



# ARGYLL AND BUTE COUNCIL SECONDARY SCHOOL ATTAINMENT REPORT AREA COMMITTEE



Tarbert Academy

June 2023

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 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 school roll in May 2023 was 250 pupils with 29 in Pre-5, 111 in Primary and 110 in Secondary. 22% of the Secondary roll and 15% of Primary are placing requests.

SIMD distribution is between decile 3 and 7 with no clear attainment gap (Lower SIMD pupils often outperform higher SIMD pupils). £15490 PEF has been allocated each year until 2025/2026.

Our staffing comprises 25 teachers with 7 in Primary and 18 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 (16 ASN assistants and 2 Pupil Support teachers – some of whom work part time).

Promoted posts consist of Head Teacher, Depute Head Primary, Depute Head Secondary, PT Support for Learning 2-18, 1 Primary PT, 4 Secondary Faculty PTs, PT Guidance, PT Enterprise.

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. Further developments were made to the Pre 5 unit in 2019 to allow 1140h entitlement for 3 and 4 year olds to be met. From August 2021 we have been able to accommodate 2 year olds.

Following consultation with staff, pupils, parents and agencies our current Vision, Values and Aims was launched in August 2019:

Our vision is for Tarbert Academy to be part of a learning community that actively promotes and supports the school values and provides the opportunity for every learner to develop the skills, knowledge and attitudes they need to become a successful learner, confident individual, responsible citizen and effective contributor to society.

We value:

Respect for ourselves and others

Unity, with every member of the 2-18 learning community working together to turn our vision into reality

Achievement, with every learner having the opportunity to reach their full potential

Nurture, ensuring every learner has the best start in life and a safe place to grow up

Kindness, with every member of the learning community looking out for each other

We aim to ensure that every learner develops the skills they need to allow them to live a fulfilled, active and adventurous life and to deal with adversity when it occurs

### S3 ACEL Attainment in Literacy and Numeracy

| School          | Level                 | % Achieved |         |      |          |          |
|-----------------|-----------------------|------------|---------|------|----------|----------|
|                 |                       | Reading    | Writing | L&T  | Literacy | Numeracy |
| Tarbert Academy | Third Level or better | 94.7       | 89.5    | 94.7 | 89.5     | 89.5     |
| Argyll & Bute   | Third Level or better | 88.3       | 87.0    | 88.2 | 83.9     | 87.8     |
| Tarbert Academy | Fourth Level          | 57.9       | 57.9    | 57.9 | 57.9     | 63.2     |
| Argyll & Bute   | Fourth Level          | 49.8       | 47.6    | 51.5 | 45.9     | 57.6     |

#### Evaluative Comment – Areas of Strength in BGE Attainment:

Literacy has been an area of development for us recently and continues to be with significant investment in resources and training (Fresh Start). This data suggests that literacy attainment is good in the BGE in secondary.

Numeracy data also looks good this year.

All Literacy and Numeracy values are above A&B values – [see green highlight](#).

#### Evaluative Comment – Areas for Development in BGE Attainment:

Moderation is being further developed as part of our school improvement planning. Departments are being encouraged to work with other schools to ensure confidence in assessment data.

## National Qualifications – Pass rates

| NATIONAL QUALIFICATIONS | 2021-22<br>A-C          |                      |                 |                                 |                          |
|-------------------------|-------------------------|----------------------|-----------------|---------------------------------|--------------------------|
|                         | Number of Presentations | Number Attaining A-C | % Attaining A-C | Argyll and Bute % Attaining A-C | National % Attaining A-C |
| Advanced Higher         | 7                       | 7                    | 100%            | 85.50%                          | 82.60%                   |
| Higher                  | 68                      | 43                   | 64.71%          | 80.90%                          | 80.30%                   |
| National 5              | 113                     | 75                   | 66.37%          | 79.70%                          | 81.60%                   |

