

STANDARDS AND QUALITY REPORT 2021-22

Breadalbane Academy All-through School



1. ATTENDANCE

In session 21/22, primary attendance fell from 95.3% to 92.5%. This reflected a similar fall across the local authority where the figure was 92.4%. Secondary attendance also fell: from 91% to 86.6%. Again, this mirrored a drop at local authority level where average attendance was 87.7%. This decline can in part be attributed to ongoing COVID-related absences during 21-22, but we also believe that the experience of lockdown left some young people less well equipped to attend school with high regularity. Attendance was a priority area for Perth and Kinross Council in session 21-22 and all schools were given additional staffing to support in this area. We are pleased to say that this support will continue for session 22/23.

2. ATTAINMENT AND ACHIEVEMENT

➤ Nursery Milestones

All our pre-school pupils in 21/22 achieved the appropriate developmental milestones.

➤ 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:

Early Level	Achieved by most pupils by the end of P1	2nd Level	Achieved by most pupils by the end of P7
1st Level	Achieved by most pupils by the end of P4	3rd Level	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

We had some strong performances in Curriculum for Excellence across the primary in 21/22. Most of our learners in primary one achieved Early Level in 'reading', 'writing', 'listening and talking' and 'numeracy'. Most primary four learners achieved First Level for 'reading', 'writing', 'listening and talking' and 'numeracy'. In primary seven, almost all learners achieved Second Level in listening and talking, with most achieving Second Level in 'reading' and 'numeracy'. The majority (70%) also achieved Second Level in 'writing'.

By the end of S3, almost all pupils had achieved Third Level or above in 'writing', 'reading', 'listening and talking' and 'numeracy'.

- **Commentary**

This year's BGE attainment was generally very strong, and above our PKC comparator schools. This was despite the fact that at the beginning of session 21-22, we had identified a number of pupils whose academic progress had been impacted by school closures during the pandemic. Using additional resourcing provided by the local authority, staff were successfully able to provide targeted support to such pupils with the impact that considerable remediation took place.

- **Senior Phase Attainment in SQA Qualifications**

- **Performance**

S4 Pupils: 5 + N4 awards						
	16/17	17/18	18/19	19/20	20/21	21/22
BA	96	86	85	93	92	95%
PKC	87	86	85	87	84	85%

S4 Pupils: 5 + N5 awards						
	16/17	17/18	18/19	19/20	20/21	21/22
BA	53%	51%	45%	46%	56%	46%
PKC	45%	41%	45%	54%	47%	47%

	S5 - 1+ Highers						S5 - 3+ Highers						S5 - 5+ Highers					
	16/17	17/18	18/19	19/20	20/21	21/22	16/17	17/18	18/19	19/20	20/21	21/22	16/17	17/18	18/19	19/20	20/21	21/22
BA	53%	68%	57%	60%	69%	60%	33%	46%	37%	44%	54%	38%	19%	29%	27%	23%	32%	17%
PKC	56%	59%	56%	65%	65%	57%	35%	38%	35%	46%	46%	38%	20%	19%	18%	22%	24%	18%

S6: 5+ Highers						
	16/17	17/18	18/19	19/20	20/21	22/23
BA	38%	33%	44%	39%	42%	42%
PKC	33%	30%	32%	34%	41%	38%

S6: 1+ AH						
	16/17	17/18	18/19	19/20	20/21	22/23
BA	30%	25%	33%	39%	38%	37%
PKC	25%	25%	26%	30%	35%	33%

S6: 3+ AH						
	16/17	17/18	18/19	19/20	20/21	22/23
BA	8%	5%	12%	15%	14%	13%
PKC	3%	4%	4%	4%	4%	5%

- **Commentary**

Last session was the first since 2018/2019 that our young people sat SQA examinations and, overall, their performance was very positive. Although, like schools across Scotland, we saw a general falling away of results compared to 2020 and 2021, performances were largely in line with previous patterns in years where there had been formal examinations. Perhaps the most positive news was that we significantly outperformed the Perth and Kinross averages at both ends of the academic spectrum. In S4, 95% of our young people achieved at least 5 passes at National 4 level or better in comparison to a PKC average of 85%. At Advanced Higher (a qualification considered equivalent to first year at university) a remarkable 13% of our S6 achieved 3 or more qualifications. Once again, this significantly eclipsed the PKC average.

