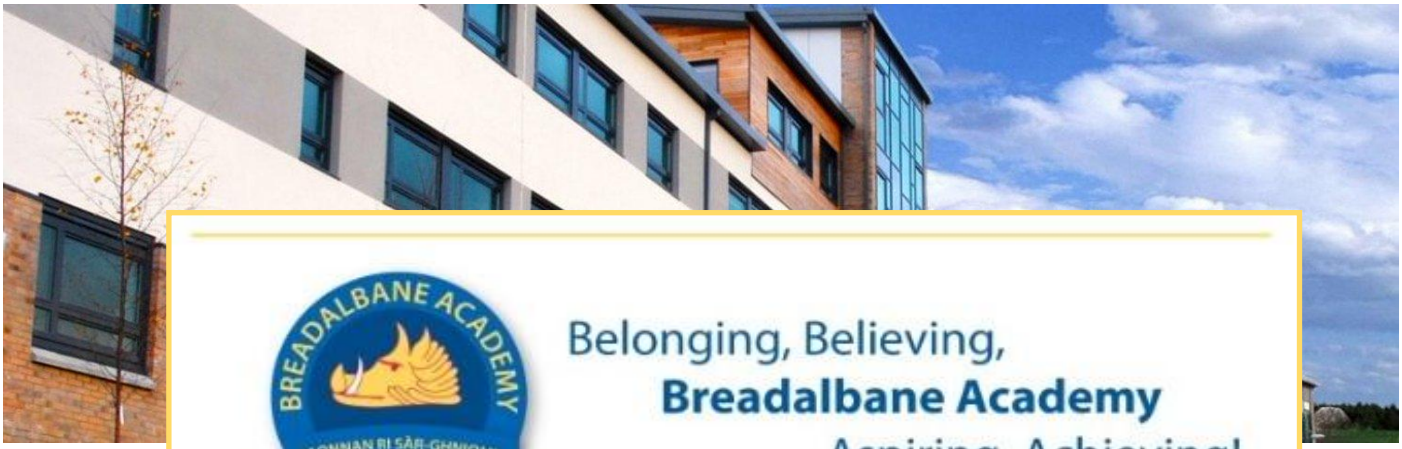


Belonging, Believing,
Breadalbane Academy
Aspiring, Achieving!

