

Summarised inspection findings

Tarbert Academy

Argyll and Bute Council

6 May 2025

Key contextual information

School name Tarbert Academy
Council: Argyll and Bute
SEED number: 8110530
Roll (Sep 2024): 268

Attendance is generally above the national average in session 2023/24.

In February 2023, 6.7% of young people were registered for free school meals. In September 2023, 0.8% of young people live in 20% most deprived data zones in Scotland and the school reported that 40% of young people had additional support needs.

Tarbert Academy is a non-denominational 2-18 school located in the village of Tarbert. It comprises of an early learning and childcare (ELC) setting, primary and secondary departments. Over the past few years, there have been changes to leadership. The permanent headteacher position at the school is vacant and presently being filled through a shared headship arrangement by the headteacher of Dunoon Grammar. The acting headteacher has been in post since November 2024 and is supported by a senior depute headteacher in the secondary department and a depute with responsibility for the primary and ELC setting.

1.3 Leadership of change	weak
This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are: ■ developing a shared vision, values and aims relevant to the school and its community ■ strategic planning for continuous improvement ■ implementing improvement and change	

- Children, young people and staff are aware of the vision for Tarbert Academy. Staff promote the school values of respect, unity, achievement and kindness during assemblies and through the curriculum. Senior leaders have identified the need to review and update the school vision, values and aims in order to provide a clearer sense of direction for the school. Senior leaders should, as planned, engage with stakeholders and revise the vision, values and aims to provide leadership and direction with clear expectations that underpin school improvement priorities. In doing so, there is a need to embed the school values in the life and work of the school community. Importantly, senior leaders should ensure that all young people feel respected and raise expectations of what each child and young person at the school can achieve.
- Senior leaders identified urgent areas for improvement in the school’s three-year improvement plan. Priorities include refreshing the school’s vision values and aims, raising attainment through high quality learning and teaching and ensuring that staff have the knowledge and skills required to address all children and young people’s barriers to learning. These priorities reflect accurately the areas for improvement that the school needs to address. However, the pace of change over the past few years has been too slow and this session’s improvement plan is not informed through systematic approaches to self-evaluation involving all

stakeholders. Therefore, stakeholders are not clear about the school's strengths and areas for improvement and the plan is not yet sustainable. In addition, the improvement planning process does not take sufficient account of the instability in staffing. At pace there is a need to ensure that implementation of the improvement planning process mitigates the associated risks with challenges to recruitment and instability in leadership.

- Departmental and faculty improvement plans are of variable quality. They do not align sufficiently well with the whole school improvement plan or contribute sufficiently well to the whole school change. Senior leaders and faculty leads need to use the faculty improvement planning process improve learning, teaching and assessment and raise attainment more effectively. Faculty and departmental improvement plans are not informed by rigorous approaches to self-evaluation. Presently they are based on informal approaches such as discussions between faculty heads and teachers on what is working well and what needs to improve. In addition, there is a need to strengthen the strategic leadership of DYW across the whole school.
- The acting headteacher leads the school through a shared headship arrangement. The senior depute headteacher in the secondary school leads the school in the headteacher's absence. In the short time in post, the acting headteacher has improved relationships across the school community and is creating a climate for change that focuses on high-quality learning and teaching. The headteacher's high visibility, energy and enthusiasm is welcomed by children, young people, staff and parents. He is improving the ethos of the school, and improving the culture of collegiality between children, young people and staff. However, the instability in leadership and challenges with recruitment is adversely impacting on improvements, the profile of the school and the quality of learners' experiences.
- The senior depute headteacher in the secondary and the depute headteacher in primary and early learning and childcare (ELC) departments are respected by children, young people and staff. They lead their departments well on a day-to-day basis and provide high levels of support to the recently appointed acting headteacher. The senior depute headteacher in the secondary department knows the whole school community very well and has a vision to bring about improvements for the school through high-quality learning and teaching. Staff welcome the depute headteacher's leadership for learning which is showing early signs of impact across the whole school. The depute headteacher of the primary department introduced a range of effective processes to improve outcomes for children within literacy and numeracy. This approach has impacted well on children at second level and is at the early stages of making a difference for younger children. While there are strengths in aspects of the senior leadership roles and responsibilities, senior leaders remits and those of middle leaders and practitioners in the ELC department need reviewed. Presently, leadership is not shared strategically across promoted staff with clarity on measurable outcomes linked to the school improvement plan. There is a need to ensure that all remits link effectively to improving learning, teaching and assessment and raising attainment across the school.
- Senior leaders have introduced recent change initiatives such as extending the range of stakeholder engagement using formal processes including online questionnaires. Children's views are gathered through learning conversations in the primary department and learning coordination meetings in the secondary. As a result, the majority of learners think that the school listens to their views. However, a minority feel that their views are taken into account and there is an opportunity for this to improve through more focused approaches to gathering views. Importantly, children and young people do not yet have a sufficient role in enacting improvements across the school.

