



## 1. ATTENDANCE

Primary attendance at June 2018 was 92.8%, a slight decrease from last session and a little below the PKC average of 93.2. Of these, 2.2% were unauthorised, which was below the PKC average of 2.5%. Secondary attendance in June 2018 was 90.4%, which was in line with the PKC average. Unauthorised absences were also in line with 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%.*

#### • Performance

Most learners in primary one achieved Early Level in listening and talking and numeracy with the majority also achieving Early Level in writing and reading. Most primary four learners had achieved First Level for listening and talking and reading, with the majority achieving expected levels for writing and numeracy. At primary seven, the majority of learners had achieved expected levels in writing and numeracy, with most achieving expected levels in listening and talking, 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 primary attainment was mixed, with improvements in some areas and declines in others. Overall our primary attainment continues to show an upward trend in the majority of measures, but we will be looking closely this year at new data available from Scottish National Standardised Assessments to see if there are areas on which we can improve. 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](#). This had not been updated for 18/19 at the time of this document going to print.

➤ **Senior Phase Attainment in SQA Qualifications**

• **Performance**

The figures below are those that were provided to schools by Perth and Kinross Council in August 2019.

<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>	<b>18/19</b>
Breadalbane	44%	42%	36%	54%	51%	<b>45%</b>
PKC	44%	44%	44%	45%	41%	<b>44%</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>18/19</b>	<b>15/16</b>	<b>16/17</b>	<b>17/18</b>	<b>18/19</b>	<b>15/16</b>	<b>16/17</b>	<b>17/18</b>	<b>18/19</b>
<b>Breadalbane</b>	60%	53%	68%	<b>57%</b>	41%	33%	46%	<b>37%</b>	20%	17%	29%	<b>26%</b>
<b>PKC</b>	58%	56%	59%	<b>56%</b>	39%	35%	38%	<b>35%</b>	19%	19%	20%	<b>18%</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>	<b>18/19</b>
Breadalbane	28%	24%	34%	30%	25%	<b>33%</b>
<b>PKC</b>	24%	27%	27%	23%	22%	<b>24%</b>

• **Commentary**

Our tracking of this year's S4 over a few years, led us to expect a slight decline in performance, but we were pleased that this cohort was still able to perform at a level above the PKC average. From the above table it is also apparent that although S4 results were down on the last two years, they still bore positive comparison with the years before these.

This year's S5 performed strongly: though not at the record-breaking level of the previous cohort, this year's S5 continued to perform at above the PKC average, particularly for those achieving 5 Highers.

We had predicted a strong performance from our S6 and were not disappointed. As Advanced Higher was designed to be equivalent to undergraduate level study, we were delighted to see that by the end of their time with us, one third of this cohort (figures for S6 are based upon the number of pupils who were in this group in S4) were able to achieve university level courses.

➤ **Wider Achievement**

In addition to academic achievement, the school is committed to providing pupils with opportunities for wider achievement. During session 18/19 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.

### 3. LEADERSHIP

In the report of the Extended Learning and Achievement Visit in May/June 2018, leadership was 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.* In order to develop leadership across all levels of staff, in Session 17/18 we devised and delivered an in-house leadership training programme delivered by staff for staff. This was scaled up in Session 18/19 to include all schools within Highland Perthshire. We are also committed in Session 19/20 to building further opportunities for pupil leadership into whole school self-evaluation and policy development.

### 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 Extended Learning and Achievement visit report of October 2018 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.* In session 19/20 we plan to review that ways in which we share good practice in learning through adopting a range of approaches to classroom observations.

A key priority in 19/20 will be to review and develop our approaches to digital learning as a part of our efforts to gain a national *Digital Schools Award*, which is given to school who can demonstrate depth, breadth and innovation in their digital learning offer.

### 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 in the coming session:

#### ➤ Maintaining and Improving Academic Performance

The school is proud of its strong academic tradition. Though we are keen to widen the experience we offer our young people, we are very clear that this should support academic attainment by developing pupils' attitudes and skills, rather than coming at its expense. As well as setting high expectations, the key to academic progress is to maintain pace and challenge for young people through their time at school. This year we will be further developing our use of data provided by the new Scottish National Standardised Assessments (SNSA) which assess progress in P1, P4, P7 and S3. This will further supports our approaches for objectively measuring progress to date in the key areas of literacy and numeracy and making interventions based on diagnostic information on individual and group strengths and weaknesses in these areas.

In secondary, we will also be looking again at how we establish and maintain standards within our S1-3 courses in a way that ensures there is no decrease in the pace of learning. This will be supported by a new local authority initiative aimed at breaking the broad Curriculum for Excellence 'levels' into smaller steps so that progress within a level can be more effectively tracked.

#### ➤ Developing Pupil Voice

In our consultation in session 17-18 on 'what makes a great lesson?' - which involved pupils and staff - pupils told us that they learnt best when they were clear on what they were doing; had clear opportunities to feed back on their learning and had opportunities to lead in learning. Such leadership of learning could be through co-planning lessons, supporting other pupils, or reflecting upon and deciding their own next steps. This session we have asked staff in primary and secondary to look at

how they can further embed such opportunities for 'pupil voice' in their lessons, and have identified pupil voice as the theme for one of our whole school 'big question' self-evaluation exercises this session.

We are also looking at how pupils can play a larger part in self-evaluation at every level: teacher, departments, whole school. For example, we intend to widen involvement of pupils in class observation activities aimed at looking at aspects of learning and teaching. To kick off this approach, two S2 pupils joined the headteacher in the final term of last session to 'shadow' S1 classes for a day and discuss opportunities for pupil voice within lessons.

#### ➤ Widening the Pupil Experience

As a school we want to offer pupils as broad an educational experience as possible and to do this effectively we must extend our offer well beyond the bounds of the traditional classroom setting. This year we have shared with parents of S1-3 pupils an overview of wider achievement experience that we will guarantee to pupils attending Breadalbane Academy. This includes: outdoor activities such as hillwalking, skiing and white water rafting; trips to employers and sites of historical interest; visits to parliament and theatre experiences. Increasingly, we are building such activities into the fabric of what we do, so that parents may be certain that in addition to a robust academic curriculum, our young people will be guaranteed a varied and valuable wider achievement experience.

#### ➤ Building Relationships

We believe as a school that good relationships are the foundation of good learning and we continue to work to ensure we create an environment which is based upon mutual trust and respect between staff and pupils. A part of this we are promoting a restorative approach to behaviour management which seeks to develop, maintain and, when necessary repair relationships. This is also about ensuring that pupils have a voice in reviewing circumstances which have led to unsatisfactory behaviour. The more we understand each other, the greater our chances will be of creating such an environment of trust. This session all staff within Highland Perthshire schools will be undertaking training in restorative practice and as a part of this we aim review our current whole school behaviour management policy to ensure that it reflects our aspiration that relationships are at the heart of how we manage behaviour.

#### ➤ 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 or achievement of pupils based on their background, and to support this policy has given all schools a direct grant – the Pupil Equity Fund (PEF). As research suggests that attainment gaps open up at a very early stage in education, we will continue to deploy a significant fraction of our modest PEF grant to support interventions in the early years.

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, and this year we have shared with secondary parents a 'cost of the school year' document which provides an overview of any costs the school will levy on parents over the course of their children's time in secondary and so support financial planning.

## 6. CONSULTATION

The school tries to engage with partners in a range of ways. In session 18-19 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. In June 2019 we held a strategic planning day involving parents, pupils, staff and employers. We also engaged with employers, staff and pupils in our consultation on skills development.