BREADALBANE ACADEMY

Standards and Quality Report

September 2026

PERTH & KINROSS COUNCIL

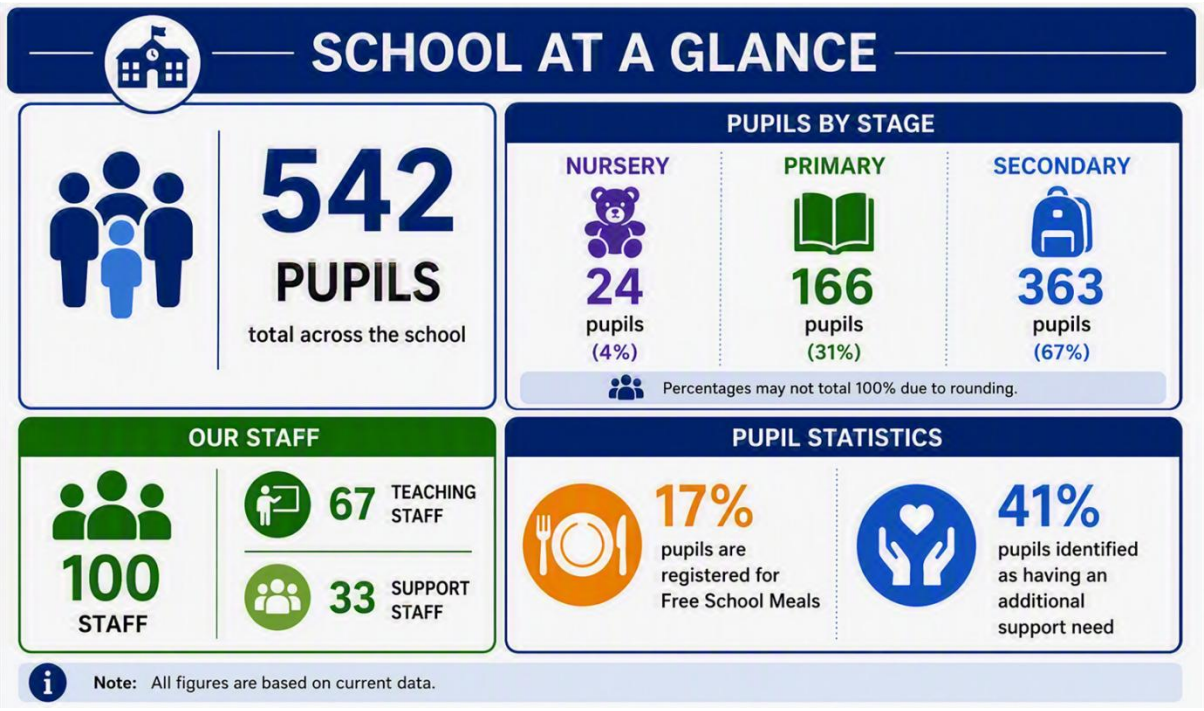
OUR SCHOOL

SCHOOL CONTEXT

Breadalbane Academy is located in Aberfeldy, in the Highlands of Perthshire. It is an all-through school, catering for pupils aged 2-18. Our Community Campus opened in December 2010 and provides an exceptional learning and working environment for pupils and staff.

The Secondary department is the only six-year secondary school in the Highland district of Perthshire. The catchment area covers over 1000 square miles. Around 45% of young people arrive by bus from the surrounding areas, which extend from an area bounded by Killin in the West, Dunkeld in the East, Amulree in the South and Kinloch Rannoch in the North-West. In addition, Breadalbane Secondary School also receives S5 pupils from Pitlochry High School, a four-year secondary school.

The school has a Gaelic Medium provision in the nursery, primary and secondary and supports learners in the Primary and Secondary in intensive support classrooms.



VALUES AND AIMS

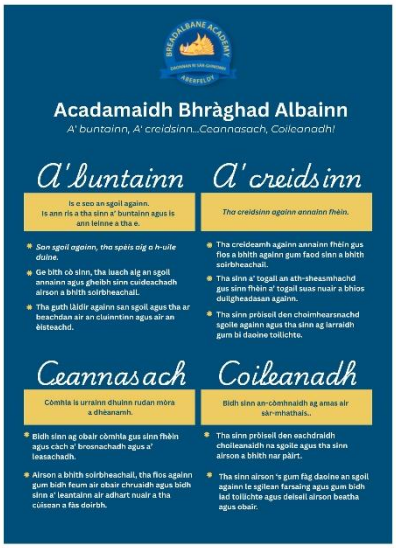
At Breadalbane, our four core values guide everything we do: **Belonging, Believing, Aspiring and Achieving**. Together, they reflect the journey we want every young person to experience from Nursery through to Secondary and beyond.

We believe that success starts with **Belonging**. Every learner should feel welcomed, valued and connected to our school community. Through strong relationships, pupil voice and our house system, *Farragon, Lawers, Mhor and Schiehallion*, we create opportunities for young people to build friendships, contribute to school life and develop a strong sense of community. Promoting the Ethos and Life of the school is important to us and this session planning is underway to allow Young people to work across year group and primary-secondary boundaries.

When young people feel they belong, they are more able to **Believe** in themselves. We nurture confidence, resilience and self-esteem, encouraging every learner to take pride in their achievements and their place within the Breadalbane community.

With these foundations in place, we inspire young people to **Aspire**. Through a broad and meaningful curriculum and a wide range of opportunities, we encourage learners to set ambitious goals and explore their interests and talents.

Ultimately, we support every young person to **Achieve**. Whether through academic success, vocational pathways or wider achievements, we aim to equip our learners with the skills, experiences and confidence they need to thrive in life, learning and work.