- Senior leaders are well-placed to extend the role of the Parent Council, and the wider parent body, in self-evaluation, school improvement planning approaches and to seek views on the use of Pupil Equity Plan (PEF). This approach has the potential to address some parental concerns regarding the quality of their children's experiences, staffing arrangements and the progress that their children are making in school.
- All staff participate in professional learning to improve their practice including membership of working groups within the school to develop their leadership skills. Class teachers in the primary department have recently undertaken individual leadership roles to improve children's experiences. While there are a few examples of worthwhile leadership development opportunities, these are at the early stages of development. Senior leaders and staff need to work strategically and collaboratively to develop leadership capacity at all levels. This includes ensuring class teachers and middle leaders leadership opportunities link effectively to whole school improvement planning priorities. The school's approaches to capacity building and professional learning is not yet maximising leadership opportunities linked to curriculum progression and raising attainment across the 2-18 context of the school.

2.3 Learning, teaching and assessment

satisfactory

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- In most classes, positive and mutually respectful relationships between staff and children and young people are evident in almost all classes. They behave well and in the majority of lessons, most children and young people participate well in their learning. As a result of the positive and caring ethos, most children and young people enjoy learning at school. In addition, they value the support and encouragement that they receive from their teachers. A few young people are not fully focused during learning and at times engage in low-level, off-task behaviour.
- Teacher's understanding of individual learning needs during whole class lessons is beginning to improve. In a few lessons, there is a well-considered balance of teacher-led and independent learning activities. Most teachers in the primary department differentiate learning well in literacy and numeracy. However, differentiating learning across the curriculum needs improved. In the majority of lessons within the secondary department, learning is overly teacher-led and delivered at the same pace for all learners. As a result, a minority of young people experience appropriate challenge in their learning. Across the school, in the majority of lessons, the pace of learning is too slow.
- Across the school, most lessons are well organised with clear explanations and instructions. Children and young people are clear about the purpose of lessons and what they need to do to achieve success. Lessons are set out well with an introduction, middle and plenary session. In a few lessons, starter activities were used to develop or revisit prior learning. Teachers should ensure they have well planned starter and plenary activities that allow learners to demonstrate their learning effectively.
- All young people have access to digital devices. Within the primary department, the majority of children use technology to support their learning across the curriculum. In the secondary department teachers need to plan more effectively young people's use of digital technology to enhance their learning experiences.
- Teachers are aware of the staged intervention process and children and young people benefit from regular targeted support during class lessons. The process involves support for learning staff working with children and young people on address specific learning needs both in class and out of class. Most of the targeted approaches involve support for learning staff using commercially produced recourses that focus on a specific learning need. Teachers in a few lessons plan learning well that meets the needs of children and young people. There is a need to ensure that assessment information links to planning effectively next steps in learning for individuals and cohorts.

