

Standards and Quality Report

June 2026

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2026-2027.

I hope that you find it helpful and informative.

Calum Johnston



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, located in Stenston, serves the communities of Stevenston and Saltcoats (South). The school is part of a cluster that includes five primary schools and also welcomes a small number of pupils from other nearby primary schools. We have built strong partnerships with children, parents, carers, families, and the wider community. As a school, we are committed to continually improving outcomes for our learners and addressing inequalities affecting our pupils and their families.

The school roll is currently 676 pupils. This is staffed by a Head Teacher, four Depute Head Teachers, nine Curriculum Faculty Heads/Principal Teachers, four 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 53.1 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 45% 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; 84.7% of our pupils live in the 30% most deprived data zones.

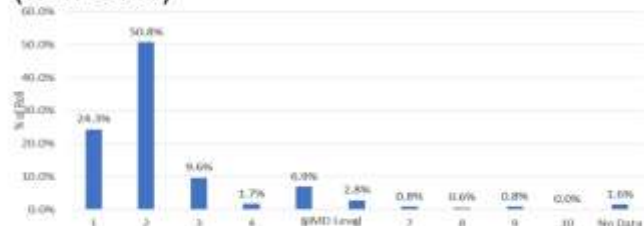
The deciles are based on Scottish Government's Scottish Index of Multiple Deprivation where decile 1 is the most deprived and decile 10 is the least deprived. The illustration below describes our context. Research demonstrates the link between poverty, deprivation and levels of attainment. We are working hard as a school to improve outcomes for learners and reduce inequalities.

Key facts about our school roll:

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



**SIMD At Auchenharvie Academy
(roll 676)**



Our key challenges remain –

- High unemployment**
15,530 people are claiming "out-of-work" benefits
- Low skills**
12% of our population have no qualifications
- Lack of jobs**
employment rate of 94.1%
- Population decline**
3.6% projected population decline to 2026
- Deprivation**
a quarter of our area is in Scotland's 15% most disadvantaged





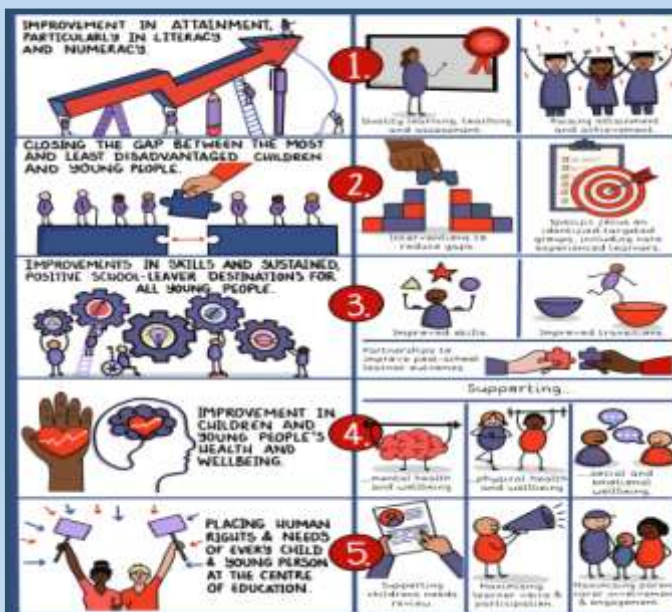
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Context Of Our School (continued)

Auchenharvie Academy has benefitted from additional resources provided through the Scottish Attainment Challenge. We work in close collaboration with the North Ayrshire Council (NAC) Family Learning Team to support wider learning initiatives and promote equity within our school community. These efforts are further enhanced by the strategic use of our Pupil Equity Fund (PEF) allocation, enabling us to deliver targeted support and impactful interventions.

Learning and teaching across the school are strong in most classes, with many aspects rated as very good or better. However, there is a clear ambition to move from very good to excellent by continuing to develop our approach to learning and teaching by increasing the use of active learning across the school. This means pupils will have more opportunities to take part, engage and learn in ways that suit them best. Staff will be supported through ongoing professional learning to ensure a consistent, high quality experiences for all young people. We will also focus on adaptive teaching and learning to meet the needs of every pupil, while ensuring appropriate pace and challenge. Staff will continue to work together to share effective practice and build on approaches that are making a positive difference to pupils' engagement and progress.

Our school improvement priorities for this session were developed in consultation with all teaching staff, all pupils, and through an open invitation to all parents. In addition, we collaborated with a range of partners in shaping these priorities. They align closely with North Ayrshire Council's strategic aims and are designed to help us achieve our school vision: to provide an equitable and excellent learning environment for all pupils and to support them in progressing towards positive and sustainable post-school destinations.