ATTENDANCE

Attendance Statistics by Academic Session	24-25	25-26
Breadalbane Academy **Primary**	92.4%	92.9%
Perth and Kinross Council	93.5%	92.8%
Breadalbane Academy **Secondary**	87.7%	87.3%
Perth and Kinross Council	87.0%	87.0%

- ✓ Attendance in Primary sits just above the PKC average. A focus on attendance this session has supported this improvement.
- ✓ Although secondary attendance remains above the PKC average, this will continue to be a focus.

School Attendance can be impacted by a range of factors. We will continue to support families on an individual basis to address the barriers to attending school using the Perth and Kinross Attendance Guidance (2024) and Staged Intervention Framework (SIFA)

ATTAINMENT

Nursery Developmental Milestones *(*English and Gaelic Combined)*

AREA	24-25	25-26
Attention	73%	68%
Social and Emotional Development	76%	70%
Fine Motor Skills	72%	71%
Gross Motor Skills	88%	90%
Speech and Language	76%	92%

In session 26-27:

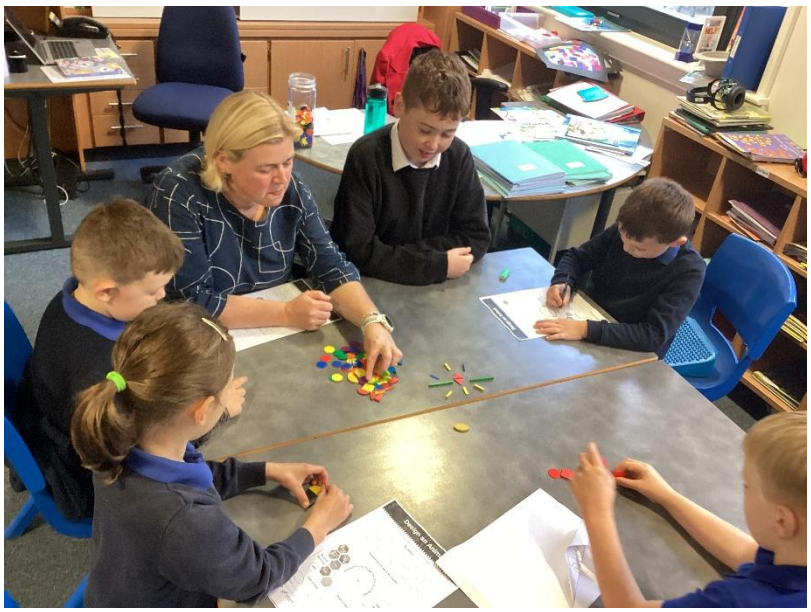
- ✓ Almost all pre-school children, moving to P1 have met or exceeded their developmental milestones in almost all areas.
- ✓ The areas of attention, social and emotional development and fine motor skills will continue to be a focus for intervention in P1.
- ✓ Most ante-pre children are on track towards their developmental milestones. Most ante-preschool learners have been observed to be making good progress.
- ✓ We will continue to use robust tracking and monitoring across milestones to ensure the correct interventions are planned for learners.

Primary – Broad General Education

Levels achieved on time or early

AREA	P1 24-25	P1 25-26	P4 24-25	P4 25-26	P7 24-25	P7 25-26
Listening and Talking	100%	90%	94%	96%	73%	100%
Reading	100%	79%	94%	79%	73%	94%
Writing	93%	79%	83%	75%	58%	94%
Numeracy	100%	79%	83%	76%	58%	84%

- ✓ This session almost all learners across P1, P4 and P7 are achieving expected Curriculum for Excellence Levels on time.
- ✓ Writing will continue to be a focus for all stages in session 26-27.
- ✓ In our Intensive Provision (Primary and Secondary) almost all learners are making appropriate progress towards their individual targets.



Secondary – Broad General Education (S1-S3)

Attainment in S1 remains strong, with almost all pupils progressing beyond CfE Level 2 in literacy by the end of the year. Most pupils also surpass Level 2 in numeracy, reflecting positive outcomes across both areas.