- The learning environment at P1 makes effective use of space to provide meaningful contexts for learning to take place. Children and staff interactions are built on mutual trust and respect. Staff's approach to play-based learning is ensuring a safe environment where children can be independent, curious and imaginative. Staff plan learning for children that is creative, promotes challenge and enjoyment. This developmentally appropriate approach enables children to make appropriate progress in their learning. Teacher's need to continue to focus on assessing children's progress during play and ensure that they can apply their skills in a range of contexts.
- Teachers use a range of assessments to support their judgements of learners' progress across the broad general education (BGE) and senior phase. The national Benchmarks are being used well in the majority of classes to plan assessment within the BGE. This is improving teachers' confidence in the quality of evidence used to assess children and young people's success in the achievement of a curriculum for excellence level. In the senior phase, teachers use summative assessment well. In some areas of the BGE, teachers rely too much upon summative assessments. Across the school, teachers should consider the range of types of assessment that they use to evidence achievement of a curriculum for excellence level.
- Almost all teachers are involved in moderation activities with colleagues within and out with school. This participation helps teachers to build confidence and apply national standards. Teachers are more confident in making judgements about the attainment of young people in the senior phase because of support from Scottish Qualifications Authority (SQA) appointees within and out with school. Local authority subject networks also support elements of verification and moderation within the senior phase. As planned, senior leaders and staff should continue to improve teacher's understanding of national standards taking account of children and young people's prior learning and the 2-18 context of the school.
- Most teachers use questioning to check for understanding and recall information. In a few classes teachers use skilled questioning to encourage children and young people to think more deeply about their learning. Teachers need to extend their approaches to checking for understanding beyond questioning to support them in monitoring and tracking learners progress within lessons. They should then use this assessment evidence to help inform their subsequent planning of learning, teaching and assessment.
- Almost all teachers provide appropriate verbal feedback and the majority of teachers provide written feedback to children and young people about their progress. In the primary department, most children receive high quality written feedback in literacy from their teachers. This is supporting children to know their next steps in writing. They set personal targets and the majority of children understand how to improve. Within the secondary department written feedback is of varying quality. There are a few examples where the written feedback informs teacher's planning the next steps in learning. There is a need to evaluate the effectiveness of learning conversations across the school and ensure that they develop children and young people's skills in knowing their strengths and next steps in learning.
- A few teachers use tracking information well to identify concerns and plan interventions for individuals and groups. This enables them to assess the progress being made by children and young people. However, the assessment information is at the early stages of supporting improvements in the planning of learning, teaching and assessment at class, faculty and departmental level. Consideration should be given to the quality of interventions introduced and how their impact can be tracked. Senior and middle leaders need to identify and share effective practice in planning, tracking and monitoring across the school. There is a need to ensure that tracking information informs the one-to-one discussions with children, young people and teachers.

2.2 Curriculum: Learning pathways

- Staff in the primary department implement a well-planned literacy and numeracy curriculum. This approach takes appropriate account of progression frameworks that build on children's prior learning. Staff provide a few opportunities for children to deepen their knowledge of the community and issues relating to the local area. Children are developing their knowledge of sustainability and leadership and a sense of responsibility. Senior leaders should ensure staff effectively implement progression frameworks across all areas of the curriculum taking account of the 2-18 context of the school. There is a need to improve the application of literacy, numeracy and health and wellbeing across the primary and secondary curriculum. In addition, senior leaders and teachers should review their use of transition and tracking data to make sure that all young people build on their prior learning.
- Most children and young people receive their entitlement to a broad general education. It is important to ensure that all programmes and courses are progressive so that young people build more effectively on their prior learning. Young people select eight subjects at the end of S2, recently reduced from nine following consultation. Senior leaders support learners in making these choices by using data relating to Curriculum for Excellence (CfE) levels. Young people continue with these choices into S4. At S3, teachers assess across the curriculum using CfE and national qualification (NQ) criteria to inform young people's accreditation pathway at S4. Senior leaders should continue with their ongoing evaluation of the curriculum at these stages. This will ensure that learners are experiencing an appropriate balance between receiving their BGE entitlements at S3 and depth of learning at S4.
- There are a few positive examples of staff maximising accreditation pathways for young people. For example, learners who are gaining national qualifications in Geography are combining aspects of the Duke of Edinburgh programme during residential stays. These are rich learning experiences which allow young people to apply their learning in different contexts, build skills and experience success.
- Overall, the curriculum and range of qualifications available to young people in the senior phase is too narrow and senior leaders should review their in-school offer. Senior leaders should review the whole school timetable to maximise attainment and achievement for all learners. There are too many free periods for young people in the senior phase. In addition, senior leaders should consider further practical approaches to accessing learning by using partnerships.
- Senior leaders need to address a few important issues with curriculum implementation that need improved. For example, the in the secondary department is not currently meeting the minimum national recommendation of planned, progressive physical education for all learners. In addition, young people in the senior phase are not accessing timetabled Religious and Moral Education classes. Although children in the primary department access modern languages, young people in the secondary department are not receiving their entitlement to a second language within the BGE. Senior leaders should ensure that all young people are accessing learning in RME that is meaningful and progressive.

