



Tarbert Academy Area Committee Report December 2020





School Profile 2020/2021

<u>School Name</u>	Tarbert Academy
<u>School Address</u>	School Road, Tarbert, PA29 6TE
<u>Head Teacher</u>	Neil McKnight

CONTEXT OF THE SCHOOL

Tarbert Academy is a 3-18 school located in the village of Tarbert comprising three stages of schooling. The Pre-5 unit serves the village and near environs of Tarbert. The Primary serves the village and the surrounding community; and the Secondary serves the communities of South Knapdale and North Kintyre. In addition to its own Primary, the school's associated Primary is Clachan Primary School. Pupils in Rhunahaorine Primary School and Gigha Primary School can decide between Tarbert Academy and Campbeltown Grammar School - as both are funded for transport - with almost all choosing Tarbert Academy for secondary education.

The current school roll is 234 pupils with 24 (increasing to 32 eventually) in Pre-5, 112 in Primary and 98 in Secondary.

Our staffing comprises 26 teachers with 7 in Primary and 19 in Secondary, some of whom work part time. In addition, learning and teaching is supported by Pre-5 staff, technicians and classroom assistants. The school also has an allocation of Additional Support Needs staff from the Authority.

The Head Teacher is supported by a Depute Head Secondary, Depute Head Primary and 8 Principal teachers.

In our school office we are currently staffed by a senior clerical assistant and three clerical assistants.

The original school building was constructed in 1896 and is still used today. New accommodation was phased in during the mid-1990s and is used to house the Primary, Assembly Hall, Office and School Kitchen. In the year 2000, the school also became home to our Pre-5 unit and in 2014 an Early Level classroom with its own toilet block, kitchen and outdoor play area was built in the Primary Department to comply with the 600h Pre5 entitlement. This classroom was extended in July/August 2019 to comply with the 1140h Pre5 entitlement from October 2019.

SIMD distribution is between decile 4 and 7 with no clear attainment gap (SIMD 4 pupils often outperform SIMD 7 pupils). £14000 PEF was allocated to the school for 2020/21 and is being used to help improve attainment/wellbeing of targeted pupils including those receiving free school meals.

Our S3 pupils choose up to 9 subjects in October and in April/May of S4 will be assessed at N3, N4 or N5 level.

Our S5/6 pupils can study up to 5 subjects at N4/N5/Higher and Advanced Higher levels.

We can be very flexible and can offer alternative curriculum structures to individuals as required e.g. flexible learning plans involving extended work placements or Skills for work courses at Argyll College.

Recognising Wider Achievement

We have a strong DofE group with DofE usually being offered to all pupils from S3 – we have of course had to postpone all DofE activities due to Covid 19.

We offer Personal Development Awards and leadership awards to senior pupils.

We offer Work experience and volunteering opportunities and other skills development activities.

SQA Performance

School roll as at Census	S4	S5	S6
2019/20	19	14	14

As you can see from the data below, we had another very good set of SQA attainment results this year:

5 out of 18 S4 pupils achieved 9 N5 passes at A-C with one pupil attaining 9As which is a fantastic achievement

Our N5 A-C pass rate is 94% compared to the national value of 89% and A&B value of 91%