S3 ATTAINMENT 2025-26

S3 attainment remains strong across literacy and numeracy. Over 90% of pupils achieved Level 3 in all measures, while more than 80% achieved Level 4 in Listening & Talking and Numeracy, demonstrating continued progress and achievement.

LEVEL 3

High Levels of Achievement Across Literacy and Numeracy

CURRICULUM AREA	ACHIEVED 2024-25	ACHIEVED 2025-26
Listening and Talking	92.9%	92.6%
Reading	87.7%	92.6%
Writing	86.0%	90.7%
Numeracy	87.7%	90.7%

More than 90% of S3 pupils achieved Level 3 across all literacy and numeracy measures, demonstrating strong attainment and secure foundations for future learning.

LEVEL 4

Strong Progress Towards Fourth Level

CURRICULUM AREA	ACHIEVED 2024-25	ACHIEVED 2025-26
Listening and Talking	71.9%	83.3%
Reading	66.7%	81.5%
Writing	61.4%	72.2%
Numeracy	66.7%	66.7%

Most pupils achieved Level 4 in Listening & Talking and Numeracy, with positive attainment across all curricular areas as learners progress towards the Senior Phase.

Senior Phase

- ✓ Our S4 learners continue to achieve strong outcomes, with attainment for 5+ National 4 awards now exceeding the Perth and Kinross Council average.
- ✓ Attainment for 5+ National 5 awards remains positive overall, exceeding levels achieved in both 2022-23 and 2023-24 and reflecting the progress made in recent years.

Percentage of S4 Cohort Achieving 5+ National 4 Awards (A-D)

	ACHIEVED 2024-25	ACHIEVED 2025-26
Breadalbane Academy	92.9%	92.6%
PKC Average	87.7%	92.6%

Percentage of S4 Cohort Achieving 5+ National 5 Awards (A-C)

	ACHIEVED 2024-25	ACHIEVED 2025-26
Breadalbane Academy	46%	41%
PKC Average	48%	49%

- ✓ We remain focused on further increasing the number of learners achieving 5+ National 5 awards through robust tracking, targeted support and high-quality learning experiences, with the aim of continuing to narrow the gap and achieve results in line with, or above, the Perth and Kinross Council average.

Percentage of S5 Cohort Achieving 1+ Higher (A-C)

	ACHIEVED 2024-25	ACHIEVED 2025-26
Breadalbane Academy	53%	68%
PKC Average	55%	58%

Percentage of S5 Cohort Achieving 3+ Highers (A-C)

	ACHIEVED 2024-25	ACHIEVED 2025-26
Breadalbane Academy	32%	49%
PKC Average	35%	39%

Percentage of S5 Cohort Achieving 5+ Highers (A-C)

	ACHIEVED 2024-25	ACHIEVED 2025-26
Breadalbane Academy	18%	26%
PKC Average	17%	19%

Percentage of S6 Cohort Achieving 5+ Highers (A-C)

	ACHIEVED 2024-25	ACHIEVED 2025-26
Breadalbane Academy	28%	31%
PKC Average	28%	31%

Percentage of S6 Cohort Achieving 1+ Advanced Higher (A-C)

	ACHIEVED 2024-25	ACHIEVED 2025-26
Breadalbane Academy	26%	28%
PKC Average	23%	25%

- ✓ S5 learners achieved their highest attainment levels since 2021-22, with significant improvements from 2024-25. Attainment increased by 15 percentage points for 1+ Higher, 17 percentage points for 3+ Highers and 8 percentage points for 5+ Highers at grades A-C.
- ✓ S5 attainment exceeded Perth and Kinross averages, with performance 10 percentage points higher for both 1+ and 3+ Highers and 7 percentage points higher for 5+ Highers at grades A-C.
- ✓ S6 learners achieved slightly higher attainment in both 5+ Highers and 1+ Advanced Highers at grades A-C compared to 2024-25. Performance was in line with Perth and Kinross averages for 5+ Highers and above local authority averages for 1+ Advanced Highers.