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Abbreviation Glossary

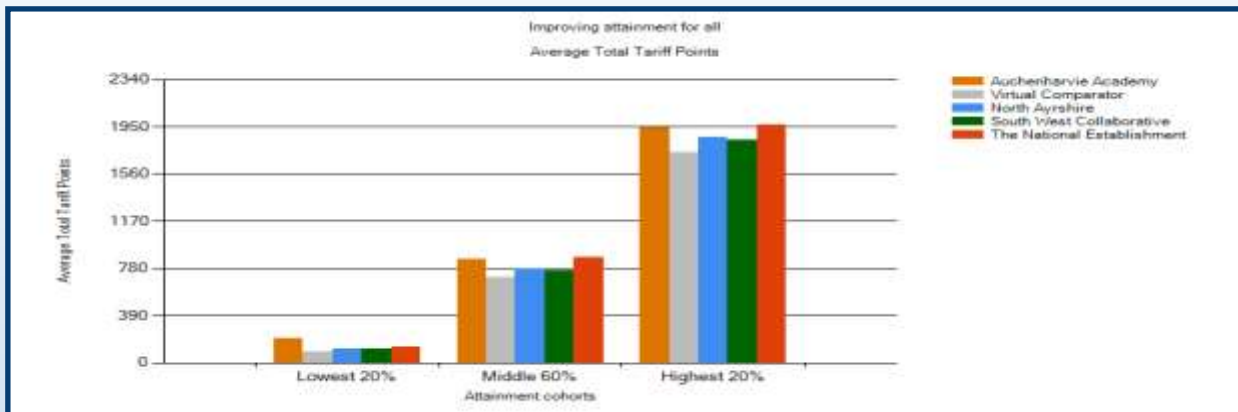
- **ASN:** Additional Support Need
- **BGE:** Broad General Education from S1 to S3
- **CfE:** Curriculum for Excellence
- **CE:** Care Experienced
- **CLPL:** Career Long Professional Learning
- **COC:** Chamber of Commerce
- **DYW:** Developing the Young Workforce
- **HGIOS 4:** How good is our school 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
- **QS:** Qualifications Scotland
- **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





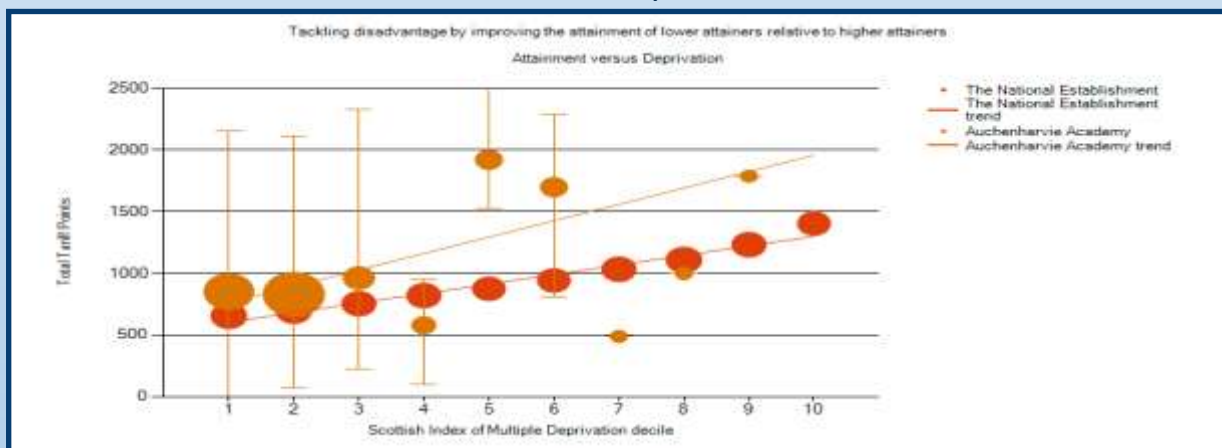
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Attainment For All



The bar chart above shows the attainment of all school leavers in S4, S5 and S6 in 2024/25. Auchenharvie Academy has demonstrated improved attainment across all groups. Our lowest attaining 20%, our middle 60% and our highest attaining 20% are all performing greater than our virtual comparator and in line with or greater than all other comparators.

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.



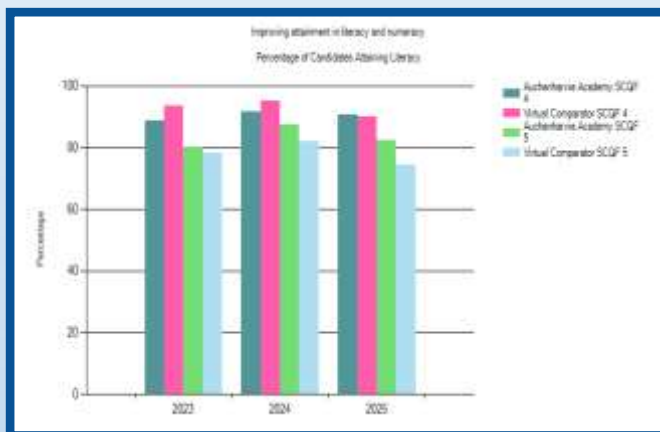


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Insight Data

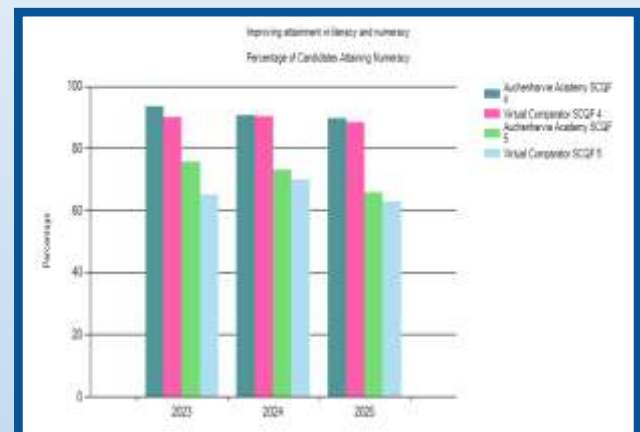
The Scottish Government produces data in a system called 'Insight' that shows the school's progress in 4 main areas: attainment in literacy and numeracy, attainment overall, attainment in relation to deprivation and leaver destinations. Our data is compared to a 'virtual comparator' which is made from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