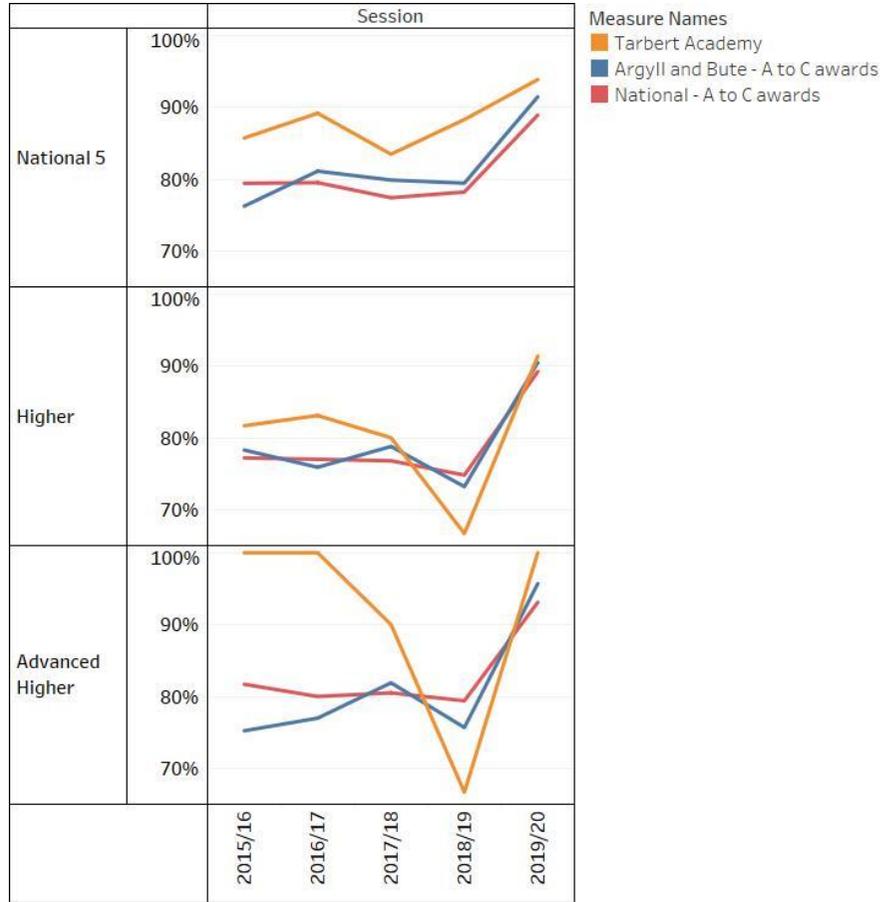
5 out of 13 S5 pupils achieved 5 Higher passes at A-C with 2 pupils attaining 5 As which is an outstanding achievement

10 out of 13 S5 pupils achieved 3 Higher passes at A-C

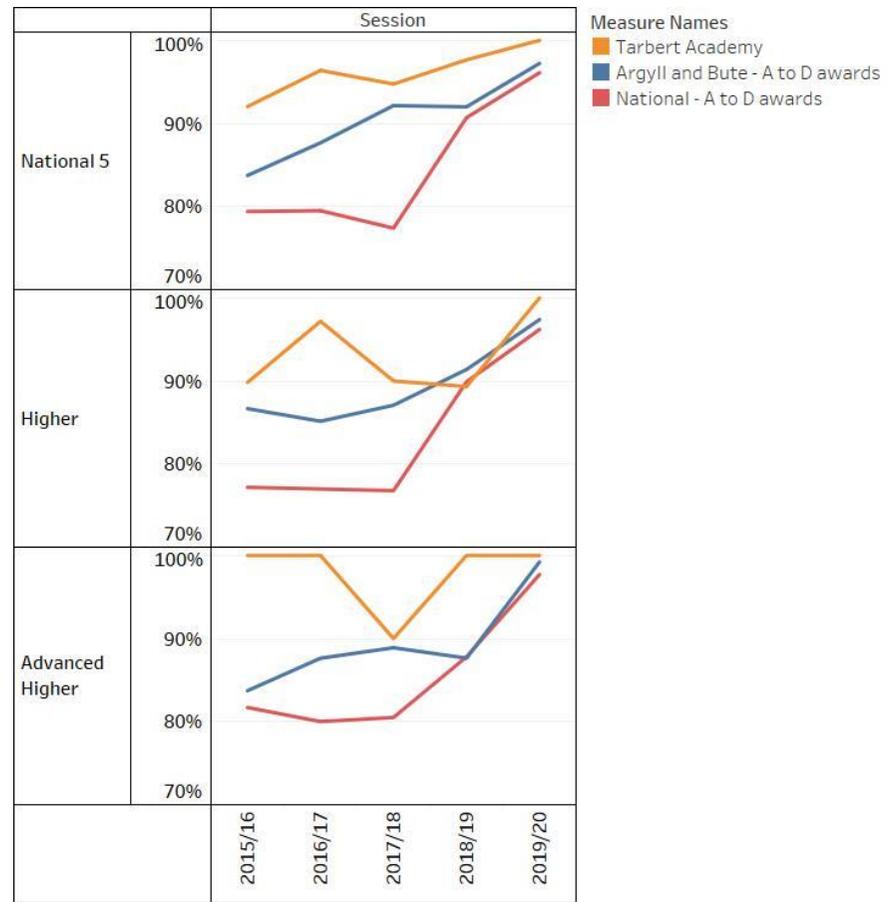
Our Higher A-C pass rate was 91% compared to the national value of 89% and A&B value of 90%