| Tarbert Academy 2022<br>Level/<br>Stage | A         | B          | C          | D          | No Award | A-B       | A-C       | A-D       |
|---|-----------|------------|------------|------------|----------|-----------|-----------|-----------|
| National 5                              | 18.58%    | 28.32%     | 19.47%     | 16.81%     | 16.81%   | 46.90%    | 66.37%    | 83.19%    |
|   | Nat 41.2% | Nat 23%    | Nat 17.43% | Nat 10.79% | Nat 7.6% | Nat 64.2% | Nat 81.6% | Nat 92.4% |
|   | A&B 35.4% | A&B 25.57% | A&B 18.69% | A&B 12.73% | A&B 7.6% | A&B 61%   | A&B 79.7% | A&B 92.4% |
| S4                                      | 19.77%    | 33.72%     | 19.77%     | 16.28%     | 10.47%   | 53.49%    | 73.26%    | 89.53%    |
| S5                                      | 14.81%    | 11.11%     | 18.52%     | 18.52%     | 37.04%   | 25.93%    | 44.44%    | 62.96%    |
| Higher                                  | 11.76%    | 27.94%     | 25.00%     | 22.06%     | 13.24%   | 39.71%    | 64.71%    | 86.76%    |
|   | Nat 36.5% | Nat 24.32% | Nat 19.49% | Nat 11.74% | Nat 7.9% | Nat 60.9% | Nat 80.3% | Nat 92.1% |
|   | A&B 35.6% | A&B 24.56% | A&B 20.8%  | A&B 12.61% | A&B 6.5% | A&B 60%   | A&B 80.9% | A&B 93.5% |
| S5                                      | 9.80%     | 31.37%     | 25.49%     | 19.61%     | 13.73%   | 41.18%    | 66.67%    | 86.27%    |
| S6                                      | 12.50%    | 18.75%     | 25.00%     | 31.25%     | 12.50%   | 31.25%    | 56.25%    | 87.50%    |
| Advanced Higher (S6)                    | 28.57%    | 42.86%     | 28.57%     | 0.00%      | 0.00%    | 71.43%    | 100.00%   | 100.00%   |
|   | Nat 35%   | Nat 26.28% | Nat 21.35% | Nat 11.27% | Nat 6.2% | Nat 61.2% | Nat 82.6% | Nat 93.8% |
|   | A&B 30.8% | A&B 26.09% | A&B 28.99% | A&B 11.59% | A&B 3.2% | A&B 56.7% | A&B 85.5% | A&B 96.8% |