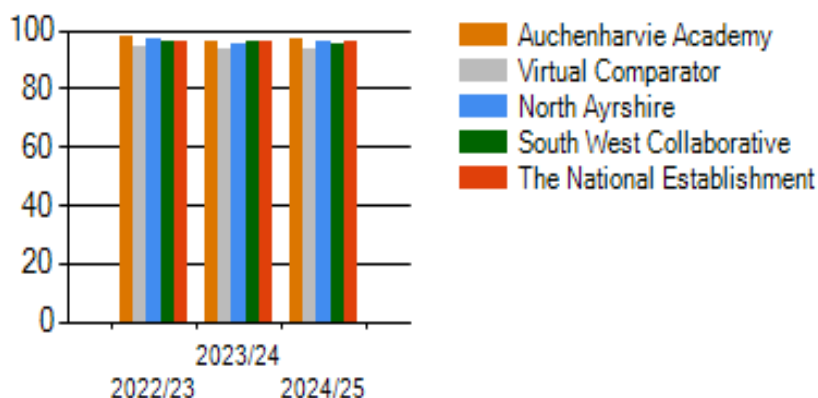
In literacy, our young people attain **greater** than our virtual comparator at both level 4 and at level 5.

% of School Leavers Attaining Numeracy



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

Increasing post-school participation Percentage of School Leavers in a Positive Destination



97.35% of our leavers in 2024-25 achieved a positive destination. This is **greater** than our virtual comparator as well as North Ayrshire and National averages.





Standards and Quality Report

School Priorities 2025-26

The Auchenharvie Academy School Improvement Plan for session 2025-26 was aligned to the 5 priorities of the National Improvement Framework. The plan was created under these 5 priorities, based on robust 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

	PRIORITY 1	PRIORITY 2	PRIORITY 3	PRIORITY 4	PRIORITY 5
Priority Area	Improvement in attainment, particularly in literacy and numeracy	Closing the gap between the most and least disadvantaged children and young people	Improvement in skills and sustained, positive school-leaver destinations for all young people	Improvement in children and young people's health and wellbeing	Placing human rights and needs of every child and young person at the centre of education
Themes	- Quality learning, teaching and assessment - Raising attainment and achievement	- Interventions to reduce gaps - Specific focus on identified targeted groups, including care experienced learners	- Improved skills - Improved transitions - Partnerships to improve post-school learner outcomes	- Supporting mental health and wellbeing - Supporting physical health and wellbeing - Supporting social and emotional wellbeing	- Supporting children's needs review - Maximising learner voice and participation - Maximising parent/carer involvement and engagement

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



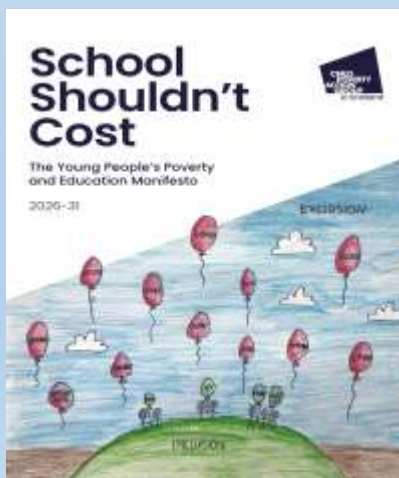


Standards and Quality Report

Pupil Equity Fund 2025-26

For the academic session 2025-26 Auchenharvie Academy was allocated £139, 650 through the Scottish Government's Pupil Equity Fund (PEF). This allocation was based on the number of pupils registered for Free School Meals at the time of distribution. In consultation with pupils, parents, staff, and partners, the school identified key priorities, which have shaped our targeted 'PEF Streams'. These streams focus on the following broad areas: literacy and numeracy, health and wellbeing, family learning, pupil participation, mitigating the impact of poverty by enhancing the quality of teaching and learning experiences, pupil voice and participation and Developing the Young Workforce.

Further details on how PEF funding is being used can be found in our annual PEF report, available on the school website. ■



Respect Equality Determination





Standards and Quality Report

School Priority: 1

Priority Area

To improve attainment, particularly in literacy and numeracy for all learners

Themes

Quality learning, teaching and assessment

Raising attainment and achievement

How Good is Our School (Version 4) Quality Indicators

1.3, 2.3, 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.