2.7 Partnerships: Impact on learners – parental engagement

- Individual members of staff have developed positive relationships with families and the wider community. Parents are positive about the recent improvements to communication and the increased visibility and accessibility of the senior leadership team. As a result, most parents are comfortable in approaching the school with questions or suggestions. The acting headteacher has made a very positive start to raising the profile of the school and improve communication with parents. This includes a recently introduced a well-received weekly newsletter which shares helpful information about school events. Moving forward there is a need for senior leaders to outline clearly a strategy for parents' meaningful engagement in the life and work of the school.
- Parents receive information about their child's progress through annual reports and parents' evenings. In the primary department, termly open afternoons have supported parents to visit classrooms and be involved in their child's learning. Parents value these opportunities. A majority of parents across the school feel that the information provided by the school supports them to understand their child's progress. There is a need for increased opportunities for parents to be involved and fully understand what their children and young people are learning. In doing so, this will enable them to further support their children at home.
- The Parent Council is actively involved in fundraising for the school. They work to source grants from various shops, windfarms and the community trust which benefits the children. Funds raised have been used to cover transport costs for trips and improve the playground. The Parent Council are positive about their role beginning to include partnership working on school improvement. For example, the Parent Council supported the headteacher with the recent formation of a Relationships Working Group. The group seeks to develop an updated policy to further support positive relationships.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.1 Ensuring wellbeing, equality and inclusion

satisfactory

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Children and young people's wellbeing is supported by positive relationships with staff. This approach contributes to a calm, supportive learning environment where most children and young people feel well supported by staff. Most children and young people say that staff treat them fairly and with respect. The majority of staff understand the importance of wellbeing and are responsive to the wellbeing needs of most children and young people.
- Teachers approaches to developing children and young people's wellbeing is inconsistent. As a result, children and young people's understanding of wellbeing and how this supports their personal development is variable across the school. Senior leaders recently introduced a wellbeing tracker to improve the school's approaches to monitor the effectiveness of the school's approaches. This information is beginning to support staff well in reviewing the progress and wellbeing of all young people. However, overall, staff are at the early stages of supporting children and young people's understanding of wellbeing. Teachers need to develop children and young people's use of the language of the wellbeing indicators. They need to support all learners to talk more effectively about wellbeing. Senior leaders need to evaluate wellbeing more rigorously and ensure this informs improvement plan priorities leading to clearly defined universal and targeted support.
- Most young people feel safe and confirm that they have someone to talk to should they have a concern. Most indicate that they are treated with respect by staff and the majority by their peers. However, a few young people highlight bullying as an issue. These young people feel that their concerns are not being fully addressed. Senior leaders must ensure that actions taken to address concerns are communicated clearly and reinforce the school's commitment to support all young people who experience bullying. Staff should review their arrangements for recording, monitoring and responding to incidents of bullying. This will help staff analyse patterns and evaluate the impact of the actions taken.
- Staff deliver a planned Personal Social and Education programme for children and young people. It explores health-related issues and planning for the future. Presently the approach lacks progression and relevance. There is a need to ensure that it reflects their priorities and concerns and is appropriate to their stage of development. Teachers should continue to review the PSE programme, together with young people and partners, to ensure relevance and progression in learning. Young people would welcome the opportunity to be more involved in shaping the course.
- The pupil support team know their families very well and use this knowledge to support staff well in improving outcomes for young people. They access appropriate support, particularly for those most at risk. Pupil support assistants provide a range of one-to-one supports and group work and they give of their time at intervals and lunchtimes to support the needs of young

people within the school. Therefore, these young people feel safe, included and well supported by their teachers.