### **Evaluative Comment – Areas of Strength**

Advanced Higher A-C pass rates are 100%

### **Evaluative Comment – Areas for Development**

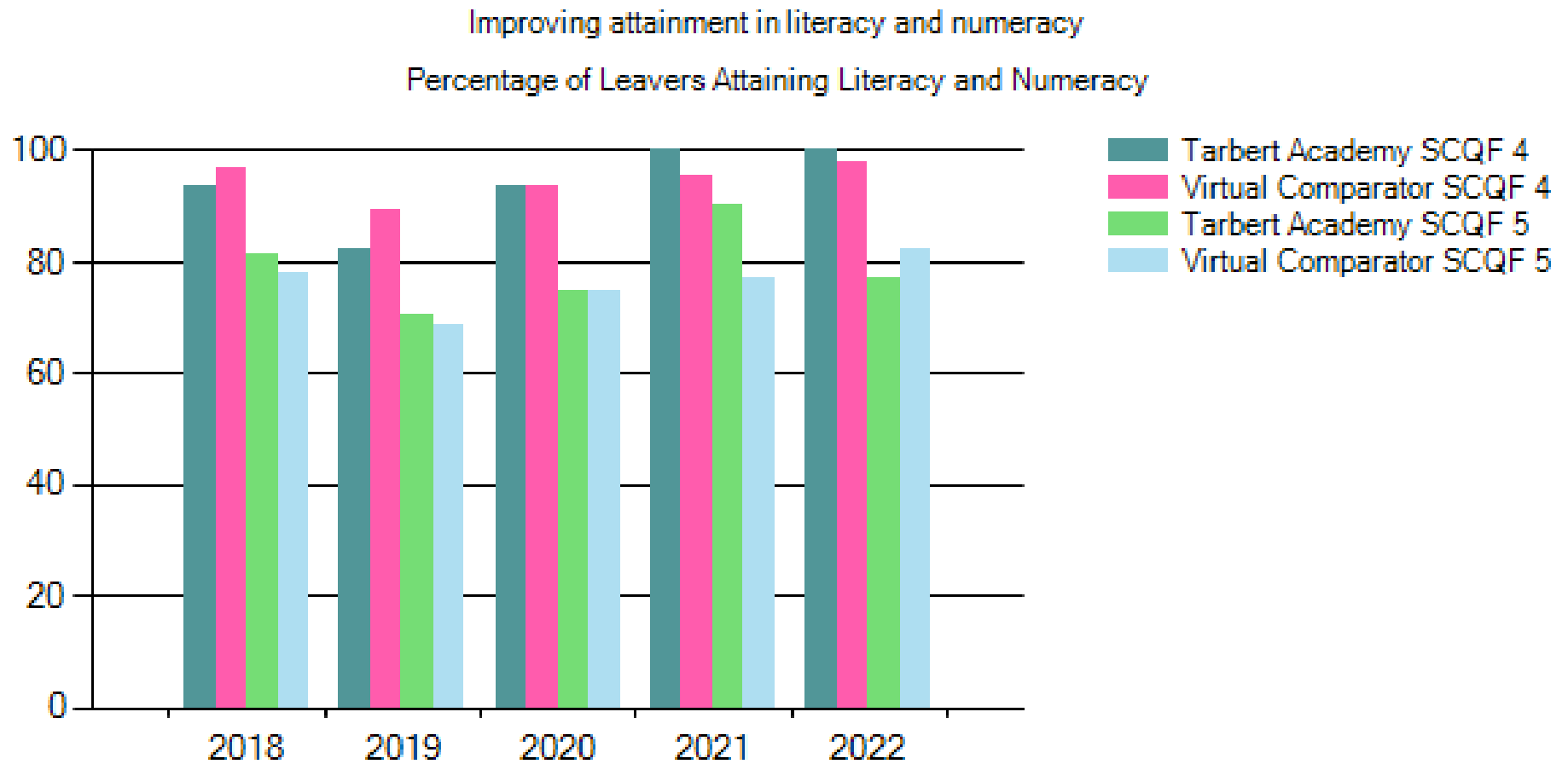
We had a high rate of no awards last year but due to Covid we were giving many pupils the benefit of doubt and presenting them for the exam when they were predicted to fail.

The number of A passes was disappointingly low last year for Nat5, Higher and Advanced Higher and this is something that we are working on through our school improvement planning

### What is Insight Scotland?

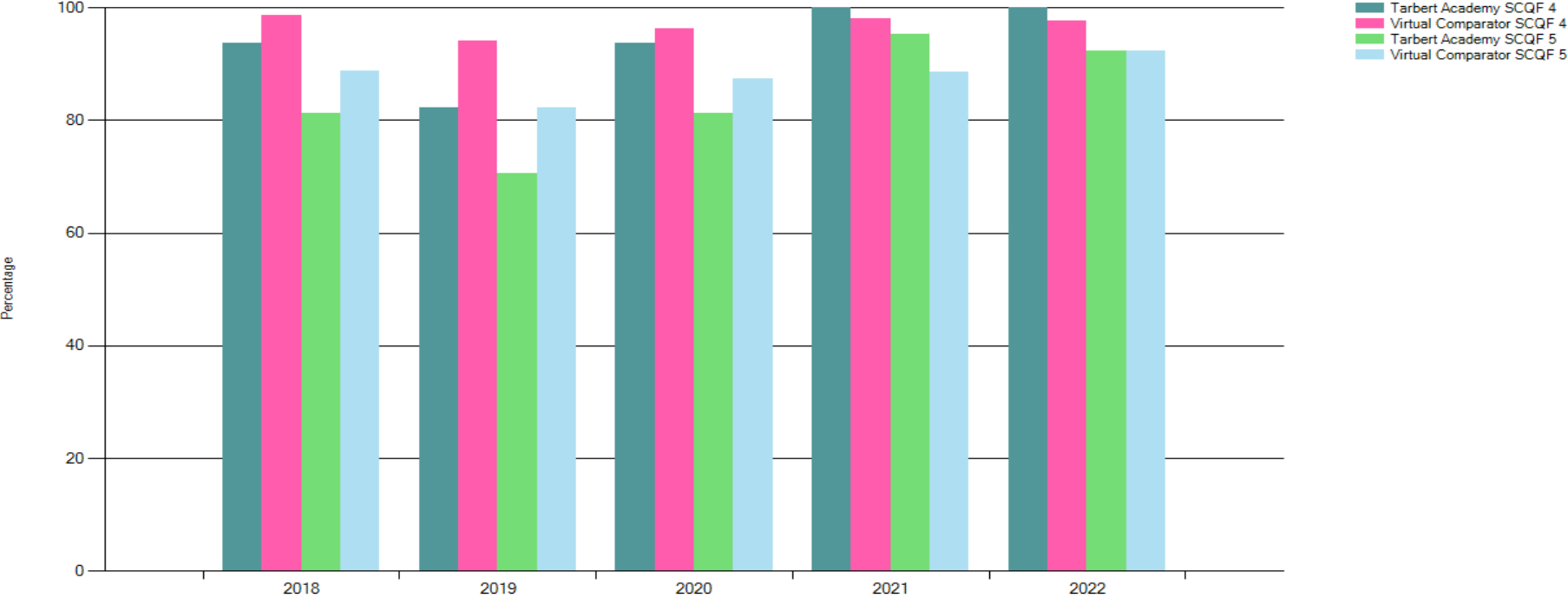
Insight is a professional tool, aimed at teachers and other staff. It is used to help secondary schools and local authorities identify areas of success and where improvements can be made for pupils in the senior phase. The dashboard has 4 measures:

