



Tarbert Academy
Area Committee Report December 2021



School Profile 2021/22

<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

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Tarbert Academy is a 2-18 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 Rhuna haorine 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 245 pupils with 23 (increasing to 26 eventually) in Pre-5, 117 in Primary and 105 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, Depute Head Pupil Support and 7 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). £16908 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 normally have a strong DofE group with DofE 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

The Community Learning team offer various opportunities to young people including outdoor education

Last year we were able to offer further outdoor education opportunities to primary and secondary pupils due to Covid funding

We use local resources to supplement the curriculum e.g. the Rural Skills course involved looking after the Castle sheep and pupils were involved in Archaeological digs around the Castle.

SQA Performance

School Roll

School roll as at Census	S4	S5	S6
2020/21	19	16	14

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

4 out of 19 S4 pupils achieved 9 N5 passes at A-C with which is a fantastic achievement for those individual pupils

Our N5 A-C pass rate is 86% compared to the national value of 86% and A&B value of 87%

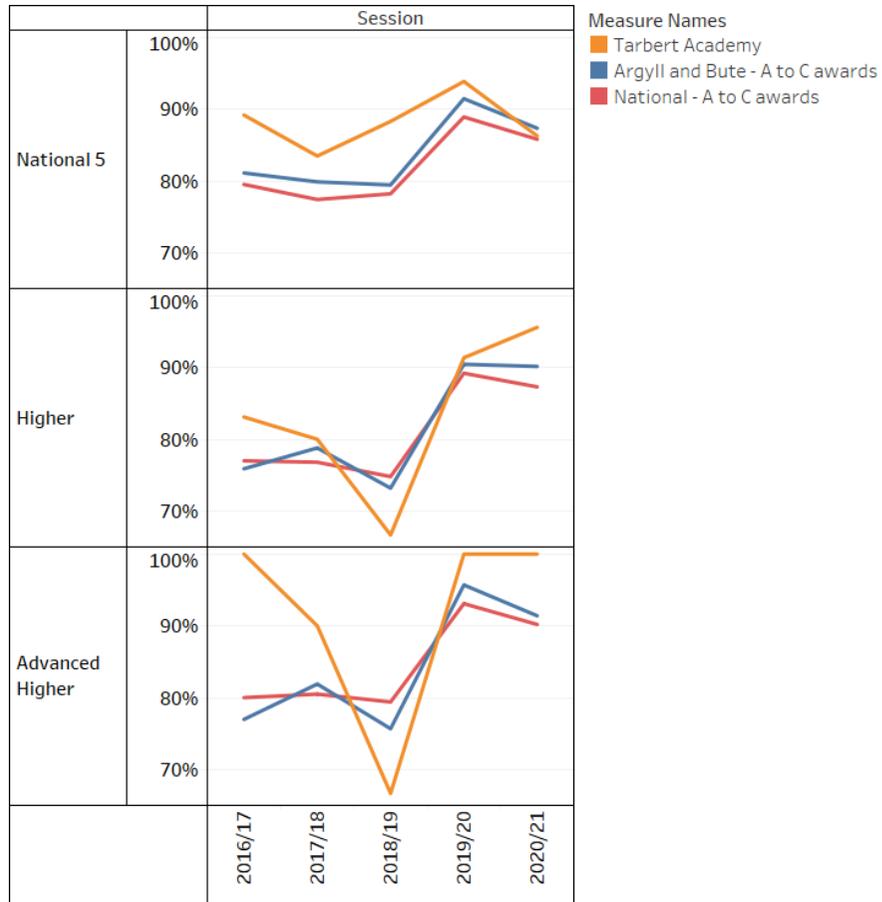
3 out of 11 S5 pupils achieved 5 Higher passes at A-C with 1 pupil attaining 5 As which is an outstanding achievement