- A new **whole-school literacy policy** was introduced to help strengthen pupils' reading, writing and communication skills across all subjects.
 - Staff have taken part in ongoing **professional learning**, supported through an online platform, helping to improve the quality and consistency of learning and teaching.
 - Teachers worked together through a series of **literacy moderation sessions**, helping to ensure greater consistency in how pupils' work is assessed. This work has also been supported through collaboration with partner schools.
 - As a result, there is now increased confidence among staff and greater consistency in professional judgement.
 - School data shows **improvements in literacy attainment**, particularly in writing accuracy, use of subject-specific vocabulary and exam technique.
 - There has been a continued focus on improving **learning and teaching**, including the use of more active and engaging approaches in the classroom.
 - Study skills have been further developed across the school, including a dedicated **Study Skills Month**, supporting pupils to become more independent learners.
 - Staff have continued to share effective practice, including the use of digital technology and strategies to support exam success.
 - A focus on **adapted teaching and learning**, alongside classroom observations, has supported improvements in challenge, pace and feedback.
 - These approaches are helping to provide more consistent learning experiences and are beginning to improve pupil engagement, attainment and achievement.
 - Feedback from both pupils and staff has also been gathered through a **whole-school survey** to help inform future priorities.
 - Pupils' **skills for learning, life and work** have continued to be developed through a focus on meta-skills, which are now embedded across lessons and within the S2 employability programme.
 - Opportunities for **learning across different subjects** have increased, including the Youth and Philanthropy Initiative, with further developments planned.
- Ongoing reviews of learning and teaching, alongside staff training, are supporting greater consistency and improved outcomes across the school.





Standards and Quality Report

School Priority: 1 (continued)

Next year we plan to:

Next year, we will continue to build on this progress:

- We will continue to embed our **whole-school literacy approach** and introduce a new **numeracy policy**, supporting pupils' skills in reading, writing and working with numbers across all subjects.
 - We will introduce **numeracy moderation sessions**, helping staff to assess pupil progress more consistently and support improvements in numeracy attainment.
 - Staff will continue to take part in **professional learning**, with a particular focus on literacy and numeracy.
 - We will further develop **active and engaging approaches to learning and teaching**, ensuring high-quality learning experiences for all pupils.
 - There will be a stronger focus on staff working together to **share effective practice**, including through joint classroom observations and collaboration.
 - Feedback from the whole-school survey will be used to **inform next steps and priorities**.
 - We will continue to develop opportunities for **learning across subjects** and further embed programmes that support skills for learning, life and work, including within S3 and the S1 employability programme.
- We will expand opportunities for **professional learning**, including staff-led sessions to share good practice and further strengthen learning and teaching across the school.

Next Steps:



Respect Equality Determination





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.

This year, we have strengthened how we support pupils' progress, attainment and wellbeing across the school.

- Our **Principal Teacher of Raising Attainment** led staff training at an in-service day, sharing up-to-date information on pupil progress and attainment. This was also followed up with written updates to ensure all staff were fully informed and able to respond quickly to pupils' needs.
 - The **Principal Teacher of Raising Attainment** also introduced a new digital system for managing learning tasks and tracking progress. Staff feedback has been very positive, with the new system making processes more efficient and easier to use.
 - Pupils, parents/carers and staff were all consulted on **Pupil Equity Funding (PEF)** priorities, helping us ensure that funding is used in ways that best support our young people.
 - Our **Secondary Support Resource (SSR) team**, alongside classroom teachers, increased the number of pupils in S1 and S2 receiving **targeted support in literacy and numeracy**.
 - We expanded our **SSR provision (The Treehouse)**, allowing more pupils to access tailored support across a wider range of subjects and needs.
 - Staff developed **individual learning plans** and used improved tracking systems to monitor pupil progress and ensure support was having a positive impact.
 - School staff worked closely with a range of **external agencies and partners**, including wellbeing and support services, to provide additional help for pupils where required.
 - Our **Senior Leadership Team and pastoral care staff** reviewed attendance procedures and interventions to improve school attendance.
 - Staff have continued to work in partnership with families and external services to support pupils experiencing difficulties attending school, including those with anxiety-related non-attendance.
- We have worked closely with **Skills Development Scotland (SDS)** to support all school leavers in moving on to positive destinations such as further education, training or employ-



Respect Equality Determination





Standards and Quality Report

School Priority: 2 (continued)

Next year we plan to:

Next year, we will continue to build on this work:

- The **Principal Teacher of Raising Attainment** will continue to provide regular updates to staff on pupil progress, beginning with the August in-service day, ensuring support remains targeted and effective.
 - The new digital system for planning and tracking learning will continue to be used and refined.
 - We will continue to involve **pupils, parents/carers and staff** in decisions about how Pupil Equity Funding is used.
 - Our **SSR team** will extend support to include a small number of **senior phase pupils working towards National 3 and 4 qualifications**, ensuring they receive the support needed to achieve success.
 - Attendance will remain a **key priority** for the Senior Leadership Team and pastoral care staff.
 - We will review and strengthen our **safe arrival procedures** to ensure all pupils are accounted for and supported at the start of the school day.
- We will continue to build on our partnership with **Skills Development Scotland**, making full use of their enhanced service to support young people into positive destinations.