#### 1. Improving attainment in literacy and numeracy



Improving attainment in literacy and numeracy

Percentage of Leavers Attaining Literacy





### Evaluative Comment – Areas of Strength

For the last 2 years, all of our leavers have attained at least SCQF4 in both literacy and numeracy and for the last 5 years in numeracy.

Although it dipped below the virtual comparator last year, SCQF5 data had been above the VC for the previous 4 years in numeracy while our literacy data has shown an improvement at this level over the last couple of years to match or better the VC.

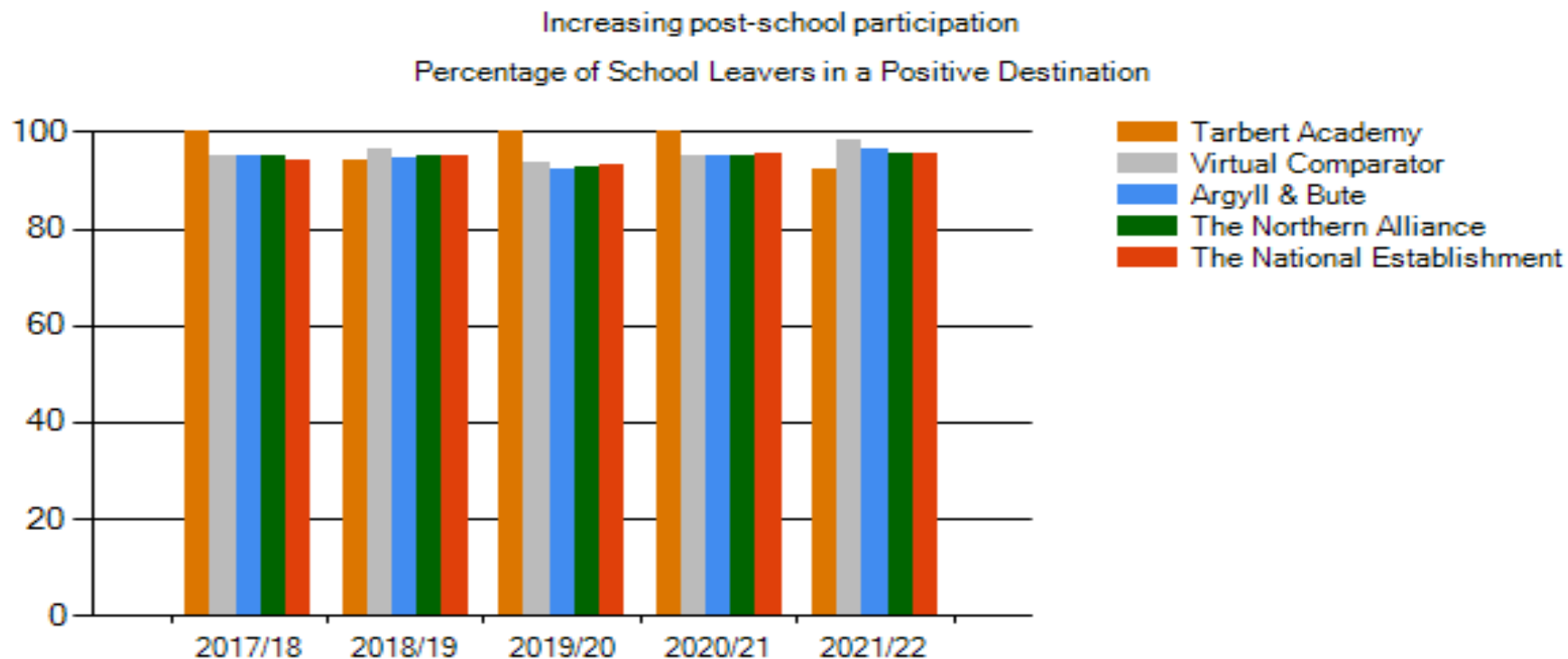
### Evaluative Comment – Areas for Development