- The support for learning department staff are proactive in working with partners to intervene early to address potential barriers to wellbeing and learning. The counselling service provides support for children and young people's mental and emotional wellbeing through one-to-one support. Referrals come from pupil support staff, parents or children and young people themselves. Young people talk positively about how this service is supporting them well to make progress in school.
- Staff are working in partnership with mid argyll youth development service (MAYDS) to provide effective support for young carers. MAYDS implement individual and group work with identified young carers. Young carers speak very positively about the support they receive from both the school and MAYDS. Young carers speak confidently about how these planned activities and supports are making a positive difference to their emotional wellbeing.
- The majority of staff have an appropriate understanding of the needs of individual children and young people who require support with their learning. Teachers use and appreciate the established 'confidential register' and 'communication passports' to access information about young people's needs. In the minority of lessons, teachers use this information well to plan creatively and sensitively to meet the needs of young people. Staff should be supported to make better use of this information to support better the needs of all young people in class. Pupil support teachers need to consider how best to rigorously monitor and evaluate the impact of the 'confidential register' and 'communication passports' to ensure that this information is supporting better the planning for individual young people with additional support needs.
- Classroom assistants and Additional Support Needs(ASN) assistants are effective in supporting children and young people both in class and in small group settings. A few work with children and young people in classes well, providing effective support differentiating, simplifying and summarising activities. In a few instances this is encouraging children and young people's independence and resilience. Senior leaders and staff in the support for learning department need to evaluate the allocation and impact of ASN and support staff. There is a need to ensure that approaches to removing barriers to learning ensure children and young people make very good progress in their learning.
- A few children's and young people's plans to support their learning are of a high quality. They are well structured, with specific and measurable targets. The targets are shared with all staff and monitored by support for learning through a formal meeting with the pupil support team and principal teachers. Young people and parents are included in these plans enabling them to take ownership of their progress. This is resulting in positive outcomes for specific young people and helping them to feel included and respected. The school should now ensure a greater level of consistency and quality in children's and young people's plans, this will support better the school to measure the impact of interventions and strategies over time.
- Staff sensitively support children young people who are care experienced. In addition, senior leaders are tracking and monitoring attainment and attendance on a monthly basis. This approach is contributing to improvements in young people's engagement and attendance and is supporting them well towards a positive post-school destination. All care experienced young people have been considered appropriately for a co-ordinated support plan. Staff, in line with the ambition of The Promise should now consider seeking young people's permission to share their status.

- Pupil support staff work well together to review and monitor patterns of attendance. Staff have a very clear understanding of those young people with low attendance. The school has well understood procedures in place for monitoring children and young people's attendance and anomalies which is resulting in improved attendance for targeted young people. A few young people are on part-time timetables. These young people are monitored regularly and appropriate plans are in place, including face to face meetings to support the ongoing review of their timetables.
- Staff have put in place effective supports for pupils who are at risk of exclusion. Staff should continue to explore alternatives to exclusion to make sure that all young people feel included and valued in the school community.
- The majority of children and young people respect the rights of others. Children and young people demonstrate a limited understanding of the importance of equality and diversity. There are a few opportunities to reflect on and discuss their rights and demonstrate concern for and acceptance of others. This is supported through religious services and assemblies. There is scope to develop children's and young people's appreciation and celebration of cultural diversity across the school. Senior leaders and staff should continue to develop equalities education more widely across the curriculum. Young people should learn in more depth about the importance of respecting protected characteristics.
- The school is at the early stages of their rights respecting journey. Senior leaders should now work to ensure that all children, young people and staff are more aware of their rights.

3.2 Raising attainment and achievement

satisfactory

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Primary stages

Attainment in literacy and numeracy

- Across the primary department, most children attain expected levels in literacy and numeracy. A few children are attaining beyond national expectation in literacy and English and numeracy and mathematics. The majority of children with additional support needs are making satisfactory progress towards their individual targets.

Literacy and English

- Across the primary department most children make good progress in writing and reading. They make satisfactory progress in listening and talking.

Listening and talking

- The majority of children working towards early level listening and respond appropriately to others. They take turns and participate in group discussions to share their ideas. They are keen to answer questions and demonstrate what good listening and talking looks like. The majority of children working towards first level communicate clearly and audibly. They discuss main features of texts and show knowledge and understanding of non-verbal cues. For example, eye contact and expression. The majority of children at second level give examples of opportunities of a range of talking and listening activities in class. Children need to apply their listening and talking skills communicating clearly in a variety of complex and meaningful situations.

Reading

- The majority of children working towards early level talk about their favourite books. They retell familiar stories and can predict what might happen next. The majority of children working towards first level explain the meaning of fiction and non-fiction texts. They are confident to read aloud and decode unfamiliar words. The majority of children at second level justify their choice of text. They skim and scan confidently and summarise main ideas. They explain their thoughts, opinions and main ideas about characters and settings. Children should continue to be encouraged to select a wider range of texts regularly for enjoyment. Across the school, children should be given greater opportunities to develop further their skills through reading in different contexts across the curriculum.