8 out of 11 S5 pupils achieved 3 Higher passes at A-C

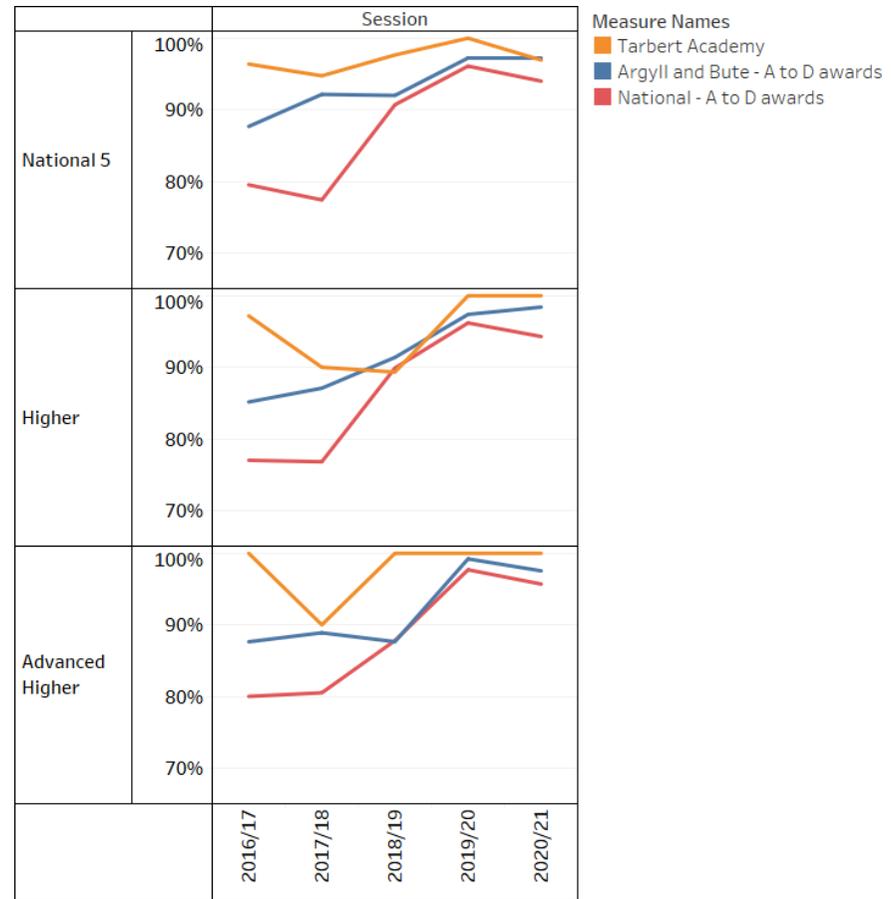
Our Higher A-C pass rate was 96% compared to the national value of 87% and A&B value of 90%

Our AH A-C pass rate was 100% compared to national value of 90% and A&B value of 91%