Our AH A-C pass rate was 100% compared to national value of 93% and A&B value of 96%

Levels A to C



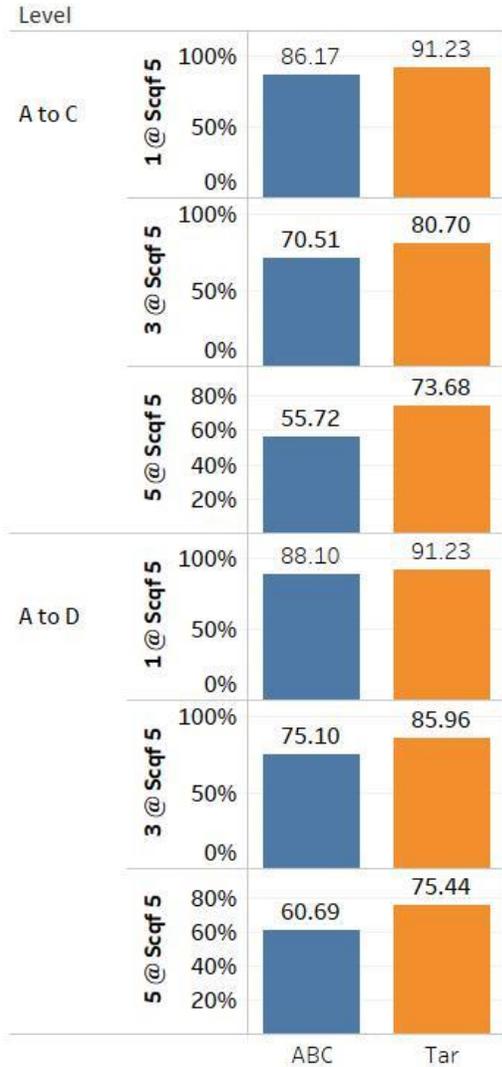
Levels A to D



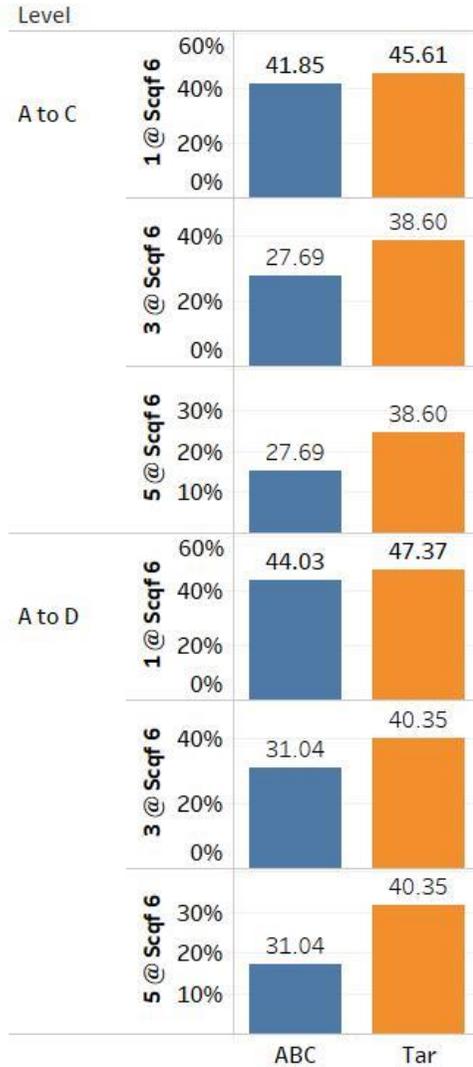
Breadth & Depth

The chart below shows SQA Breadth and Depth information for S4 to S6 (Acc)

