities in this area.





Standards and Quality Report

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

This year we managed to achieve:

- Whole school Nurture continues to be a focus. Assessed using nurture observation feedback with all departments/faculties. This is recorded in order to look at next steps for 23/24 in relation to whole school nurture priorities. Nurture training offered in May 2024 so that we have staff who can then be confident rolling out training. All Treehouse team have now been Nurture trained.
- Health and Wellbeing Strategy is now in draft format. Consultation with pupils and staff to take place.
- Positive Relationships Review will be completed and launched in August 2024 with all staff. This will provide a consistency of approach. There has been a full consultation with all partners.
- Bullying Log Analysis – being used to log and identify topics for MVP. Log to be discussed with Personal Safety team to confirm theme of next session. Liaise with CP Coordinators to analysis of WNOG to identify gaps in PSE and also assembly focus as well as external partners
- Attendance Tracking and Monitoring – now have a Attendance team based within the medical room. Period by period truancy tracker, %attendance tracker and late gate pilot introduced. New to completely review processes in line with NA Policy. Self evaluation of this year completed on 10 May 2024
- Personal Safety Sessions - organised for S1 – 4 (initial date changed due to unexpected school closure).
 - Decision made for S4 girls to focus on Pornography and maintaining respect for themselves and coercion.
 - S5 – 6 session delivered in Term 3 after prelims.
 - Team to return during Term 3 for second session with S1 – 4. S4 boys and girls to be split again.
- Mentors in Violence Programme – This programme continues to be rolled out and led by the PC team and senior pupils. Current trained mentors were not able to complete the lessons with S1 Pupils during their PSE time as pupils were extracted to do additional Maths. This lesson will take place in June instead during S2 PSE time. A new group of mentors (new S4) will be trained on Tuesday 11th June and Wednesday 12th June in the PLA. This is to build capacity for future sessions. The current mentors will be given the chance to help and support this training. The new mentors will deliver to the new S1 (current P7) during the two day visits.
- Wellbeing Indicators – tracking and monitoring – interventions based on information gathered. All year groups complete their wellbeing wheel and this is then reviewed by pupils. Analysis of this and how we measure impact and share with staff. SHINE will completed with current S1-S3 in May and senior school in June. Information from this collaged by SHINE and this will then be sent to the school.
- MVP trainers (pupils) will link with Leadership award as this year there was a clash with pupils being removed to do Maths.

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.





Standards and Quality Report

School Priority: 4 (continued)

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:

- Wellbeing and Leadership Level 5 Award being offered to all S3 before they move in S4.
- Wellbeing Ambassadors programme developed to support peer group, Wellbeing Ambassadors have been identified. They have been involved in wellbeing walks around the school. Using this they have created a plan and this will be taken forward next session.
- In-service day input and feedback in relation to updating the Positive Relationships policy within the school. Teacher workshops during in-service and collegiate events. Meetings with pupils and questionnaire issued to parents/carers.
- Use of Go To person and Go To place with in the school for pupils who require extra support. All staff were issued with Go To top tips for their lanyard.
- Use of ASN overview to share needs to all pupils. This is being further developed by creating an Intervention tracker. Updates from Staged Intervention meetings to staff. Team meetings involving staff and parent in order to share strategies and move forward positively to support pupils.
- Staff CLPL – all PC team now ASIST trained along with some of Treehouse/Support for Learning and SLT team. In addition teaching staff have been trained. All Support for Learning Team, Nurture and Treehouse Team are now LIAM trained. AA now has 10 staff members trained in LIAM. PT Sfl coordinating LIAM in AA and taking forward to support targeted learners. SSR team will use to support children who are referred to this area.
- School Counsellor— Transition from S2 to S3 met with pupils and wrote down worries and where there were common themes. Will continue to monitor until the end of term 4 which includes checking in with pupils.
- Donna Shillinglaw, Anxiety Therapist worked with S4-S6, this was an opt in. The focus was on exam stress, anxiety and study habits to get pupils better prepared and more resilient.
- LIAM/NURTURE/ASIST - all PC team now ASIST trained along with members of Treehouse/Support for Learning and SLT team. In addition some teaching staff have been trained. All Support for Learning Team, Nurture and Treehouse Team are now LIAM trained. AA now has 10 staff members trained in LIAM. PT Sfl coordinating LIAM in AA and taking forward to support targeted learners. SSR team will use to support children who are referred to this area. All Treehouse team are Nurture trained, as are some from Support for Learning Team.





