



## 1. ATTENDANCE

Primary attendance at June 2018 was 94.3%, a slight increase on last session and a little above the PKC average. Secondary attendance in June 2018 was 92.9, about 2% above the PKC average.

## 2. ATTAINMENT AND ACHIEVEMENT

### ➤ Attainment in the Broad General Education (P1-S3)

The statements that follow about attainment within the Broad General Education are based upon these national expectations:

<b>Early Level</b>	Achieved by most pupils by the end of P1
<b>First Level</b>	Achieved by most pupils by the end of P4
<b>Second Level</b>	Achieved by most pupils by the end of P7
<b>Third Level</b>	Achieved by most pupils by the end of S3

*N.B. The following words are used to describe numbers and proportions: **Almost all:** 91%+; **Most:** 76-90%; **Majority:** 51-75%. Please note that in recent years Perth and Kinross Council has used the measures 'very good progress or better' in the primaries and 'secure or better' in secondaries. This session the measure 'secure or better' will be used in both primary and secondary.*

#### • Performance

The majority of learners in primary one achieved expected levels in listening and talking, reading and writing with most achieving at the expected level in numeracy. Most primary four learners had achieved expected levels for listening and talking, numeracy and reading, with the majority achieving expected levels for writing. At primary seven, the majority of learners had achieved expected levels in writing, with most achieving expected levels in listening and talking, reading and numeracy.

Almost all pupils were performing at or above the recommended levels in Reading, Writing, Listening/Talking and Numeracy by the end of S3.

#### • Commentary

This year's attainment in P1 was less strong than that in P4 and P7 but was consistent with our own tracking. Our teacher judgements suggesting strong performances in P4 and P7 were confirmed this year by these pupils' performances in the new Scottish National Standardised Assessments (SNSA).

Pupil performances in S3 were once again very strong in all areas.

An overview of the school's primary performance is now available to parents through the new government [School Information Dashboard](#)

Parents who look at the dashboard will note that Breadalbane primary is performing above the level of schools deemed similar in almost all attainment measures. This echoes the school's performance in SQA qualifications in secondary.

➤ **Senior Phase Attainment in SQA Qualifications**

• **Performance**

The figures below are those that were provided to schools by Perth and Kinross Council in August 2018.

<b>S4 Pupils: 5 + N5 awards</b>					
	<b>13/14</b>	<b>14/15</b>	<b>15/16</b>	<b>16/17</b>	<b>17/18</b>
Breadalbane	44%	42%	36%	54%	<b>51%</b>
<b>PKC</b>	44%	44%	44%	45%	<b>41%</b>

	<b>1+ Highers</b>			<b>3+ Highers</b>			<b>5+ Highers</b>		
	<b>15/16</b>	<b>16/17</b>	<b>17/18</b>	<b>15/16</b>	<b>16/17</b>	<b>17/18</b>	<b>15/16</b>	<b>16/17</b>	<b>17/18</b>
<b>Breadalbane</b>	60%	53%	<b>68%</b>	41%	33%	<b>46%</b>	20%	17%	<b>29%</b>
<b>PKC</b>	58%	56%	<b>59%</b>	39%	35%	<b>38%</b>	19%	19%	<b>20%</b>

<b>S6 Pupils: 1+ AH</b>					
	<b>13/14</b>	<b>14/15</b>	<b>15/16</b>	<b>16/17</b>	<b>17/18</b>
Breadalbane	28%	24%	34%	30%	<b>25%</b>
<b>PKC</b>	24%	27%	27%	23%	<b>22%</b>

• **Commentary**

We were very pleased with the performance of this year's S4 whose results were the highest the school has experienced over the past ten years, with the exception of 2016/17. We are also delighted to note that we performed very significantly above the PKC average and indeed managed to increase this gap to 10%.

We predicted in last year's report that we would have a strong S5 performance and the results proved this to be the case, with our young people producing the best set of results on record. As with our S4 results, we also managed to perform significantly ahead of the PKC average in all areas.

We had anticipated that our S6 results would take a drop after two exceptionally high years, but were pleased that nevertheless one quarter of our pupils achieved at least one Advanced Higher. This placed us well above the national average and still above the PKC average.

➤ **Wider Achievement**

In addition to academic achievement, the school is committed to providing pupils with opportunities for wider achievement. During session 17-18 we continued to offer many extra-curricular activities, as well as a wide range of trips: local, national and international. For these activities, the school owes a debt of gratitude to the many staff who gave up their free time to enhance our pupils' experiences. As well as extra-curricular activities, we have also worked hard to build opportunities for wider achievement into our curriculum. These have included an ongoing expansion of our outdoor education programme, a growing number of opportunities presented by partnerships with employers, and an enhancement of this year's activities days which saw pupils having an opportunity to be involved in a volunteering, cultural or enterprise activities.