SCQF5 numeracy data is below the VC for last year.

We will monitor SCQF 5 level numeracy carefully to ensure that our previously positive pattern of attainment is maintained and will continue to develop literacy resources and staff training.



## 2. Increasing post-school participation



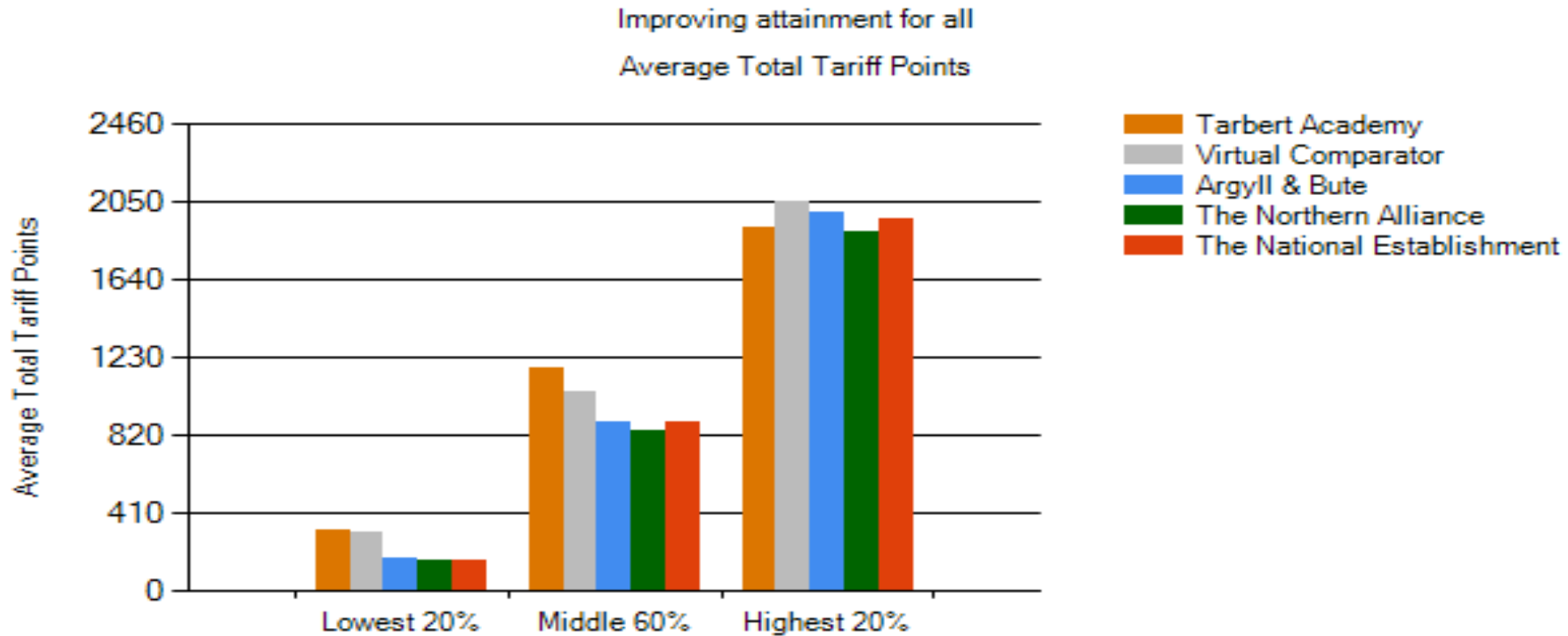
### Evaluative Comment – Areas of Strength