Levels A to C



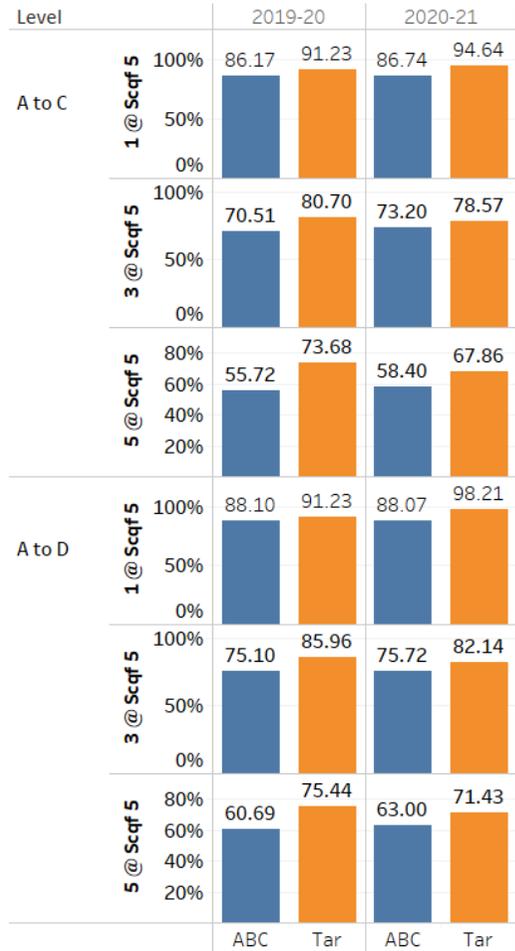
Levels A to D



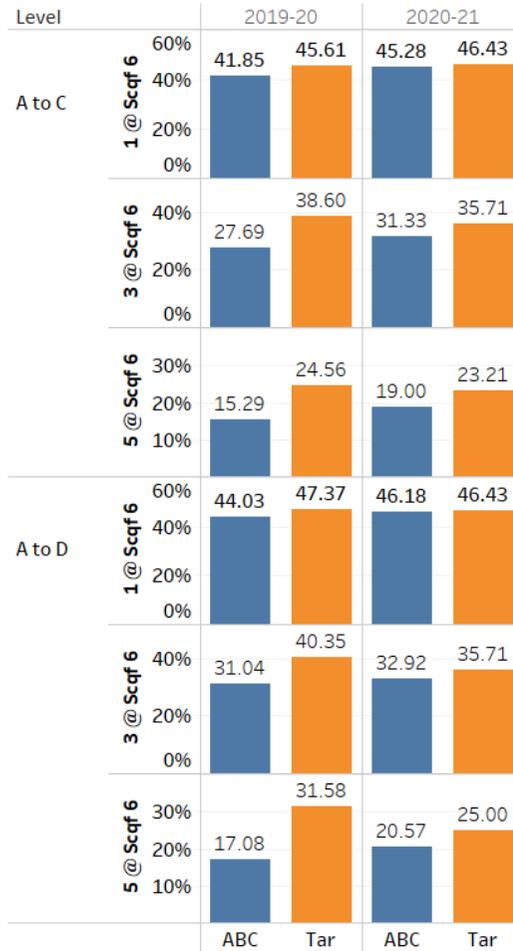
Breadth & Depth

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

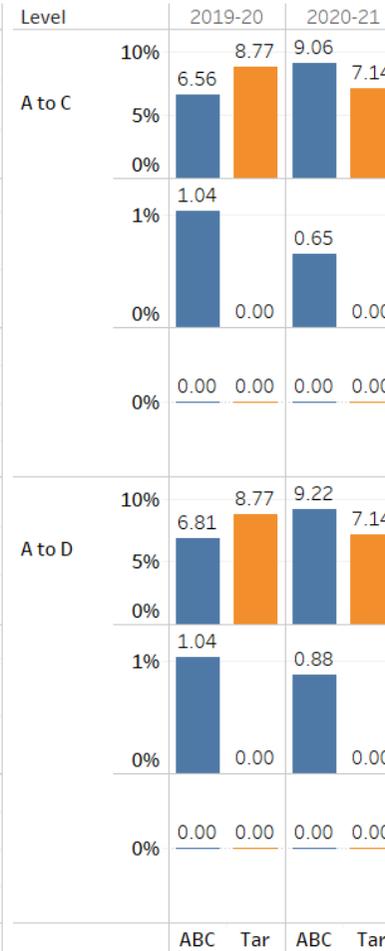
SCQF - Level 5



SCQF - Level 6



SCQF - Level 7



Pupil Wellbeing

This continues to be a stressful time for pupils, especially those studying for national qualifications

We have a system of Learning 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. Last year we 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.

Last year we increased the frequency of our 2-18 Pupil Support Team meetings from fortnightly to weekly and these meetings continue to be used to keep an eye on any issues arising with pupil wellbeing.