Standards and Quality Report

School Priority: 4 (continued)

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

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.

- SSR team – timetable to support pupils who have been identified through the inclusion group process or through transition events and observations. Sessions offered to staff and parents/carers. Wellbeing burst have continued this year. Regular updates to parents as well as formal STINT meetings. Timetable created however team felt that due to staffing it was being more reactive than proactive. Team have been tracking pupils input but this needs to be revisited as impact needs to be measured.
- AAA parents evening completed. Parents invited in to presentation on AAA with SQA involved. Parents responded positively and it gave them a greater understanding of procedures. To be included next session in AUG/SEPT.
- Young Carers – there has been an increase in number identified in school. All pupils have completed their Young Carers statement which includes statements being reviewed in term 3. Young Carer service, is coming into the school fortnightly to check in with current and recently identified young carers. Current P7 Young Carers will be invited to an event at Auchenharvie in June 2024 and be given the chance to interact and complete an array of activities with fellow young carers who are currently Auchenharvie pupils. This will provide a good opportunity to establish a peer support network as the young carers in P7 transition to Auchenharvie Academy.
- Care Experienced PROMISE events – pupils have attended and participated in North Ayrshire Events. Monthly care experienced lunches are now taking place. Partners come into the school to support this.
- MCR continues to be a fantastic support to our young people. Mentors are being sourced for S3 onwards and numbers who are receiving this input has increased. Currently sitting at 40 young people with mentors and 20 for group work - figures will change soon with young people leaving for a positive destination etc. (2nd highest figures in North Ayrshire).
- Targeted Nurture – the decision is not to continue with this in session 24/25.





Standards and Quality Report

School Priority: 4 (continued)

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

Next year we plan to:

Next Steps:

- Launch Positive Relationships policy and review at end of each term with all partners.
- Launch Wellbeing Strategy at the end of term 2 – 24/25.
- Review attendance monitoring procedures in line with NAC policy.
- Strengthen MVP by having more staff and pupils involved and trained.
- Whole School Nurture – need to revisit all language and behaviour is communication element.
- Explore how the targeted nurture area will be used to support children's wellbeing.
- Recording and analysis of wellbeing indicator feedback from pupils – use a system that captures the information and this information is shared with all staff.
- Wellbeing Ambassadors plan put into action – led by PT PC.
- Use SHINE to gather wellbeing indicator feedback and agree a plan for next steps and measuring impact.
- Revisit soft start programmes.
- Go to person CLPL – to offered to support this role. Use staff who are ASIST trained to support CLPL.
- Create a wellbeing CLPL programme which includes in-service day input and opt in sessions.
- SSR team processes being reviewed for session 24/25 including paperwork.
- Meeting in June 2024 to create a plan for Donna Shillinglaw input in session 24/25. The focus will be on targeted groups.
- Young Carers – introduce young carer lunches.
- All staff to complete the Promise Education Scotland Award so that the school is recognised as a Promise school.
- Build on the current plan for Young Carers – input at assemblies/PSE.
- Settling Engaged and Involved groups for new S1 to take place in The View session 24/25.





Standards and Quality Report

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 evi- dence:

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:

- Roll out of Harvie Hero to each faculty with personalisation to the articles being covered, as well as having a system in place to track the articles being covered and record staff engagement with the process. Worked in collaboration with Promoting Positive Relationships review with the aim to include Rights in the policy (still in progress). Tracking of Articles at whole school level also in place, demonstrating Rights out with curricular areas. The first draft of the charter was put out to all pupils and staff for feedback, around 200 pupil responses and 40 staff responses. Changes to charter have been made, as highlighted from staff and pupil feedback.
- Online LGBT awareness training was offered to all staff from 15th Jan – 26th Jan 2024. 23 members of staff have now completed the training.
- Staff were emailed regularly and reminded about LGBT training to promote and about Bronze Charter Journey. School website has an update to inform parents / carers.
- LGBT History month was the chosen campaign. Staff working group have identified suitable materials which were used in PSE in Feb 2024.
- LGBT Widening Achievement Group ensured that Posters / materials from LGBT Youth Scotland & other relevant LGBT groups available and visible around the school.
- Working Group are currently looking at inclusive classroom environments as their next task as this information is required to achieve Charter status.
- Implementation of a revised Pupil Voice Calendar.
- Embed a strong culture of inter-house ethos building activities through planned faculty / department initiatives.
- A variety of Parent/Carer initiatives to support with transition (parents in partnership, Lego workshops and wellbeing workshops), computing classes to support families with IT based skills to support home learning. Continuing to link with partners to support families with their own wellbeing, financial inclusion and support with school. Support around holiday time with food and household items are also now embedded into our plans.
- We have a very active COSD pupil group who are engaging at national level and leading the way in address poverty related issues in schools from a pupil's perspective.