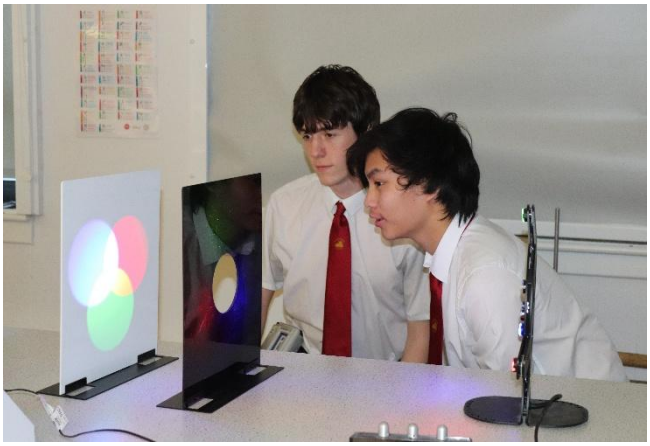
S4-6 Leavers Achieving Level 4 Literacy and Numeracy

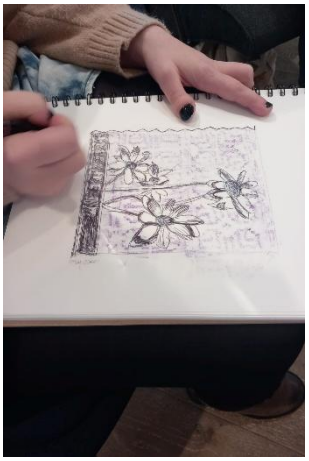
	ACHIEVED 2024-25	ACHIEVED 2025-26
Breadalbane Academy	92%	86%
PKC Average	87%	86%

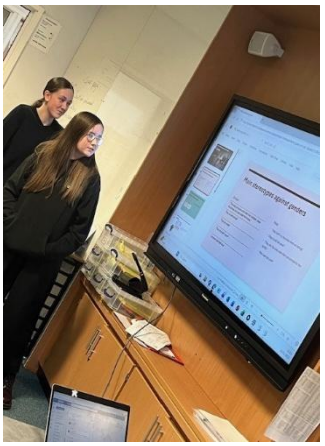
S4-6 Leavers Achieving Level 5 Literacy and Numeracy

	ACHIEVED 2024-25	ACHIEVED 2025-26
Breadalbane Academy	72%	72%
PKC Average	67%	70%

✓ *Most S4-6 Leavers achieved level 4 Literacy and Numeracy, and a majority achieved Level 5 Literacy and Numeracy. Attainment was in line with PKC averages.*







SUCCESSES AND ACHIEVEMENTS

This session we were visited by Her Majesty's Inspectors who gave us feedback on both our Learning and Leadership. This validated our own self-evaluation.

LEARNING

There are a number of strengths in learning and teaching across Breadalbane Academy that are helping children and young people to thrive. These include:

- ✓ We have successfully strengthened the quality and consistency of learning and teaching across the campus through effective collaboration between staff and leaders. Inspectors recognised that this work is leading to more consistent, high-quality learning experiences for children and young people.
- ✓ Positive, caring relationships are a significant strength of the school. Children and young people learn in calm, purposeful environments, feel proud of their school and benefit from staff who know them well and support them thoughtfully.
- ✓ Teaching approaches are increasingly consistent across the school. Learners are becoming more engaged in understanding their progress.
- ✓ Significant improvements have been made to play-based learning in P1. New resources, inviting learning environments and research-informed approaches are helping younger children learn creatively and engage more actively in their learning.
- ✓ Staff confidence in assessment and moderation has strengthened. Teachers work together effectively to ensure greater consistency in expectations and accuracy in professional judgement across the school.

In Nursery:

- ✓ A robust early-identification process is now in place, enabling staff to spot learners who require targeted support at an earlier stage.
- ✓ Regular evaluation discussions ensure interventions remain purposeful and aligned to children's progress.
- ✓ A collaborative, consistent whole-nursery planning approach has now been established, ensuring that observations, children's interests and developmental data drive planning at both group and setting level.

Building on the strong progress recognised by inspectors, our focus in 2026-27 will be on ensuring that even more learners experience consistently high-quality learning, are fully aware of their progress, and achieve the highest possible outcomes.