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 A&B Schools counselling service, and they are currently supporting several students. Some pupils have also been referred to CAMHS and we can also offer counselling via MAYDS.

Pupils comply well with Covid safety procedures like wearing face masks, sanitising hands and surfaces, keeping to their bubbles and using the one way system.

In line with our new school anti-bullying policy, all staff received RespectMe refresher training in August. Any issues arising since have been addressed using a restorative approach. This has seen incidents dealt with in an emotionally intelligent way that prioritises the emotional and physical safety of all involved. The interventions undertaken have been received very well by pupils and parents/carers

Staff wellbeing

This is of course also a stressful time for staff and as part of their Trauma training received last year they were 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 also comply well with Covid safety procedures and they were fully consulted when setting up the new systems and risk assessments.

Blended and home Learning

During lockdown, plans for home learning were successfully implemented using SeeSaw in ELC/Primary and Google Classroom in Secondary. Feedback from parents and pupils was good.

We continue to use SeeSaw and Google Classroom to support pupil absence

Contingency planning

We are ready to go with SeeSaw or Google Classroom to support partial closure, individual class isolation or full school closure.

Before the October break we had to ask pupils of P2/3 and P5/6 to self-isolate and used SeeSaw to support home learning

School successes Overview

Our attainment results continue to be very good with insight data well above the virtual comparator in most charts.

We are receiving an increasing number of placing requests which is having a very positive effect on our school roll.

Despite Covid we have managed to hold several events which have helped maintain staff and pupil morale – the following are a couple of examples:

We held a MacMillan coffee morning for pupils and staff which raised £300 for MacMillan Cancer Support.

We had a very successful Halloween day on Friday 29th October raising funds for charity – S5/6 pupils did a fantastic job decorating the school and many ELC/Primary/Secondary pupils and staff dressed up in spooky costumes.

Measure	16/17	17/18	18/19	19/20	20/21	% change in Roll over 5 years ¹
Roll (as at census)	92	95	101	102	99	7.61%
Clothing and Footwear Grant (number of pupils) ³	6	8	7	6	9	
Clothing and Footwear Grant (% of number of pupils)	6.52%	8.42%	6.6%	5.83%	8.49%	
Clothing and Footwear Grant (%) - Authority Average ²	12.98%	11.77%	14.59%	15.96%	15.45%	
Free School Meals (number of pupils) ³	*	6	6	*	6	
Free School Meals (% of number of pupils)	*	6.32%	5.66%	*	5.66%	
Free School Meals (%) - Authority Average ²	10.53%	9.45%	11.31%	10.75%	12.34%	
Free School Meal - National Average for Secondary Schools (%) ⁴	14.1%	14.40%	15%	15.6%	Not available	

Attendance, Absence and Exclusions⁸

Measure	16/17	17/18	18/19	19/20	20/21	Range of Attendance (%) over 5 years ⁸
Attendance:						
Attendance (% of school roll)	92.70%	91.05%	92.51%	92.52%		
Authorised Absence (% of school roll) ⁸	5.34%	6.49%	5.68%	5.83%		
Unauthorised Absence (% of school roll)	1.92%	2.43%	1.74%	1.58%		
Attendance Number of Pupils (%) - Authority Average ¹	91.58%	91.24%	90.3%	90.01%		
Attendance Number of Pupils (%) - National Average ⁹	91.2%	Not collated	90.7%	Not collated		

Measure	16/17	17/18	18/19	19/20	19/20 ⁶
<i>Exclusions:</i>					
Exclusion Openings - number	14	12	25	18	3
Exclusion Incidents - number	4	3	6	4	1
Number of Pupils	*	*	*	*	*

Footnotes

¹ Please note the % change in Roll over 5 years shows the percentage change in roll figures from 2016/17 to 2020/21 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 2020

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

⁶ Exclusion data taken from Business Intelligence – Session 2020 – 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.