Standards and Quality Report

School Priority: 5 (continued)

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

Next year we plan to:

Next Steps:

- Achieve Silver Status as a Rights Respecting School.
- Bronze charter status will be achieved so this should be promoted around the school and online.
- Re introduce this improvement item to our school practice as part of evolving plans for QI 3.1.
- Further review the effectiveness of our Pupil Voice Calendar to ensure it captures all of the relevant improvement issues on the school/ pupil improvement agenda.
- Revise our approaches to using HGIOURS to capture pupil voice through 'feedback Friday'.
- Explore more rigorous pathways to accredit pupil leadership / participative activities within our school.
- Re-establish the effectiveness of the Pupil Councils to strengthen their role and participation in school life.
- Embed our COSD ambassadors work into the life of the school with their involvement in various activities. Continue to engage with parents/carers and offer the activities and supports they require.
- Link with pastoral staff around a wellbeing/exam support evening prior to prelims.





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 2024/25* 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 2024/25 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





Standards and Quality Report

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
2023-24	87.0%	87.0%	84.4%
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%
2017-18	84.0%	84%	80.8%
2016-17	96.2%	93.2%	94.0%

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

Cohort Year & Numbers	Performance % Numeracy
2023-24	71.00%
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
2024/112 pupils	88.40%	89.30%	72.30%	66.00%
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%

4. Whole School attainment trends by end of S4

Year/Pupils in S4	5@3	5@4	5@5
2023/144 pupils	93.75%	76.39%	58.33%
2022/126 pupils	89.68%	69.05%	42.86%
2021/120 pupils	97.45%	76%	43%
2020/108 pupils	90.74%	74.07%	46.29%
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%





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
2023/ 106 pupils	83.96%	64.15%	37.74%
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
2023/ 63 pupils	95.24%	84.13%	60.32%	31.75%
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

NAC Quality Assurance “Trios” — March 2024

In March 2023 the headteachers and a team of teachers from Largs Academy and Arran Academy visited Auchenharvie Academy. During the visit, they talked young people and worked closely with the headteacher and staff to evaluate our performance and capacity in the delivery of Learning, Teaching & Assessment.

Process			
1.	Identify area of focus through SE analysis		
2.	Pre meet		
3.	Visit and feedback		
4.	Follow up meeting – Senior manager with HT – Time relevant to focus		
5.	Reporting: Clarity, template		
Term 1	Term 2	Term 3	Term 4
Trio planning: <ul style="list-style-type: none"> • dates • times • focus • expectations • Resources - External and Internal 	Visit 1 Evaluation 1	Visit 2 Evaluation 2 Visit 3 Evaluation 3	Evaluation with Trios Trio team: Plan for next session Capacity

They made the following evaluation of our capacity in this regard.



North Ayrshire Council: Communities (Education)
Quality Improvement Framework

2023 - 2024

Trios Feedback
2.3 Learning, Teaching & Assessment

Establishment: *Auchenharvie Academy* Head Teacher/Head of Centre: *Calum Johnston*

Date: *22/3/24* Agreed evaluation of QI: *5/6 (Very Good/Excellent)*

Focus of visit:

1. Learning and engagement
2. Quality of teaching
3. Effective use of assessment
4. Planning, tracking and monitoring





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 key programmes into our curriculum with our partners DYW Ayrshire and The Ayrshire College. 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. This session saw the Launch of our DYW Engineering Skills pathway to provide pupils with valuable skills and experience toward engineering careers. 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				DYW Ayrshire Developing the Young Workforce
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	SFW & PEO Programmes	Employment
Ayrshire College Burst Childcare		Skills for Work Early Education/Childcare	NPA Sport and Fitness	Apprenticeships
		Mental Health and Wellbeing Award	DYW Course Engineering Skills	Volunteering
Respect		Determination		Equality



Respect Equality Determination





Standards and Quality Report

Kai — Barista/Smoothie Bar

Kai began engagement with barista training this year. He has been working on his barista qualification throughout this session and has seen a growth in his confidence and communication skills. Kai did not have great relationships with all teachers and as a result, would avoid classes. Kai has attended every Barista session and has worked on his communication skills. He takes orders from teachers and delivers their hot drinks each Friday. Kai has formed good close relationships with the teachers who ordered drinks and in turn has now felt more confident in attending classes as he has a strong rapport with the teachers. Kai enjoys interacting with staff and can see himself in a career in sales/business when he is older. He has a great personality and we know he will go far in this line of work. It has been great to see Kai's confidence grow this year and seeing him enjoying school now as a result.



