



Standards and Quality Report 2019-2020

Name of school

Tarbert Academy

Context of the school

Including some or all of the following:

- *basic school details (roll, class composition etc.)*
- *school vision, value and aims;*
- *local contextual issues;*
- *factors affecting progress (e.g. staffing changes/issues).*

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 school roll at the end of the 2019/20 session was 244 pupils with 30 in Pre-5, 112 in Primary and 102 in Secondary.

SIMD distribution is between decile 4 and 7 with no clear attainment gap (SIMD 4 pupils often outperform SIMD 7 pupils). £15600 PEF was allocated to the school for 2019/20

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.

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

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.

Following consultation with staff, pupils, parents and agencies a new set of 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 3-18 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

This session has seen several staff changes with our DHT Secondary on maternity leave, PT Guidance acting up as DHT, a supply teacher recruited to act up as PT Guidance, DHT Primary on secondment as HT at another school, PT Primary acting up as DHT and a primary teacher acting up as PT. We also had a retirement of one of our Faculty PTs and recruited a replacement. Very sadly the new PT passed away recently and we are currently starting the recruitment process again.

Near the end of the session, like every other school, we experienced Covid 19 lockdown and have been leading learning from home while providing childcare in school for key workers' children.

Review of SIP | Priority 1

Progress and Impact:

Raise Educational Attainment and Achievement for all:

We had another good set of SQA attainment results this year with very solid S4 results – 8 out of 18 pupils achieved 9 N5 passes at A-C

Our N5 A-C pass rate is 88% compared to the national value of 78%

S5/6 results were not as good as previous years but still OK with 8 out of 17 S5 pupils achieving 3 or more H passes at A-C

Our Higher A-C pass rate was 67% compared to the national value of 75% but our S5 data compares well to the virtual comparator

Our AH A-C pass rate was 67% compared to national 79% but we only had 3 presentations so it isn't possible to come to any reliable conclusions based on this data alone

Numeracy data is good but literacy data has been below the virtual comparator at level 5 for the last 3 years and we are currently revising our school Literacy strategy.

will add something about NIF BGE data once populated by authority

Next Steps:

Literacy coordinator to prepare strategy for improvement

New L&T policy to be launched in August 2020

SLT to work with PTs re consistency of M&E approaches

Review of SIP | Priority 2

Progress and Impact:

Use Performance Information to secure improvement for children and young people:

Survey results show that 81% 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

Next Steps:

Monitoring and evaluation procedures to include checks on use of SNSA and GL assessment data

Review of SIP | Priority 3

Progress and Impact:

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.

Next Steps:

PT SfL/behaviour and DHT Primary to continue to incorporate anti bullying work into pse programmes.

We had planned to start MVP training with seniors as part of their induction into S5/6 in June 2020 but Covid 19 issues mean that this is unlikely to happen. We have had some staff trained in MVP and 2 others had planned to attend this session before the training was cancelled due to Covid 19.

Most pastoral work will be focusing on post Covid 19 recovery and MVP may need to wait until next session.

Review of SIP | Priority 4

Progress and Impact:

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

Next Steps:

Continue to work with SDS and Opps for All group to ensure positive destinations for all young people

Review of SIP | Priority 5

Progress and Impact:

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.

We continue to have excellent relationships with agencies/partners and received many very positive comments in feedback from them.

Next Steps:

Continue to push our VV&As with community/agencies at every opportunity

Review of SIP | Priority 6

Progress and Impact:

Strengthen Leadership at all levels:

Pre Covid 19 lockdown, 1140h provision was fully implemented with appropriate accommodation, staffing and resources

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

Next Steps:

SLT to ensure that PTs implement fully the Monitoring & Evaluation procedures

Review of SIP | GME Priority

Progress and Impact:

NA

Next Steps:

Review of SIP | Developing in Faith Priority

Progress and Impact:

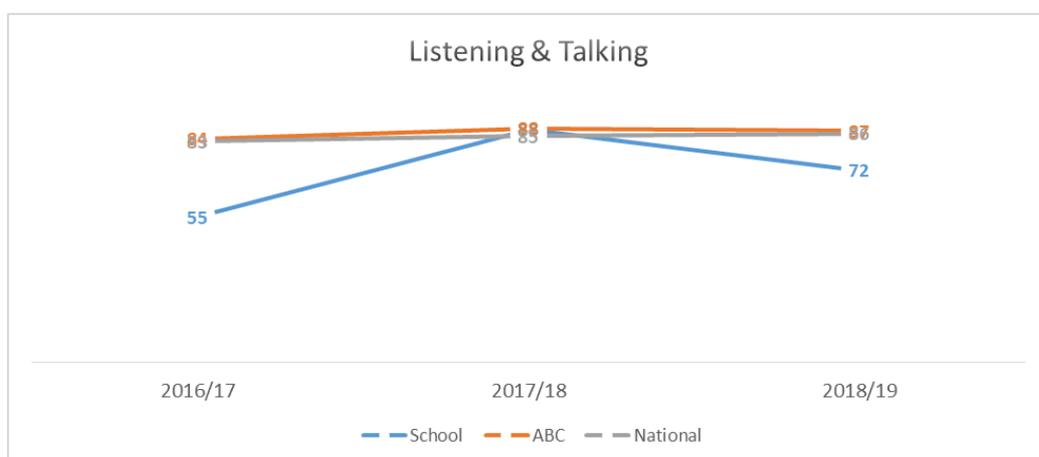
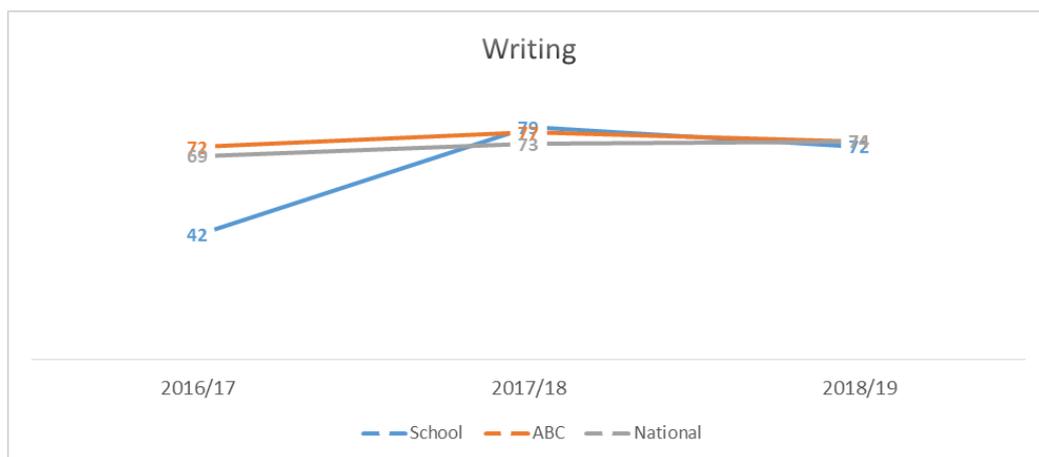
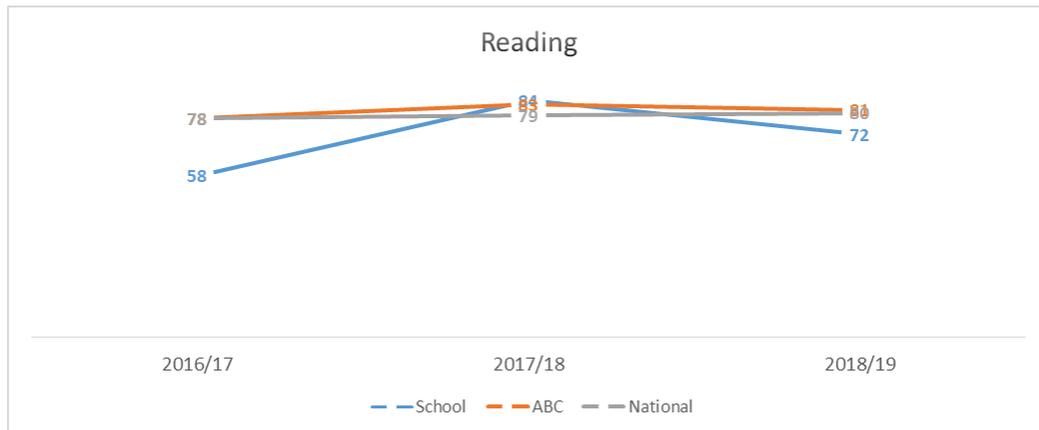
NA