LEADERSHIP

We have made strong progress in building a culture of collaboration, leadership and continuous improvement across Breadalbane Academy. Inspectors recognised that leadership at all levels is helping to create a more unified 2-18 school, strengthen the quality of learning experiences and provide children and young people with greater opportunities to develop confidence, leadership skills and aspirations for the future.

Strengths within Leadership include:

- ✓ We have successfully strengthened our identity as a unified 2-18 school community. Increasing collaboration across Nursery, Primary and Secondary has fostered a stronger collective ethos and created more seamless learning experiences and transitions for children and young people.
- ✓ Our approaches to school improvement planning and self-evaluation have become increasingly strategic and impactful. Improvement priorities are clearly aligned across the school, supporting a shared focus on enhancing learner experiences and improving outcomes.
- ✓ Robust quality assurance and self-evaluation practices are now firmly embedded across the school. These approaches are driving continuous improvement, enabling us to effectively identify strengths, celebrate success and target areas for further development.
- ✓ Staff are increasingly leading and shaping improvement work across the school. This distributed leadership approach is enhancing consistency in learning and teaching while creating richer opportunities for learners to achieve, contribute and succeed both within and beyond the classroom.
- ✓ Within the Nursery, enhanced planning and tracking systems, including the ELC Tracker, are supporting a more responsive approach to children's learning. These developments are enabling staff to identify next steps more effectively and are

contributing to greater consistency in planning, assessment and learning experiences across the team.

- ✓ Children and young people have access to a growing range of meaningful leadership opportunities. Through pupil leadership groups, wellbeing initiatives, committees and nationally recognised projects, learners are making valuable contributions to the life and improvement of the school.
- ✓ A strong culture of professional learning continues to flourish across our 2-18 campus. Staff engage enthusiastically in high-quality professional learning, which is strengthening collaboration and contributing to greater consistency and excellence in learning and teaching across the school.

Building on the strengths identified by inspectors, in session 26-27 we will:

- ✓ Further develop leadership opportunities for children and young people, ensuring that all learners, particularly from P1-S3, have meaningful opportunities to influence change, contribute to school improvement and develop leadership skills.
- ✓ Strengthen professional networks within and beyond Breadalbane Academy to support moderation, curriculum development and the sharing of highly effective practice.
- ✓ Continue to expand partnerships with employers, community organisations and local businesses to enhance opportunities for young people to develop skills for learning, life and work.

PUPIL EQUITY FUND

Pupil Equity Funding (PEF)

Closing the Attainment Gap Through Targeted Support

PRIMARY

Funding used in the following areas:

- Support pupils so that most Acorn 5/6 and FSM pupils within P1-3 are on track for Writing and Numeracy.
- Target identifies P4 pupils not on track to achieve national expectations for Literacy and Numeracy.
- Improve Numeracy attainment of identified pupils by 6 months within P6 and P7.
- Enhance language skills and participation levels to meet pre-school benchmarks of identified pupils in P1.
- Improve attendance of identified children by a minimum of 5%.

Outcomes:

- Almost all pupils in Acorn 5/6 and FSM within P1-2 achieved the expected level for Numeracy and most achieved Literacy.
- Targeted support enabled identified P4 learners to make meaningful progress in both Literacy and Numeracy, building confidence and developing key skills.
- The majority of P6 and P7 pupils made over 6 months improvement against expectations for Numeracy.
- By December 2025 the majority of pupils had increased their attendance by 5% and the model for intervention strengthened relationships.
- Both indentified children targeted to achieve benchmarks for Language and Participation achieved their goals through play pedagogy framework.