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

2.2,2.7.3.2,3.3

This year we managed to achieve:

This year, we have continued to strengthen opportunities for young people to develop skills for learning, life and work.

- Our **Developing the Young Workforce (DYW) team**, alongside subject staff and partners, organised an **S2 Employability Showcase event**, giving pupils the opportunity to meet employers and learn more about future career pathways.
- In partnership with **Ayrshire College and the Computing faculty**, we introduced a new **DYW Cyber programme**, supporting pupils to develop digital and cyber skills.
- Staff training has been expanded, with one member of staff now qualified to deliver **Cycle Maintenance** and another trained to deliver a **Level 5/6 Nail course**, widening the range of courses available to pupils.
- We have continued to strengthen links with **external partners and Ayrshire College**, providing pupils with clear **vocational pathways** and opportunities beyond school.
- Our partnership with **Lockhart Campus** has supported pupils with additional support needs through tailored programmes.
- Staff were introduced to the **Learner Profile tool**, supported by Skills Development Scotland (SDS), helping pupils to reflect on and track their skills and achievements.
- Targeted **work experience opportunities** were arranged for S3 pupils, supporting their understanding of the workplace.

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: 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 year, we will build on this progress to further develop opportunities for all learners:

- The **DYW team** will organise a further S2 Employability Showcase, with an increased number of employers involved to provide even wider opportunities.
- We will reintroduce the **Cycle Maintenance course** and launch the **Professional Nail course** as part of the curriculum for targeted groups of pupils.
- All DYW courses will be further developed through **partnerships with employers**, providing real-life experiences such as workplace visits and input from industry professionals.
- We will review and strengthen **accreditation opportunities**, including the introduction of volunteering awards, to recognise pupils' wider achievements.
- We will continue to promote **vocational pathways**, particularly through the school/college link programme, ensuring targeted pupils can access appropriate opportunities.
- Our partnerships with **Lockhart Campus and DYW programmes** will continue to be developed.
- The **Learner Profile tool** will be rolled out more widely across the school, helping more pupils to understand and showcase their skills and achievements.
- We will build on the success of **targeted work experience**, increasing both participation and the number of opportunities available to pupils.

Next Steps:





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

3.1

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:

This year, we have continued to strengthen our work around wellbeing, inclusion and positive relationships across the school.

- Our **Senior Leadership Team** launched the "**Attendance Matters**" campaign at the first in-service day, reinforcing that attendance is a shared responsibility across the school.
- A draft **whole-school attendance policy** was developed, with updated communication to better support families and pupils.
- An analysis of latecoming was carried out and a new **registration system** introduced to improve punctuality.
- Our **Mentors in Violence Prevention (MVP) programme** has been further developed, with additional pupils trained, including an increased number of boys, and more male staff involved to provide positive role models.
- Pupils and staff took part in national campaigns such as **Reclaim the Night, White Ribbon Day** and the **16 Days of Action**, helping to raise awareness of gender-based violence.
- A whole-school **pledge to challenge gender-based violence** was introduced and displayed in school.
- Our **Nurture and Inclusion approaches** have been strengthened, including the introduction of classroom observations with a focus on supporting all learners, including neurodivergent pupils.
- The **Promise Pupil Champions group** has been established, with pupils taking part in sessions focused on care experience and contributing to wider school events.
- Our **Anti-Bullying Policy** was relaunched, alongside a programme of learning activities delivered across departments during Anti-Bullying Week.
- Clear guidance on how to report concerns was shared with pupils and staff, supported by videos and communication materials.





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

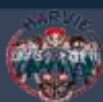
2.1

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:

- A guide for **parents and carers** was developed to help families respond to any bullying concerns.
- Our **Wellbeing Ambassadors** group was relaunched, with pupils leading activities and raising awareness across the school.
- Staff and pupils have been supported through a range of **wellbeing initiatives**, including sleep training programmes, mental health inputs and the launch of a **whole-school well-being programme** linked to Mental Health Awareness Month.
- A **Wellbeing Indicator assessment tool** has been introduced to track and support the wellbeing of all pupils. This is supported by a school-wide system for tracking interventions, involving staff such as our **MCR Pathways Coordinator, Youth Worker, SSR team and Area Inclusion Worker**.
- Our **Staged Intervention Framework** has been refreshed, improving how we identify and support pupils who need additional help.
- New support groups, such as the **Reflections Girls' Group**, have been introduced, alongside opportunities for families to engage through **Treehouse sessions**.
- A **Young Carers Champions group** has been established, and the school has applied for the **We Care Award**.