Next Steps:

1.1 Attainment Data

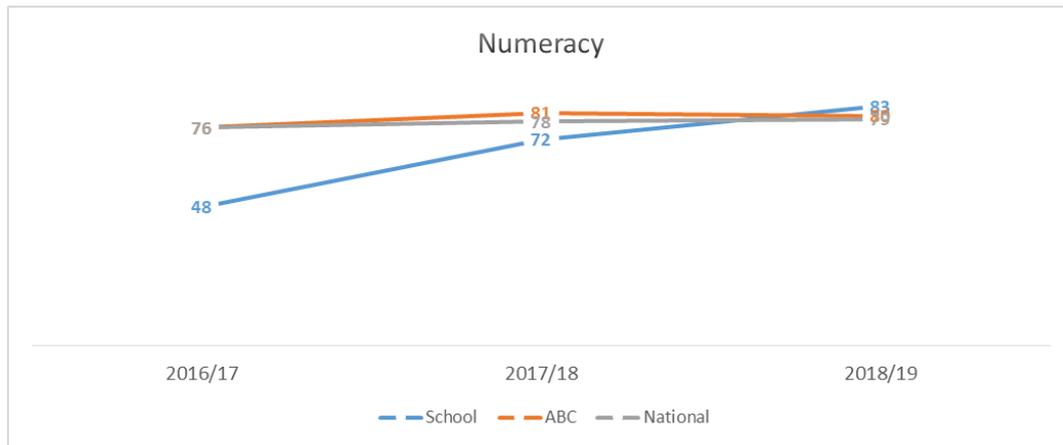
Attainment of Literacy Curriculum for Excellence levels 2016/17, 2017/18 and 2018/19 (teacher judgement – confirmed levels – 3 year trend).

*Example below- school-specific data will be provided in the summer term



1.2 Attainment Data

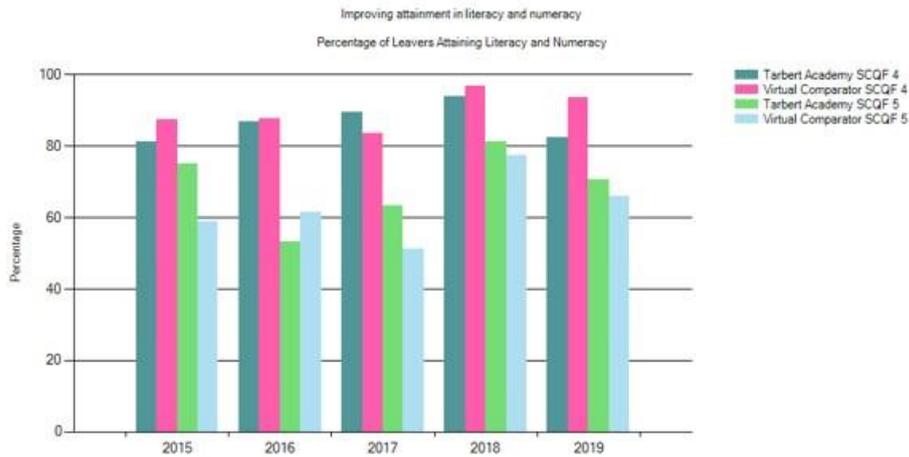
Attainment of Numeracy Curriculum for Excellence levels 2016/17, 2017/18 and 2018/19
(teacher judgement – confirmed levels – 3 year trend).