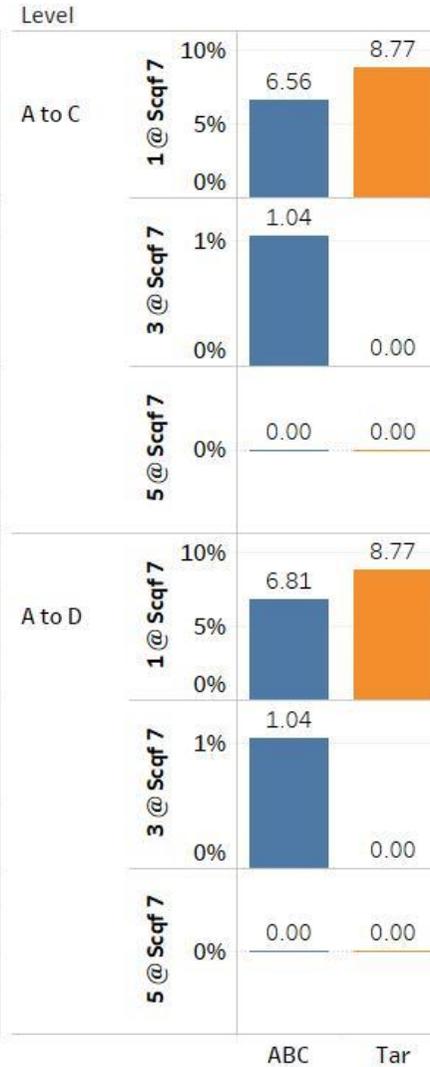
SCQF - Level 5



SCQF - Level 6



SCQF - Level 7



Improvement from previous year (Priorities from last year's Improvement Plan)

Priority 1 - Raise Educational Attainment and Achievement for all

Although we are unable to use Insight data this year due to Covid issues the raw results shown above compare very well to National and Authority pass rates and represent a continuing improvement in attainment.

It should be noted that as exams were cancelled this year grades were awarded based on Teacher judgement – the school is confident that the above attainment data accurately represents the abilities of our students.

Priority 2 - Use Performance Information to secure improvement for children and young people

Survey results show that 81% of Parents agreed with the statement 'the school keeps me well informed about my child's progress'. Only 5% disagreed - our target of 80% has been met.

All staff have access to SNSA and GL assessment data but a more consistent approach to using this data to help plan lessons and support individual pupils is required – this is ongoing.

Priority 3 - Ensure children have the best start in life and are ready to succeed

Survey results show that 62% of Primary pupils think that staff deal well with bullying and 11% disagreed. 43% of secondary pupils agreed and 23% disagreed.

Our target was for 80% of pupils to agree and it is clear that there is still a lot to be done to tackle the perception that bullying is an issue at Tarbert although it should be recognised that a significant proportion of pupils didn't agree or disagree and therefore possibly haven't experienced bullying. There is a working group in place and a new policy will be launched in January 2021.

Priority 4 - Equip young people to secure and sustain positive destinations and achieve success in life

As the numbers at Tarbert Academy are very small we are able to keep a very close eye on individuals. We work closely with SDS and even once a pupil has left school we continue to support them through the multi agency 'Opportunities for All' group. This means that our positive destination data generally matches or exceeds our virtual comparator although it has to be recognised that with our small year groups each individual can represent 5% or more and this can lead to huge swings in data

Priority 5 - Ensure high quality partnership working and community engagement

We had excellent engagement from agencies when consulting them about our new Vision, Values and aims with 22 responses from agencies last year.

Although Covid restrictions have had an impact on agencies/partners coming into the building we continue to have excellent relationships with agencies/partners and are making good use of technology.

Priority 6 - Strengthen Leadership at all levels:

1140h provision was fully implemented last year with appropriate accommodation, staffing and resources

Monitoring & Evaluation procedures are in place but a more consistent implementation is required by promoted staff

Pupil Wellbeing

This is a stressful time for pupils, especially those studying for national qualifications

We already have a system of Learning of Coordination in place where a member of staff meets with a pupil each month or so to give him/her an overview of their progress based on tracking & Monitoring by teachers. We have added a wellbeing check to these meetings and the process is now being used, alongside PSHE lessons, to help ensure that each pupil has access to strategies to ensure good mental health and build resilience.

Staff also keep an eye on bubble classrooms at breaks and lunch and offer support when necessary.

We have increased the frequency of our 3-18 Pupil Support Team meetings from fortnightly to weekly and these meetings are now attended by our Educational Psychologist.