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

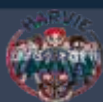
How Good is Our School (Version 4) Quality Indicators

2.1

Next Steps:

Next year we plan to:

- We will finalise and implement a new **whole-school relationships policy**, ensuring a consistent approach to behaviour, wellbeing and inclusion across the school.
- We will continue to develop the **MVP and Equally Safe at School (ESAS) programmes**, with a stronger focus on pupil leadership, prevention and early intervention.
- Further staff training will be provided, particularly increasing engagement from male staff to support positive role modelling.
- A new **Gender-Based Violence policy** will be introduced, with clear guidance for pupils, staff and families.
- Pupils will play an increased role in leading awareness activities, including workshops, campaigns and work with partner primary schools.
- Our **Wellbeing Ambassadors** will receive further training and take on mentoring roles to support younger pupils, with their achievements recognised through awards.
- We will strengthen engagement with families by offering **parent/carers information sessions**, particularly around wellbeing topics such as sleep and relationships education.
- A **PSE newsletter** will be introduced to keep families informed about what is being taught and how they can support learning at home.
- Staff will continue to develop their understanding of wellbeing through training on the **Wellbeing Indicator Toolkit**, which will also be used to further improve the PSE curriculum.
- We will deepen our use of wellbeing data to identify key messages and areas of focus across the school.
- We will continue to promote wellbeing as a **whole-school responsibility**, aligned with national guidance, and develop a new **whole-school wellbeing policy** to support this work.





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:

This year, we have continued to develop pupil voice, inclusion and strong partnerships with families and the wider community.

- The school has made progress towards achieving the Silver Rights Respecting Schools (RRS) Award. A review of our action plan is underway, led by Principal Teachers and Faculty Heads, to ensure it reflects recent curriculum changes.
- Work has taken place across departments, including Science, to strengthen how children's rights are embedded in learning.
- Pupils have had opportunities to share their views through Pupil Council, Junior and Senior Leadership Teams, with their contributions recorded and used to inform school improvements.
- Our Positive Relationships Policy has been reviewed to ensure a clear link to children's rights.
- Pupils have been involved in campaigns and social justice activities, with evidence shared through school communication platforms.
- We have continued to develop our work towards LGBT+ inclusion, including registering for the Gold Award and strengthening opportunities for pupils to take part in related groups and activities.
- A dedicated lead for pupil participation has been appointed to strengthen pupil voice across the school.





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/carers 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:

- Pupils have taken on leadership roles, with Junior Leaders leading assemblies and Senior Captains supporting younger pupils, including creating study materials.
- Wider achievement opportunities have been expanded, allowing pupils to gain recognised awards and develop skills beyond the classroom.
- The school has introduced a Pupil Voice Newsletter and increased use of social media to share pupil achievements and views.
- We have continued to strengthen parent and carer engagement, including hosting a Pathways Event for S2 and senior pupils, providing information on future options and career pathways.
- A range of transition activities for P7 pupils and families have been delivered, helping to support a smooth move to secondary school.
- A parental engagement calendar has been developed to keep families informed of key events and opportunities.
- The Community Café has been established, providing a welcoming space for parents, carers and community partners to engage with the school.
- Partnerships have been developed with organisations such as Dementia Befriending Services, offering pupils opportunities for volunteering and wider achievement.
- Pupils have represented the school at local and national level through Cost of the School Day (COSD) initiatives, contributing to discussions on reducing barriers to participation.





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/carers 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 year, we will continue to build on this progress:

Next Steps:

- We will continue our work towards achieving the **Rights Respecting Schools Silver Award**, including establishing **RRS Ambassadors** and increasing awareness of children's rights across the school.
- Feedback from pupils, parents/carers and staff will help us to further develop our **whole-school rights charter**.
- We will relaunch **Harvie Heroes** to better recognise and celebrate pupils' achievements both in and out of class.
- We will continue to strengthen pupils' understanding of rights and global issues through learning and pupil-led activities.
- We will work towards achieving **LGBT+ Gold Award status**, while increasing staff training and further embedding inclusive practice across classrooms and school life.
- We will develop a **Pupil Improvement Plan** to track and support pupil-led initiatives and leadership opportunities.
- Pupil leadership programmes, including buddying between year groups, will be further developed to support wellbeing and transition.
- We will improve how we track and monitor pupil participation to ensure all pupils have access to leadership opportunities.
- We will continue to increase participation in **inter-house events and wider school activities**.
- We will continue to strengthen **partnerships with families**, including developing new opportunities for engagement through programmes such as the S3 EmpoweED initiative.
- The Community Café will continue to grow, offering further opportunities for parents and carers to engage with the school and wider community.
- Transition support will continue to be enhanced, particularly for targeted pupils and families, ensuring early support and strong relationships are in place.





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 2026/27* will be:

Priority 1: Improving Learning Outcomes for All	Priority 2: Supporting Needs, Well-being, Equality and Inclusion	Priority 3: Building a Self-Improving Service
Learning and Pedagogy	Supporting all learners' needs	Approaches to Quality Improvement
Curriculum and Skills	Attendance	Leadership at all levels
Raising attainment, adding value, and reducing gaps	Relationships and Behaviour	Professional Learning, Reflection and Support
	Health and Well-being	
	Rights, Engagement and Participation	

Full details of how we will achieve these high level objectives can be found in our School Improvement Plan 2026/27 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
2024-25	78%	78%	75%
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.

Cohort Year & Numbers	Performance % Numeracy
2024-25	81%
2023-24	86.00%
2022-23	77.0%
2021-22	89.7%
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
2025/127 pupils	89.09%	88.18%	76.36%	66.36%
2024/112 pupils	88.40%	89.30%	75.0%	67.00%
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%

4. Whole School attainment trends by end of S4

Year/Pupils in S4	5@3	5@4	5@5
2025/112 pupils	96.1%	81.1%	37.5% (+WA 70.1%)
2024/110 pupils	90.91%	70.91%	41.82%
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%





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
2025/101 pupils	82.17%	64.35%	39.6%
2024/119 pupils	94.12%	64.71%	42.86%
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%

6.