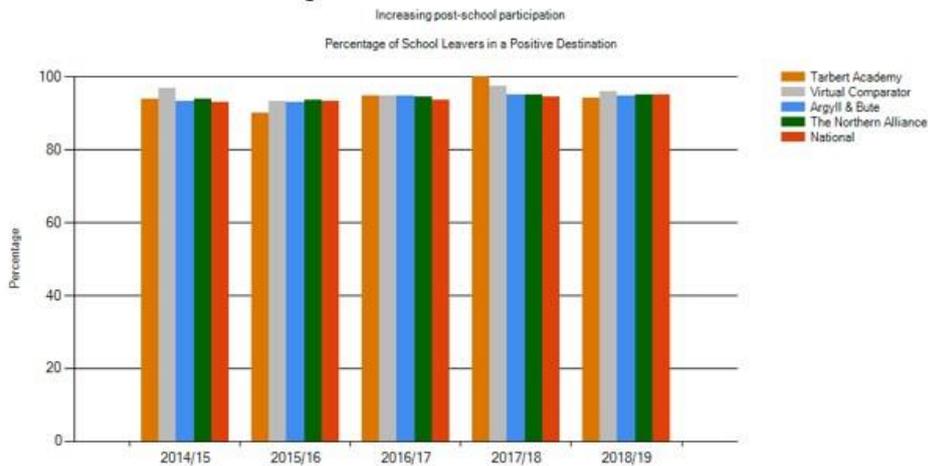
1.3 Attainment Data

School-specific data based on Insight (the four Dashboard Measures)

1. Benchmarking Measure: Literacy and Numeracy



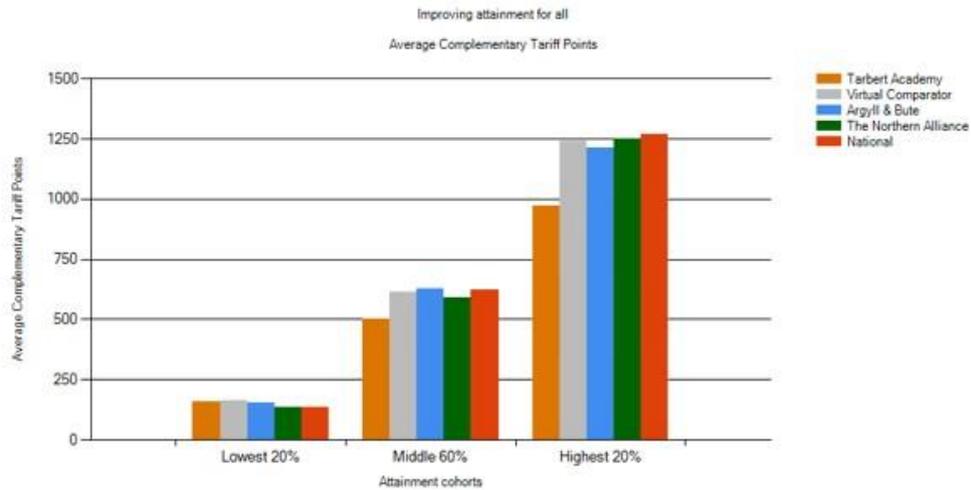
2. National Benchmarking Measure: Leaver Initial Destinations



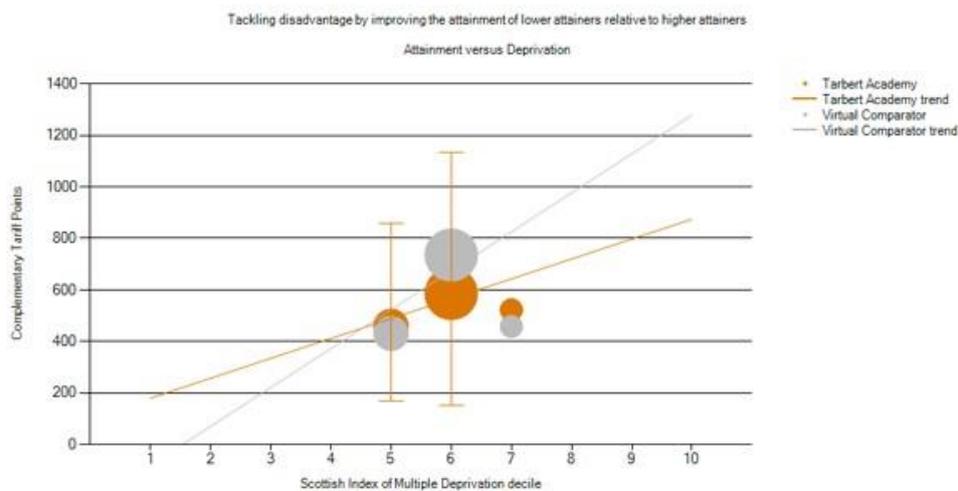
1.3 Attainment Data

School-specific data based on Insight (the four Dashboard Measures)