All staff have received training on the effects of Trauma on wellbeing and mental health and there is a well-established system of referrals to Guidance in Secondary or PT/DHT in Primary. We make use of MAYDS counselling service and they are currently supporting several students. Some pupils have also been referred to CAMHS.

Pupils have settled well into the 'new normal' of wearing face masks, sanitising hands and surfaces, keeping to their bubbles and using the one way system.

Staff wellbeing

This is of course also a stressful time for staff and as part of their Trauma training they have been encouraged to keep an eye on colleagues and offer help or pass on concerns to SLT as necessary. SLT offer support and external contact with support services as appropriate.

Staff have also settled well into the 'new normal' and they were fully consulted when setting up the new systems and risk assessments.

Contingency Plans

Our Blended learning plan was approved by the authority but the lockdown was announced before we could implement it. It is still ready to go if we need to return to blended learning with 2m social distancing.

The plan involved splitting the school into 2 groups along family lines where possible with one group coming in on Monday/Tuesday and the other group coming in on Thursday/Friday. Teachers would use the Wednesday to prepare home learning lessons for those working at home and in school lessons for those attending. Home learning would involve using Google Classroom in secondary and See Saw in Primary – both were used during lockdown and received a very positive response from parents and pupils.

The authority has provided a 6 stage Contingency planning document to help schools prepare plans for a number of possible situations – senior school staff are familiar with this document and are confident about procedures to take during a variety of levels of staff absence due to Covid.

Overview

Measure	15/16	16/17	17/18	18/19	19/20	% change in Roll over 5 years ¹
Roll (as at census)	108	92	95	101	102	-5.56%
Clothing and Footwear Grant (number of pupils) ³	15	6	8	7	6	
Clothing and Footwear Grant (% of number of pupils)	13.89%	6.52%	8.42%	6.6%	5.83%	
Clothing and Footwear Grant (%) - Authority Average ²	14.31%	12.98%	11.77%	14.59%	15.96%	
Free School Meals (number of pupils) ³	13	*	6	6	*	
Free School Meals (% of number of pupils)	12.04%	*	6.32%	5.66%	*	
Free School Meals (%) - Authority Average ²	11.2%	10.53%	9.45%	11.31%	10.75%	
Free School Meal - National Average for Secondary Schools (%) ⁴	14.2%	14.1%	14.40%	15%	Not available	

Attendance, Absence and Exclusions⁸

Measure	15/16	16/17	17/18	18/19	19/20	Range of Attendance (%) over 5 years ⁸
Attendance:						
Attendance (% of school roll)	92.51%	92.70%	91.05%	92.51%	92.52%	0.01%
Authorised Absence (% of school roll) ⁸	5.25%	5.34%	6.49%	5.68%	5.83%	
Unauthorised Absence (% of school roll)	1.95%	1.92%	2.43%	1.74%	1.58%	
Attendance Number of Pupils (%) - Authority Average ¹	91.8%	91.58%	91.24%	90.3%	90.01%	
Attendance Number of Pupils (%) - National Average ⁹	not collated	91.2%	Not collated	90.7%	Not collated	

Measure	15/16	16/17	17/18	18/19	19/20 ⁶
Exclusions:					
Exclusion Openings - number	36	14	12	25	18
Exclusion Incidents - number	8	4	3	6	4
Number of Pupils	3	*	*	*	*

Footnotes

¹ Please note the % change in Roll over 5 years shows the percentage change in roll figures from 2015/2016 to 2019/2020 and is not an average.

² averages based on Secondary only

³ FSMCG % based on whole school figures for session

⁴ National average for FSM taken from School Healthy Living Survey Statistics 2019

⁵ Attendance, Absence and Exclusion information is now collected on a biennial basis by Scottish Government.

⁶ Exclusion data taken from Business Intelligence – Session 2019 – EXC 6 Individual School Cumulative Report

⁷ attendance change figure shows percentage of change and is not an average

⁸ Authorised absence includes bereavement, short – term exceptional domestic situations, religious observance, weddings of immediate family. Unauthorised absence includes truancy, unexplained absence and most family holidays during term time. Attendance and absence is outlined in Management Circular 3.03.

⁹ National attendance statistics taken from Scottish Government Summary statistics for schools in Scotland.