SECONDARY

Funding used to support S1-3 in the following areas

- Targeted pupils in S1 to make accelerated progress to achieve national expectations (level 2).
- All FSM and ACORN 5/6 pupils in S2 to make improved progress in writing with more achieving level 3 by the end of S2. All targeted pupils to achieve L2 Numeracy to reduce the gap between ACORN 5/6 and the whole cohort.
- **All FSM and ACORN 5/6 in S3 to be on track to achieve L3 Numeracy and the majority to achieve L4 Numeracy. All targeted pupils to achieve L3 in Literacy and Writing.**

Outcomes:

- **Most pupils in S2 in receipt of FMS and/or ACORN 5/6 progressed at least one sub-level in writing by November 2025. Some progressed a full level. By May 2026 4 targeted pupils (out of 14) achieved Level 3 Writing. All achieved L2 Numeracy.**
- By May 2026, most (82%) of ACORN 5/6 pupils achieved Level 3 Numeracy. The majority achieved Level 4 Numeracy (9 out of 14). The majority of pupils secured L3 Reading and Writing (72%)

LOOKING FORWARD

PEF Priorities 2026-27

- PEF funding for 26/27 will continue to fund play pedagoogy, as it is rolled out further in to the Primary to provide stimulating and engaging learning environment for young learners.
- Targeted interventions for Numeracy and Literacy for those within ACORN 5/6 or with FSM will continue with adaptations.
- PEF funding will continue to be used in 26/27 to focus on closing the attainment gap for achievement of national expectations in Literacy and Numeracy by the end of S3.

CONSULTATION PROCESS

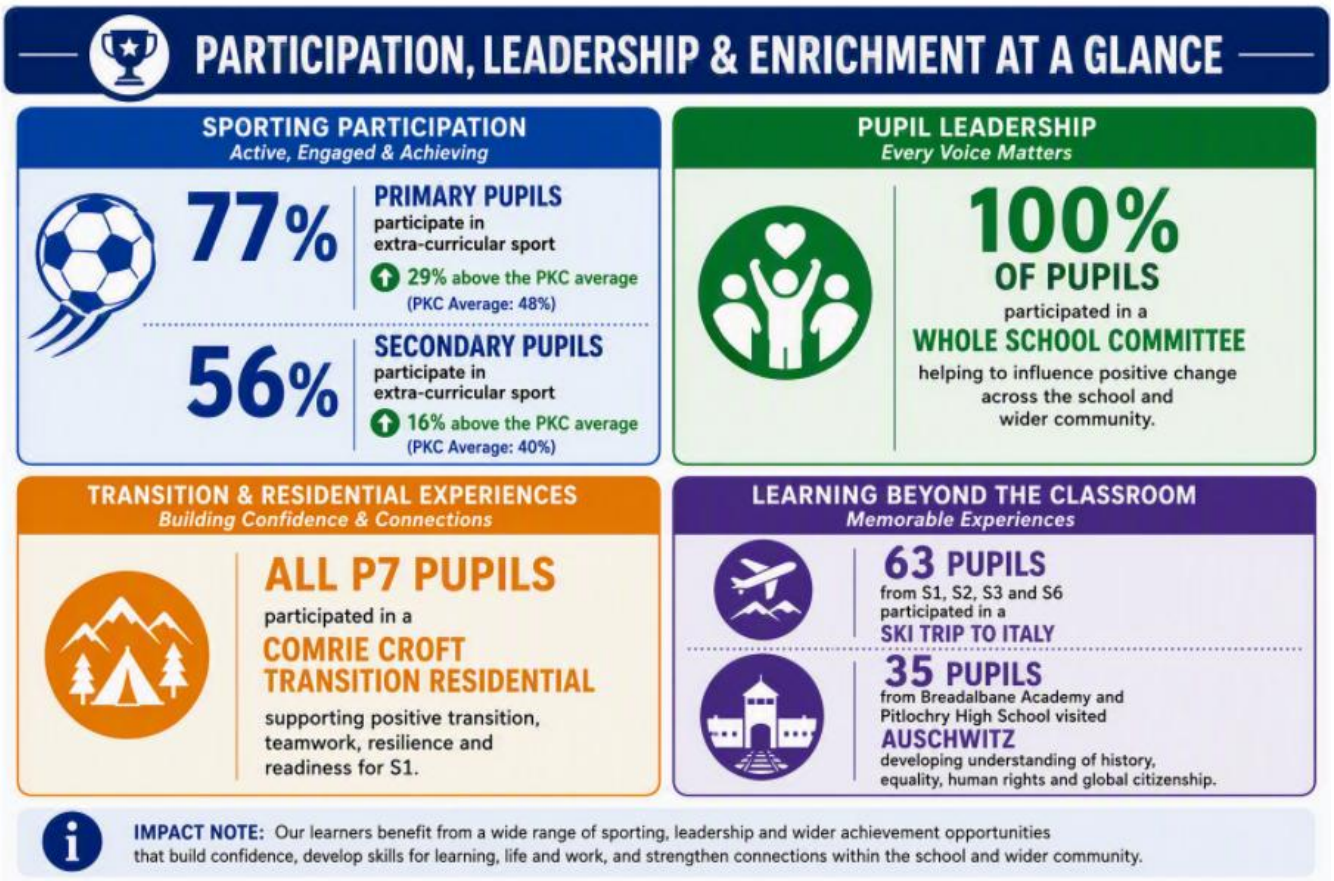
At Breadalbane we value feedback from all young people, staff, partners and our community. Throughout session 2024-2025, The school team had regular discussion and engagement with the Parent Council regarding a variety of issues, including improvement priorities. The team sought the views of young people, parents / carers. Central officers visited the school termly. The knowledge gained during this has supported the planning of improvement priorities for session 2025-2026.