3. National Benchmarking Measure: Improving Attainment for All (Complementary Tariff)



4. National Benchmarking Measure: Attainment versus Deprivation ((Complementary Tariff v Virtual Comparator)



Overall quality of our learners' wider achievements

Highlights of session 2019-20

We continue to have a very strong DofE group with several of our young people working towards the gold award - unfortunately, due to Covid 19, all DofE activities were stopped

We offer an annual week at Ardentenny Outdoor centre to P7s but this was cancelled this year due to Covid 19

S3 Pupils attended a resilience based week at Loch Eil outdoor centre and S6 pupils attended a weekend at the same centre to build their leadership skills.

We run an annual exchange programme with a school in Austria - this would have taken place in May this year but was cancelled due to Covid 19

The result of the above opportunities is an increased level of self confidence, resilience, responsibility and leadership skills amongst our young people.

Comment on strategies that have been successful in engaging with children and young people, staff, parents and the wider community and the impact of these.

We had a successful working group of staff, parents and pupils in developing our new VV&As last session - our annual survey this year indicated a high level of association with our VV&As with 92% of Parents, 89% staff, 82% Secondary Pupils and 97% of Primary pupils agreeing with the statement: 'The above Vision Values & Aims are a good representation of what Tarbert Academy is all about'

During Covid 19 lockdown, teachers have very successfully engaged with pupils online through SeeSaw and Google classroom. From the annual survey, only 17% of parents, 11% Secondary pupils and 10% Primary pupils disagreed with the statement: 'The home learning arrangements are working well for me/my child/children'

We have a very supportive and active Parent council and the playground sub committee has done some great work this year in developing our playground.

Many of our parental/pupil engagement activities had to be cancelled this year due to Covid 19 - we would normally have had end of term trips, Prize givings, sports day etc.

Comment on progress made with the following aspects of empowerment:

- curriculum;
- improvement activities;
- parental and community engagement; and pupil participation.

https://education.gov.scot/improvement/learning-resources/an-empowered-system/?dm_i=LQE,6RTY0,WAUPY4,R37A1,1

Our curriculum continues to work well for our community. Parents and pupils appreciate being able to choose 9 subjects up to N5 in October of S3 as it gives them a good broad foundation to build on in S5/6. Progression is well set out with pupils able to study 5 subjects in S5 and 3 in S6 which allows them to specialise in subjects up to AH level or to broaden their qualifications further.

We have working groups as when required - this year we had a teaching & learning working group which has been developing a new Learning & Teaching policy to be launched in August 2020

Parents, pupils and staff are consulted annually via surveys and feedback is used to inform School Improvement planning.

Comment on progress made with Pupil Equity Funding, taking account of the five key areas below:

- attendance;
- attainment;
- exclusion;
- engagement;
- participation.

We have a very small number of pupils who claim free school meals (usually around 10 in the whole school) and we have no pupils in the lower SIMD deciles. As a small school we know our pupils well and the HT has been able to add some names to the FSM list for targeted support using PEF funds.

Assessment data is monitored closely for PEF pupils and targeted ASN support provided where necessary.

PEF funding has been used mostly to provide targeted ASN support but we have also used some of it to purchase Literacy and Numeracy support materials. Some PEF money was used to fund a leadership weekend for senior pupils on the understanding that the skills developed would help the senior students to offer peer support to younger PEF identified pupils.

As our numbers are very small it makes it difficult to comment on trends with attendance, attainment etc as we take a very individual approach and we want to avoid the possibility of identification of individuals.

Quality Indicator	How are we doing?	How do we know? (Evidence)	School Self-Evaluation (1-6)
1.1 Self-Evaluation for Self-improvement	Good	M&E records DM, SLT mins	4
1.3 Leadership of Change	Good	SLT mins 1140h fully implemented Excellent feedback from community re Covid 19 response (survey results)	4
2.3 Learning, teaching and assessment	Good	Record of learning walks and observed lessons	4
3.1 Ensuring wellbeing, equality and inclusion	Good	Survey results	4

<p>3.2 Raising attainment and achievement</p>	<p>Satisfactory</p>	<p>NIF BGE assessment data Insight data</p>	<p>3</p>
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