Year/Pupils In S6	1@6	3@6	5@6	1@7
2025/65 pupils	97%	89.2%	66.15%	18.56%
2024/64 pupils	98.44%	85.94%	64.06%	24.44%
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%





Standards and Quality Report

Developing The Young Workforce

At Auchenharvie Academy, we continue to place a strong emphasis on Developing the Young Workforce (DYW). In partnership with DYW Ayrshire and Ayrshire College, we have integrated key programmes into our curriculum that offer pupils personalised opportunities to build essential employability skills such as confidence, teamwork, and communication. These initiatives are supported by significant funding and resources from The Prince's Trust and DYW Ayrshire, enabling us to provide high-quality equipment, training, branding, and appropriate workwear. These programmes offer a valuable vocational learning environment that helps prepare our pupils for successful post-school destinations.

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	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

Ellie and Afia — Childcare

Ellie and Afia were interested in finding out more about childcare as Nursery teaching is a career they were thinking of pursuing. They opted for this course to gain experience and knowledge around this career path. Over the course of the year the girls have learned how to create Story Sacks, they have engaged in various arts and crafts activities related to key themes that are relevant for early years. They have also had the chance to bake and decorate cakes. As well as engaging well in the practical elements of the course Ellie and Afia have also enjoyed the theory components where they have learned to evaluate their Strengths and Weaknesses on a regular basis. Ellie and Afia have also visited the College on several occasions to meet pupils, complete tasks and share their experiences. Ellie and Afia have now successfully gained entry to college as part of the School Link College Programme and take another step closer to attaining qualifications to support a career in this sector.



Logan – Construction

Logan has been really interested in developing his practical skills to attain a career in the construction industry. Whilst unsure of the exact trade he wished to apply himself to; Logan had considered a school link college course but elected to work with the school's DYW construction offering. Throughout the programme Logan has developed his basic construction skills and worked on small projects around the school grounds both to repair and upgrade. Logan's attendance at school could be inconsistent at times. We encouraged him to try engage fully in the course and chatted about the progression pathways and next steps beyond the course. He has worked really hard to develop new skills and apply himself consistently. Working with SDS careers advisor, Logan has now been able to secure a positive destination and entry to a full time college course to take the next step towards his career in the construction industry.



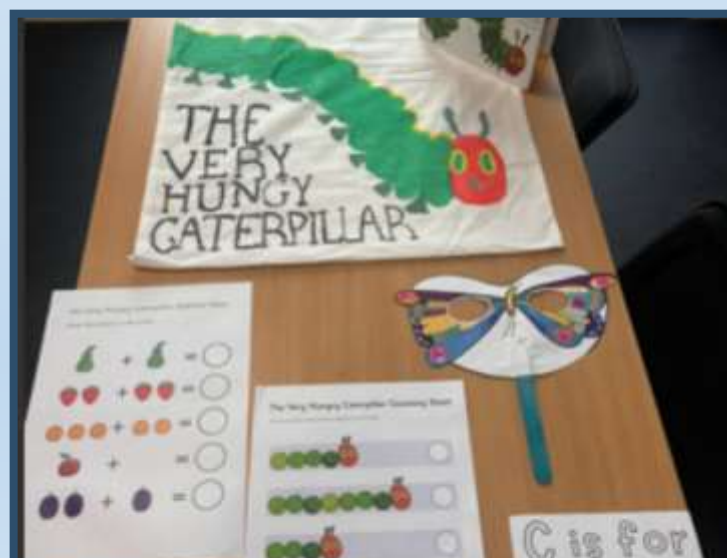
Amber — Nailbar

Amber is interested in being a Nail Technician when she leaves school and has already set up a small business. When she heard about an opportunity to start her journey in this career pathway in S3 at Auchenharvie she jumped at the chance! The course is taught by our Maths teacher Mrs Eagleson who is now trained in delivering this qualification. Amber has really enjoyed learning about all of the different nail styles. She has had the opportunity to put her skills and customer service to the test on pupils and staff during whole school events like our Xmas Fayres and charity days where the Nail bar group have provided their services for free! In addition to this Amber has also enjoyed learning how to wash and style hair. Kayla showed such a great attitude in these classes and when possible will enrol in the next DYW stream delivering the next level course.



Standards and Quality Report

Developing The Young Workforce



Respect Equality Determination



Standards and Quality Report

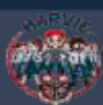
Collaborative Working to Improve Outcomes for Young People

During session 2025–2026, Auchenharvie Academy engaged in collaborative evaluation activities with colleagues across North Ayrshire to strengthen our approaches to wellbeing, equality and inclusion.