Writing

- The majority of children working towards early level form most lowercase letters legibly and leave spaces between words. The majority of children at first level write independently and spell most common words accurately. They write in a variety of genres and can discuss the kinds of writing they enjoy. The majority of children at second level punctuate and use paragraphs appropriate. They edit their work based on teacher feedback and write at significant length to develop their writing style. Across the school, children would benefit from

increased opportunities to demonstrate and apply their writing skills in different contexts across the curriculum.

Numeracy

- Across the primary department children make good progress in number, money and measure, shape position and movement and information handling. They make satisfactory progress in mental calculation and problem solving.

Number, money and measure

- The majority of children working towards early level confidently double numbers to a total of 10 mentally. At first level, the majority of children identify and use all coins and notes to £20 and explore different ways of making the same total. They demonstrate awareness of how goods can be paid for using cards and digital technology. Children at first level would benefit from increasing their understanding of mathematical language. At second level, most children apply their numeracy skills to real life contexts, for example, planning a Christmas dinner on a budget and using weights to buy food through an online shopping site. Across first and second levels, most children have strong mental agility skills and practise applying their learning across a range of contexts.

Shape, position and movement

- The majority of children working towards early level identify common two-dimensional (2D) shapes. They copy, continue and create simple patterns involving objects, shapes and numbers. At first level, the majority of children can describe properties of 2D shapes. They would benefit from further focus on common three-dimensional objects, to increase accuracy in their understanding of mathematical language. At second level, the majority of children know that complementary angles add up to 90° and supplementary angles add up to 180° and use this knowledge to calculate missing angles.

Information handling

- The majority of children working towards early level interpret simple charts, including their visual daily timetable. At first level, the majority of children interpret data from simple bar graphs and charts. Most children working towards second level analyse and draw conclusions from a variety of sources, including line graphs and information tables. They identify key features of a range of graphs and extract information from data sets. In Primary 7, children use technology to design and interpret combination graphs to compare world climates.

Attainment over time

- Across the primary and secondary department, teachers have recently improved approaches to record, track and monitor young people's progress. This information collected at faculty level and departmental level is updated regularly at whole school level. Senior leaders introduced a whole school monthly senior phase tracker to review the progress of young people across all subject areas. Senior leaders should continue with plans to introduce a new whole school BGE tracking system.

Primary

- In the primary department, senior leaders and staff track individual progress of children in literacy and numeracy using a range of data. Most children are making good progress from prior levels of attainment. However, the primary department is at the early stages of analysing data for groups and cohorts, to identify targeted areas for improvement. Senior leaders need to analyse data more effectively and measure the impact of school improvement initiatives and interventions more effectively. As a result, children are capable of making better progress in learning. In addition, attainment is not tracked across the wider curriculum.

Secondary

Attainment in literacy and numeracy

- The school has maintained high levels of performance in literacy over time. By the end of S3, between 2021/22 and 2023/24, almost all young people achieved CfE third level in reading and listening and talking, while most achieved CfE third level in writing. Attainment at CfE fourth levels is more inconsistent over time with the majority of achieving literacy in 2023/24. Young people are making satisfactory progress in literacy given their prior levels of attainment.
- By the end of S3, between 2021/22 and 2023/24, most young people achieved CfE third level in numeracy. A majority of young people achieved CfE fourth level in numeracy. Performance levels in numeracy have declined between 2021/22 and 2023/24. Within the mathematics department, teachers now need to develop appropriate raising attainment strategies to support young people's progress in numeracy within the BGE. This includes a clear focus on the application and tracking of numeracy across the curriculum.

Senior Phase

Leavers

Literacy

- Almost all young people who left school between 2018/19 and 2022/23, including those with an ASN, achieved SCQF level 4 or better in literacy. Attainment at SCQF level 5 or better and SCQF level 6 shows improvement over time. Almost all achieved SCQF level 5 or better in literacy and most achieve SCQF level 6. Performance at all levels is in line with the VC.

Numeracy

- Almost all young people leaving school between 2019/20 to 2022/23, including those with an ASN, achieved SCQF level 4 or better in numeracy. Most young people leaving school between 2018/19 and 2022/23 achieved SCQF level 5 or better in numeracy. At SCQF level 6, performance has declined in recent years and a minority attained this level in 2022/23.