For 3 out of the last 5 years, all of our leavers have gone on to a positive destination.

### Evaluative Comment – Areas for Development

For the other 2 years we have monitored through DYW networks the small number of young people who didn't go directly into a positive situation and offered advice and support – all are now in positive destinations

### 3. Improving attainment for all



#### Evaluative Comment – Areas of Strength

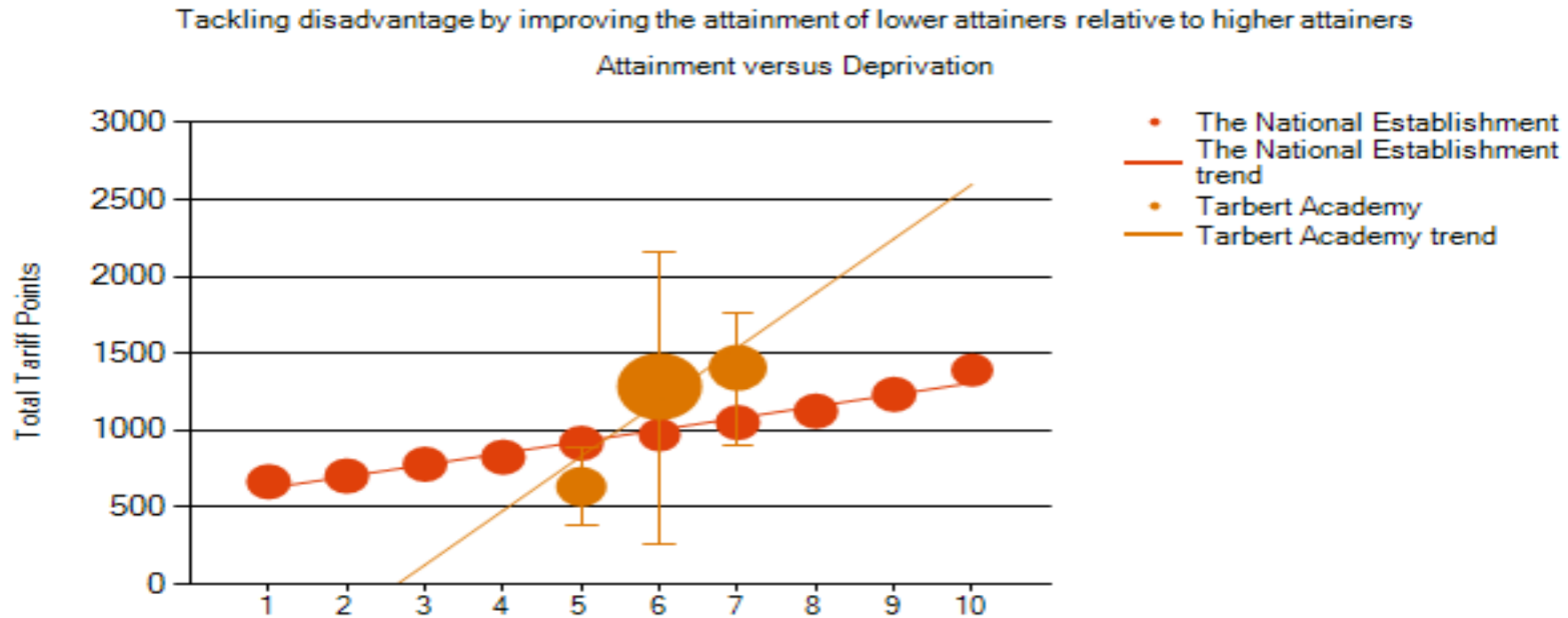
For the last 5 years, total tariff points have been higher than the VC for our lowest attaining 20% of our leavers