We were less pleased by the percentage of our S4 pupils achieving at least 5 awards at National 5. We like to aim for at least half of our young people achieving at this level, which tends to be a gateway to successful performance at Higher, but this year we were marginally below the PKC average with 46%. Also disappointing was the number of young people in S5 achieving 5 Highers which was also marginally below the PKC average. Our initial analysis in this area suggests that although pass rates were generally very high, there were perhaps not enough young people entered at Higher level. Interesting, when viewed as a leaver statistic, our number of S6 pupils achieving 5 Highers tends to trend well above the PKC average, which may in part be down to young people planning their curriculum based on the assumption that they will stay on until the end of S6.

- **Wider Achievement**

During 21/22 we were able to revive many extra-curricular activities as well as our programme of trips and outdoor learning, which once again included the Comrie Croft residential experience for P7 pupils. In Session 21/22, we also formally launched our *Breadalbane Guarantee*: a commitment by the school to guarantee a range of wider achievement activities for pupils in S1-3. In session 22/23 we hope to extend this principle to the primary school.

3. LEADERSHIP

The school continues to have strong leadership at all levels and Kelly Leighton has now joined our senior management team as Business Manager. The majority of teaching staff have a wider school leadership role, either on departmental or whole school priorities, many of the latter being driven by our collegiate working groups.

A very significant number of our secondary staff also perform key leadership roles within the SQA, such as team leaders, which adds enormously to our combined expertise when it comes to preparing young people for examinations. We are also developing a strong leadership team in our primary, which has been bolstered by the appointment of Mrs Julie Thompson to the role of Acting-PT. In June, our secondary pupil council organised and hosted an authority-wide 'pupil voice' conference which was well attended by schools from across Perth and Kinross.

4. LEARNING

The first full session without interruption in three years allowed us to focus on targeted work to address the impact of the pandemic, and in particular the school closures over the previous two sessions. In both primary and secondary, we were provided with additional staffing to allow us to identify and address gaps in learning that had developed. We have also continued to integrate the use of digital technology into our learning and teaching, which saw significant advancement during the pandemic.

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. Our planning for Session 21/22 was very much about refreshing and restarting existing developments, though there were also some local and national priorities that were built in. The priorities for 22/23 remain largely unchanged, though we will be having a particular focus on the craft of teaching.

The whole school development plan for Session 22/23 is now posted on the school website, but below are some key priorities.

➤ [Learning and Teaching](#)

Coming out of the pandemic and with the innovations in learning and teaching that have taken place, we felt that the coming session was a good time for us to have a collective focus on our core business of learning and teaching. Working in cross-sector groups of teachers, we aim to engage systematically with current pedagogical theory, with every teacher applying theoretical learning to their classroom context, following a 'plan-do-review' cycle.

➤ [Parental Collaboration – Anti-Bullying and Health and Well-Being](#)

In recent months, we have been collaborating with parent representatives on the key policy areas of anti-bullying and health and well-being. In discussion with parents, we are reviewing our approaches to anti-bullying with the aim of creating a new anti-bullying policy. This process started with a survey of all parents

towards the end of session 21/22 and will be driven forward by regular staff-parent working group meetings. We would hope to be able to launch our new policy to coincide with Anti-Bullying Week in November.

A separate staff-parent working group has also been reviewing the school's supports for pupils' health and well-being and the planning of this group will culminate in a parent opening evening event in September with a focus on health and well-being.

➤ Assessment/Moderation/Tracking

In session 21/22 we introduced a new PKC-wide approach towards assessing and reporting progress within the broad CfE levels in S1-S3. We would hope that by introducing the key terms of 'emerging, enhancing and extending' to describe progress within a broad CfE level, we have been able to chart the progress of our young people more accurately through their first three years of secondary. In session 22/23, our priority will be to develop both pupil and parent understanding of these terms.

6. EVALUATION OF SCHOOL PERFORMANCE

The following evaluations are based on the on-going self-evaluation processes of the school, as well as the most recent HMIE and local authority inspection visits:

1.3 Leadership of Change:	Very Good
2.3 Learning, Teaching and Assessment:	Good
3.1 Ensuring wellbeing, equity, and inclusion:	Good
3.2 Attainment and Achievement:	Very Good

(Key quality indicators taken from "How Good is Our School 4?", Education Scotland 2015)

7. CONSULTATION

The school tries to engage with partners in a range of ways. In session 21/22 this took the form of discussions at the Parent Council on our plans and progress against these. In addition, we continue to consult parents through surveys when appropriate - recent examples would be a consultation with parents on homework in the primary and our whole school anti-bullying survey. In June 2021, we met with employers as part of our review of the secondary senior phase curriculum. Over the course of this session, we will continue to have the rich engagement with parents that our staff-parent working groups allow.