On 15 January 2026, our **Secondary Support Resource (The Treehouse)** was reviewed by colleagues from across the authority. This included classroom observations and discussions with pupils, staff and parents/carers. The review highlighted a highly nurturing and inclusive environment where young people feel safe, respected and valued, with a strong sense of belonging. Positive relationships between staff and pupils were identified as a key strength, alongside the personalised approach to learning, which supports young people to overcome barriers, build confidence and successfully re-engage with mainstream learning. The review also recognised strong leadership, effective use of data to monitor progress and impact, and positive partnership working with families and external agencies. Overall, the Treehouse was recognised as making a significant and positive difference to young people's experiences and outcomes.

Building on this, on 5 February 2026 we welcomed colleagues from Garnock Community Campus and Irvine Royal Academy as part of our 'trio' partnership to evaluate **Quality Indicator 3.1: Wellbeing, Equality and Inclusion**. The visit included lesson observations and discussions with pupils, staff and parents/carers. Strong practice was evident across the school, including robust safeguarding systems, a calm and respectful environment, and positive relationships. Pupils spoke positively about their experiences in **Personal and Social Education (PSE)**, highlighting engaging and relevant learning, while the **WEST (Wellbeing) Toolkit** was recognised as a key strength in supporting early identification of needs and targeted support for learners.

Overall, these collaborative reviews provide strong reassurance that Auchenharvie Academy continues to deliver a safe, inclusive and supportive learning environment, while also identifying clear next steps to support ongoing improvement.





Standards and Quality Report

Pupil Leadership and Learner Participation

This session we provided a range of meaningful opportunities for young people to develop leadership skills, contribute to school improvement and shape their learning environment.

Senior Captains

In session 2025/26, our **Senior Captains** played a key role in leading the school community. Each captain took responsibility for a defined remit, allowing them to lead on specific areas of school improvement and pupil voice. Through this, they contributed effectively to school priorities, represented the views of their peers and supported whole-school events and initiatives. Their work strengthened communication between pupils and staff and ensured that pupil voice continued to influence the direction of the school.

Junior Captains

This session, we introduced a new leadership opportunity through our **Junior Captains programme** for pupils in S1–S3. Following an application and interview process, a team of Junior Captains was appointed.

Working collaboratively, the Junior Captains led their own remits and used pupil voice to shape meaningful and lasting improvements. They worked closely with staff, the Senior Captain team and the Parent Council, demonstrating strong commitment and enthusiasm.



Their achievements included establishing the **“Clean Up Crew,”** contributing to the development of our **Anti-Bullying policy video**, securing funding to support **study packs for senior pupils**, presenting at assemblies and representing the school at key events and visits. This initiative successfully created new opportunities for leadership within the junior school.

Pupil Council

This session, a key focus was the re-establishment of the **Pupil Council** to strengthen its role and increase its independence. Pupils took on specific roles within the council and led important consultations, including the **one-way system** and **school uniform**, working in partnership with our **P7 cluster primary schools**.

The Pupil Council also led assemblies and coordinated a major whole-school project, the **Summer Fayre**, demonstrating increased confidence, leadership and ownership in shaping school life.



Standards and Quality Report

Achievement at Auchenharvie Academy

Our Auchenharvie Academy Achievers scheme continues 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 as well as gaining recognition for participation and achievement in the local community and beyond.

Our young people delivered outstanding performances once again at the Young Musician of the Year competition in November. Overall Junior Winner went to Melissa Gardner on Flute. Overall Overall Intermediate Winner Eve Gribbon on Piano and Stuan Campbell earning the title of Auchenharvie's Overall Winner of the year 25/26.

This year our Family Learning Team have also been working with over 200 families from across our school community providing a variety of supports to help our young people thrive in school. On national recognition received for both our young people and the work of Auchenharvie Academy in promoting equity and inclusion.

Our Cost of the School Day Ambassadors represented the school at the National COSD Summit in Glasgow, where they demonstrated strong leadership and pupil voice, including asking the final question to the First Minister.

Our work has also been recognised nationally, with Auchenharvie Academy featured as a case study in the Child Poverty Action Group's Cost of the School Day publication and shared through an Education Scotland webinar, highlighting our commitment to reducing financial barriers and promoting equity.

Our Duke of Edinburgh Award programme continues to thrive, with 16 achieving Bronze in March, 28 currently working towards Bronze and 44 currently working towards Silver.

In Term 4, our S3 pupils once again took part in the Youth and Philanthropy Initiative (YPI), which encourages them to engage with and understand the work of local and national charities. Congratulations to all pupils involved in this meaningful initiative.

Pupils are recognised for their achievements through our merit system, which rewards both meeting expectations and going above and beyond in class. They are also acknowledged for excellent attendance. Success is celebrated through a Bronze, Silver, Gold and Platinum awards scheme, with awards presented at Celebrating Success assemblies and through reward days, including activities such as inflatables and trips.

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 music lessons 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 10 hours, dance 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 of a regional level	Representation of a national level	Outstanding achievement at regional or national level

EXAMPLES:

- Choose regularly for the local dance club - **BRONZE AWARD**
- Selected for a regional football team - South West Scotland Division - **SILVER AWARD**
- Represents Scotland in a national golf competition - **GOLD AWARD**
- Win a national event such as rally with a historical 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

AUCHENHARVIE ACADEMY



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