### 3. LEADERSHIP

The school was commended during an authority Learning and Achievement Visit in session 15/16 for the quality of leadership and direction provided by senior staff in both primary and secondary, and this was echoed in the positive nursery inspection the school received last session, which stated: *the service was supported by a very strong, well-organised management team, who worked well together... and had a clear vision.* In the report of the Extended Learning and Achievement Visit in May/June 2018 this area was also identified as a key strength of the school: *The Senior Leadership Team are ambitious in their vision for the school, demonstrating strong leadership and the capacity to lead change and work with teams to achieve this.*

### 4. LEARNING

We place learning at the core of our activities and expect our staff to engage in some of the many opportunities for professional reflection. The recent Extended Learning and Achievement visit report stated that pupils were: *enthusiastic, polite and engaged in their learning and that almost all pupils were very satisfied with their experiences as learners and had a sense of belonging.*

We believe that this reflects both the quality of our young people and the dedication of our staff to ongoing professional reflection. We continue to support such reflection through our whole school training programme and again this session gave over a significant part of an INSET day to developing our teaching methodology, which included a session where staff shared good practice on actively engaging pupils in their learning.

### 5. DEVELOPMENT PRIORITIES

The school development plan is informed by the [National Improvement Framework](#), as well as developments unique to Perth and Kinross Council and the school itself. The following provides an overview of the school's main development priorities:

#### ➤ [Setting out our Vision - Belonging, Believing... Aspiring, Achieving!](#)

We continue to have work in embedding our vision statement into the work of this school. It is, after all, a summation of what all stakeholders have said they want from the school. The statement sums up the journey our young people will make from the moment they walk into Breadalbane Academy to the moment they walk out. During session 17-18 pupils presented to their peers in both primary and secondary about how they interpreted our values statements and they are increasingly woven into our discussions with you people whether through whole school assemblies or one to one discussion. Visitors to the campus will also notice that these are promoted through the school new banners which are also used as a visual prompt in assemblies.

We want our young people to have a sense of belonging throughout their time at school and to use their school experience as a foundation for building self-belief and ambition. With these things in place, the scene is set for the achievement which abounds within Breadalbane Academy throughout the session and which was evident in our being shortlisted last session for the *Scottish Education Awards*, not to mention turning in the best set of SQA results in the school's recent history.

The full vision statement is now available on the school [website](#).

#### ➤ [Widening the Pupil Experience](#)

Our values statement stresses that we want to prepare rounded individuals ready for life and work and to do so we know we need to extend the pupils' experience beyond the traditional curriculum. One key way of offering wider experiences to our pupils is through outdoor learning which is a proven means of developing both positive attitudes and skills. We are delighted to say that we have been able to maintain the services of our Outdoor Learning Instructor, Ms Emma O'Shea, who will continue to support the school in rolling out our ambitious universal outdoor learning programme, which this year

should include an aspect of water sports, as well as maintaining experience of skiing, hillwalking and orienteering.

Last session, all of our P6 and P7 pupils, as well as the GME class, accessed significant outdoor learning experiences, with most earning a *John Muir Award* as a result. There were also many other outdoor experiences across our primary classes and these were built into our nursery pupils' experiences. The John Muir Award is something that we now hope to extend into S1 in session 18/19. Our outdoor learning developments sit well with the larger Perth and Kinross Council development called the *Standard for Wider Achievement* which sets out aspirations for schools in terms of wider learning opportunities. These include the following headings: employability, leadership, outdoor learning and cultural experiences. During session 18/19 we aim to set out how our young people in secondary will experience all of the entitlements set out in the PKC Standard.

#### ➤ Closing the Gap

Parents are also likely to be aware that the government has set out the aspiration that there should be no 'gap' in the attainment of pupils based on their background, and to support this policy has given all schools a direct grant – the Pupil Equity Fund. As research suggested that attainment gaps open up at a very early stage in education, last session we deployed additional staffing in nursery and early years primary to support pupils who may be in danger of falling behind in literacy and numeracy. We will continue to provide this additional support in session 18/19 and refine the means by which we measure the impact of such interventions on pupil outcomes.

We will also continue to focus more widely on ensuring that the school experience – in its entirety – is available to all pupils regardless of financial background. This will continue to mean reviewing all activities and ensuring the measures are in place to mitigate the impact of financial hardship.

#### ➤ Engaging with Parents

Communication with parents and the broader area of parental engagement continues to be a key development for the school and we very much welcome the support of the Parent Council in both these areas. Parents will be aware that we are now moving to paperless communications which we feel will make communication from school to home more reliable, not relying as we have in the past on 'pupil post'. We have also now launched our new website which we believe has addressed the concerns that parents had expressed about the effectiveness of our previous website.

This session we are also implementing the *Show My Homework* online programme in the secondary, which will allow parents far greater insight into their child's homework schedule and so leave them far better placed to support in this area.

The school will continue to have a rich engagement with parents either through the Parent Council or other means, in the planning and evaluation of our work.

#### ➤ Engaging with Pupils

Our new vision statement includes the following line: *We have a strong voice in our school and our views are heard and listened to.* With a view to ensuring that pupils also have a voice in the strategic direction of the school, senior management will be consulting on the whole school plan at the first meeting of pupil councils in October. We will also continue to engage with pupils at the level of classroom teacher and department in the evaluation and planning of learning.

## 6. CONSULTATION

The school tries to engage with partners in a range of ways. In session 17-18 this has taken the form of discussions at the Parent Council on our plans and progress against these, and individual or group consultations. This session our pupil councils have also been consulted on a range of issues.