Cohorts

Literacy

- At S4, the majority of young people attain SCQF level 5 or better. By S5 and by S6, based on the S4 roll, the majority attain SCQF level 6. Performance at all levels is in line with the VC.

Numeracy

- At S4, performance at SCQF level 5 or better has declined considerably from most young people achieving this level in 2019/20 to a minority in the latest year to 2023/24. Performance at this level is significantly lower than the VC in the latest year 2023/24. By S5 and by S6, based on the S4 roll, performance at SCQF level 6 shows no consistent improvement over the five-year period.

Attainment over time

BGE

- According to school data, for the latest year 2023/24, the majority of young people attain CfE third level in all curricular areas outwith literacy and numeracy.

Senior phase

Improving attainment for all Leavers

- When compared using average complementary tariff points, the attainment of young people leaving school between 2018/19 to 2022/23 shows no consistent improvement. The attainment of the lowest 20%, middle 60% and highest 20% of young people leaving school is broadly in line with the VC.

Cohorts

- When compared using average complementary tariff points at S4, by S5 and by S6, based on the S4 roll, attainment of the lowest 20%, middle 60% and highest 20% is generally in line with the VC. There is no consistent improvement over the last five years.

Senior Phase

Breadth and depth

- At S4, over the past five years, almost all young people achieved five or more awards at SCQF level 4 or better. The majority of young people achieved five or more awards at SCQF level 5 or better over the past five years. This is generally in line with the VC. The percentage of young people attaining top quality passes at SCQF level 5A or better shows a decline.
- By S5 based on S4, attainment at SCQF level 6C or better shows an overall declining pattern from 2019/20 for five or more courses.
- By S6, attainment at SCQF level 6C or better is variable across five or more courses. Senior leaders should explore coursing arrangements in S6. The percentage of young people not presented for any or one course is higher than the national average.
- At S4, around 78% of young people are presented for 9 courses. The minority of young people achieve success at SCQF level 4 or better at 9 courses. Only a quarter achieve success at SCQF level 5 or better at 9 courses. Senior leaders, with the support from pupil support staff, should review the number of courses young people are presented for. They should review their aspirations and ambition for and with young people to ensure success at the appropriate SCQF levels.

Overall quality of learners' achievement

- Children and young people are proud of their achievements. They talk about how the school celebrates their own successes, as well as those at a class and school level. They are keen to contribute to the life of the school and the wider community. Staff recognise and celebrate learner's achievements through school assemblies, certificates, social media and wall displays. Children and young people participate in a range of clubs and activities including learning musical instruments. This has helped to develop their performing skills both in school and in the wider community.
- Success in wider achievement is recognised and accredited through almost all children and young people's participation in Duke of Wellington Awards, Young Forester Awards, Duke of Edinburgh Awards and Sports Leaders Awards. At whole school level, the school has recently achieved a silver Sports Scotland award, and they are working towards a silver award in celebration of their work on children's rights. These achievements are developing children and young people's teamwork, resilience and understanding of what it means to be an effective contributor.

- Children and young people develop a range of skills through their leadership positions on the Eco Committee, Sports Council and as primary ambassadors. Children and young people take part in residential trips to outdoor centres and abroad. These experiences develop important leadership and teambuilding skills as well as taking children's learning beyond the classroom. Senior leaders should now ensure that these achievements are linked to skills development and introduce systems to track progress.
- Senior leaders and teachers do not yet track children's participation and achievement both in and out of school. This will allow them to identify any children and young people at risk of missing out.

Equity for all learners

- Staff use the pupil equity fund appropriately to remove barriers to learning and improve engagement for children and young people. Senior leaders are at the early stages of evaluating the impact of interventions and demonstrating their impact on pupil's progress, attendance and attainment across the school.
- Overall, almost all young people who left school from 2018/19 to 2022/23 moved into an initial positive destination. In the last four years, almost half of the young people moved to higher education.

Other relevant evidence

- All staff have a clear understanding of the context of the children and families who attend the school. There is a strong sense of community across the school. The parent council fundraise in order to reduce the overall cost of school trips. In primary 7 children are able to attend a residential trip. An annual Big Breakfast is organised by the school which raises funds to reduce the overall cost for all. Funding is available to ensure that no child is at risk of missing out. Approaches for a few children are beginning to improve attendance. Senior leaders need evaluate the impact of interventions on attainment.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.