Heather – Cycle Maintenance

Heather has shown a keen interest in all Technical subject since S1. She loves working with her hands and getting involved in practical lessons. Heather is a quiet pupil and has low confidence. We encouraged her to try the cycle maintenance course in her S3 year. It has been great to watch Heather's confidence grow this year and seeing her practical skills really develop and flourish. Heather made a great impact on the Ayrshire College lecturer and he requested her hard work and determination was acknowledged. Heather received an award for cycle maintenance at our prize giving event at Auchenharvie Academy. We are sure Heather will do well in any career she picks and we are looking forward to seeing where her skills take her!



Jay— Construction

Jay spent most of S3 and S4 arriving to school late and avoiding his timetabled classes. He did not have a clear pathway in mind as a positive destination. To try and engage Jay and prepare him for the world of work, a place was offered on our Construction and Customer Service courses as part of his S5 timetable this year. We were unsure of the impact that this would have on Jay's attendance and engagement with school. Since attending Jay has been in school for all periods of the subjects and has developed a range of skills that will help to prepare him for his next steps. Jay has achieved his CSCS card and as a result, he has completed a work experience with Robertson Construction where he was able to use his card and get out on site having hands on experience of the construction trade.



AUCHENHARVIE ACADEMY



Standards and Quality Report

Developing The Young Workforce



Respect Equality Determination





Standards and Quality Report

Achievement at Auchenharvie Academy



In August 2022, 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 700 merits were awarded to pupils as part of our Harvie Hero programme throughout the course of the year with pupils gaining skills and qualities in line with our school values. Science pupils visited Dumfries House for the official opening of the Rural Studies Centre (only 1 of 2 schools invited) and our visit made National TV on Countrywide. A number of S2 and S3 girls secured places at Strathclyde University for Engineering programmes and spent time at the University this year following a course of studies.

For British Science week our Science Department hosted events including challenge days for our primary schools, careers events in school for BGE and a reward trip to Glasgow Science centre for S1-3 pupils. Pupils also received visits in school from a range of guests including Kelly from Robertson Construction, Christina from RJ McLeod and Amalgamate Training to train our S6 pupils up to achieve their L6 First Aid Qualification. Pupils visited many businesses throughout the year including, Ayrshire College for a range of taster activities, Turnberry to investigate roles in hospital-ity. Our S2 pupils undertook First Aid training and also had Aerospace Employers in to do practical lessons during their Employability periods. 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 competed in the UK Finals in Birmingham and won Judges Choice Award which recognised their commitment and hard work. All F1 pupils gained a Level 5 STEM Leader Award. We also gained our first green flag through the Eco Schools Scotland Programme. Pupils from S3 won a grant of £3000 for the National Autistic Society 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 25 hours participation in school activities	Awarded for 35 hours participation in school activities	Awarded for 45 hours participation in school activities	Awarded for 55 hours participation in school activities

EXAMPLES:
 • Participate in mental fitness for 15 hours - **BRONZE AWARD**
 • Participate in homework club for 25 hours - **SILVER AWARD**
 • Participate in chess club for 15 hours and football team for 30 hours - **GOLD AWARD**
 • Participate in chess club for 15 hours, dance club for 12 hours and board for 20 hours - **PLATINUM AWARD**

OUT OF SCHOOL ACHIEVEMENT

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

EXAMPLES:
 • Dance regularly for the local dance club - **BRONZE AWARD**
 • Selected for a regional football team - **Silver First School/Yearbook** - **SILVER AWARD**
 • Represent Scotland in a national golf competition - **GOOD AWARD**
 • Win a national chess club or rugby with a 1st school team - **PLATINUM AWARD**

Celebrated at assemblies, on Social Media and through achievement newsletters.
 Pupils will receive certificates and badges to recognise in school achievement as well as home 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