For 4 out of the last 5 years, total tariff points have been higher than the VC (lower than VC in 2019) for our middle attaining 60% of our leavers

#### Evaluative Comment – Areas for Development

For 3 out of the last 5 years, total tariff points have been lower than the VC (higher than VC in 2018 and 2021) for our highest attaining 20% of leavers. We are aware of this worrying pattern and are looking at ways of improving the situation as part of our school improvement planning.

#### 4. Attainment versus Deprivation



#### Evaluative Comment – Areas of Strength

We do not have an obvious poverty related attainment gap in Tarbert – we have a very narrow range of SIMD values (usually between 4 and 7 with an occasional 3 due to placing requests) and none of our young people are in the poorest 2 deciles).

The data for last year does show the attainment increasing along SIMD deciles from 5 to 7 but this is not a consistent pattern – the trend is often the other way round with lower decile pupils attaining more tariff points than higher decile pupils.

#### Evaluative Comment – Areas for Development

We have a strong and effective Pupil Support team at Tarbert Academy and we will continue to target support, using PEF funding if required, to those who need it.

## Wider Achievement Qualifications

**National Certificates; Higher National Certificates; Scottish Vocational Qualifications; National Progression Awards; Skills for Work qualifications; Foundation Apprenticeships; Scottish Baccalaureate**

**Overall evaluative comment/narrative on Wider Achievement Qualifications in your school:**

We offer a wide range of wider curricular opportunities and we are able to be flexible enough to satisfy the curricular requirements of all of our young people using our own staff or online learning links with other schools or colleges.

Last year we offered:

- 1 x FA Creative Digital Media
- 4 x NPA Data Security
- 5 x Enterprise and Employability Units
- 10 x Leadership
- Hi5 award
- 1 x NPA Computer Games Design
- 1 x SfW Health Sector
- Four S4 students gained John Muir Awards
- Five S3 students achieved a Dynamic Youth Award
- One student achieved a distinction in her YASS course

Pre Covid we had a very strong DofE group with regular silver and gold awards – this year we have 6 pupils working on silver and 5 on bronze and we hope to get back to pre covid numbers again soon.

## Equity and Attainment – Evaluation of Key Factors

| Factor in attainment   |   |
|--|---|
| Attendance<br>2021-22  | Tarbert Academy: <b>89.1%</b><br>A&B: <b>87.38%</b>                                     |
| Exclusion  | No. of Exclusion Incidents 21-22: <b>0</b><br>No. of Exclusion Openings 21-22: <b>0</b> |
| Additional<br>Support Needs                                    | 43% of secondary pupils   |
| SIMD   | 2.8% D3,<br>15.7% D5<br>58.3% D6<br>21.3% D7  |
| Free School<br>Meal<br>Entitlement                             | 12%   |
| Care<br>Experienced<br>(and previously<br>Care<br>Experienced) | 4.5%  |
| English as<br>Additional<br>Language                           | 0   |
| Other (give<br>details)  |   |

## **Pupil Equity Funding**

### **Impact of PEF on closing the attainment gap**

£15490 PEF has been allocated each year until 2025/2026.

We have used this funding over the years to target certain pupils for ASN Assistant support (prioritising Literacy and Numeracy) or Family Liaison Officer support as well as supporting families with the cost of school trips, uniform etc

Although we have no SIMD 1 or 2 pupils and very few SIMD 3 or 4 pupils, we do know our families very well and have a good idea of who would benefit from financial support as well as targeted ASN support or support with attendance

## **Other information**

Our S3 profiling class has been very successful over the last 2 years with their Youth Philanthropy Initiative projects which have raised £6000 for local charities so far. This year's class will be presenting their projects to a judging panel, S1-3 pupils and some parents at the end of May. The winning group will get another £3000 to donate to a local charity (funding from the Wood Foundation).