WIDER ACHIEVEMENT

This session targeted opportunities for different year groups have afforded learners opportunities to explore and develop new skills through participation in a variety of wider achievement opportunities. A few highlights of what has been achieved is included below: The Breadalbane Guarantee ensures all young people are given the opportunity to take part in a broad range of wider achievement activities, and this is not related to their ability to pay and is very pertinent to the local context. This included:

- P1-3 local school trips to Castle Menzies and Highland Safaris
- P6-7 Bikeability Scotland
- P1-7 Generation Science visit
- S1 Conservation work at Dun Coillich
- S1 Ski Day
- S2 Watersports Day

- ✓ This session young people and parents/carers have spoken positively about the wide range of extra-curricular activities available to them.
- ✓ Pupils are beginning to record their wider achievements through a digital profile



In Nursery:

- ✓ Children benefit from a wide range of opportunities for wider achievement beyond the playroom, supporting the development of skills for life, learning and work from an early stage.
- ✓ Through rich, play-based experiences, children develop confidence, independence and resilience as they engage in outdoor learning, local visits and participation in community events, including opportunities such as Sports Day, Play on Pedals and community visits.
- ✓ Our setting within the Breadalbane Community Campus enhances children's experiences by providing access to a variety of learning environments and opportunities to connect with the wider school community.
- ✓ Children in our Gaelic Medium Education (GME) provision achieve well through immersive language experiences, developing early communication skills and a strong appreciation of Gaelic language and culture.
- ✓ We celebrate children's achievements regularly through sharing learning with families, displays and ongoing dialogue, ensuring successes both within and beyond the nursery are recognised and valued.

SELF-EVALUATION

The following evaluations are based on the on-going self-evaluation processes of the school, as well as the most recent authority Quality Improvement visit in June 2024.

Evidence presented to the school team following this visit has led to the school's decision to award the following grades:

Quality Indicator	Evaluation
1.3 Leadership of Change	**Good**
2.3 Learning and Teaching	**Good**
3.1 Ensuring wellbeing, equity and inclusion	**Good**
3.2 Raising attainment and achievement	**Satisfactory**

**This combines the grading for both Primary and Secondary.*

Nursery:

Quality Indicator	Evaluation
Leadership	**Good**
Children thrive and develop in quality spaces	**Good**
Children play and learn	**Satisfactory**
Children are supported to achieve	**Good**

** This combines gradings for both mainstream and Gaelic Nursery*

The nursery was inspected by Education Scotland in January 2026. This was a positive experience and the gradings for this are shown below.

Quality Indicator	Evaluation
Curriculum	**4 - Good**
Learning, Teaching and Assessment	**3 - Satisfactory**
Wellbeing, inclusion and equality	**4 - Good**