

Belonging, Believing,  
**Breadalbane Academy**  
Aspiring, Achieving!

**BREADALBANE ACADEMY**

# Standards and Quality Report

**September 2024**





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# 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.

The Secondary department is the only six-year secondary school in the Highland district of Perthshire. It extends from an area bounded by Killin in the West, Dunkeld in the East, Amulree in the South and Kinloch Rannoch in the North-West. The catchment area covers over 1000 square miles. 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.

We currently have 542 pupils on role – 24 in Nursery, 155 in Primary and 363 in secondary.

Our state-of-the-art Community Campus opened in December 2010 and provides an exceptional learning and working environment for pupils and staff. Our facility boasts a 25m swimming pool, an astroturf playing surface, a recording studio, a dance studio, and excellent ICT resources.

The Senior Leadership Team (SLT) comprises of a Headteacher, four Deputy Head Teachers (two in Primary and two in secondary) and a Business Manager.

Deputy Head Teachers support the overview of progress and achievement of young people with subject specific Principal Teachers supporting across secondary departments.

Young people across the school are allocated to a house – *Farragon, Lawers, Mhor and Schiehallion*. This promotes a sense of belonging and fosters a sense of community across the school.



# VALUES AND AIMS



**Breadalbane Academy**  
*Belonging, Believing... Aspiring, Achieving!*

<p><i>Belonging</i></p> <p>This is our school. We belong to it; it belongs to us.</p> <ul style="list-style-type: none"><li>* Everyone in our school community is <b>respected</b>.</li><li>* No matter who we are, the school <b>values us</b> and will help us to be <b>successful</b>.</li><li>* We have a <b>strong voice</b> in our school and our views are listened to.</li></ul>	<p><i>Believing</i></p> <p>We believe in ourselves.</p> <ul style="list-style-type: none"><li>* We have the <b>self-belief</b> to know that we can be successful.</li><li>* We are building the <b>resilience</b> to bounce back when we experience difficulties.</li><li>* We take <b>pride</b> in our school community and want people to be <b>happy</b> here.</li></ul>
<p><i>Aspiring</i></p> <p>Together we can do great things.</p> <ul style="list-style-type: none"><li>* We work in <b>partnership</b> to challenge and stretch ourselves and others.</li><li>* We know that success requires hard work and we <b>persevere</b> when the going gets tough.</li></ul>	<p><i>Achieving</i></p> <p>We always strive for excellence.</p> <ul style="list-style-type: none"><li>* We are proud of our school's history of <b>achievement</b> and want to be part of this.</li><li>* We want people to leave our school as <b>rounded individuals</b> who are <b>happy</b> and ready for life and work.</li></ul>

Our four key values: **Belonging, Believing, Aspiring, Achieving** reflect the journey that we want all our young people at Breadalbane to take.

Before they can make any progress they must feel that they *belong* here. We strive to foster positive relationships at all levels supporting our young people to have a strong voice in the decisions which impact them.

We support our young people to *believe* in themselves, develop their resilience, confidence and self-esteem. Our desire is that our young people are happy at school and take pride in being a pupil at Breadalbane.

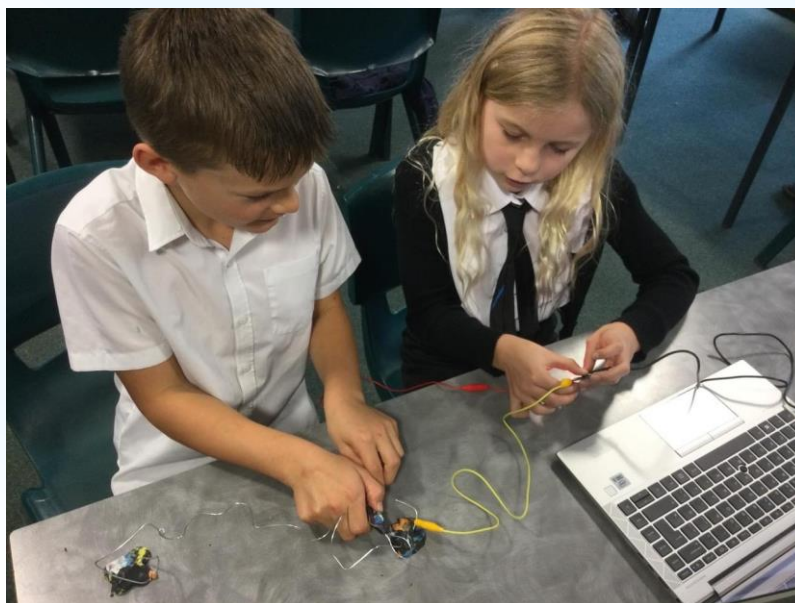
Once these two building blocks are in place, we support young people in their *aspirations*, through a curriculum offer that is meaningful and supports their development. We strive to provide young people with a range of opportunities – academic, vocational and wider achievement – to ensure that they are able to *achieve* success and are ready for life and work.

## KEY STRENGTHS

In June 2024, Breadalbane Academy was part of a Quality Improvement Review. This involved a number of Perth and Kinross local authority officers. During this review, the team explored the learning experience of young people across all stages of our school.

The key strengths of the school were identified as follows:

- ✓ **The schools vision, and values are embedded and known and understood by the community.**
- ✓ **The Senior Leadership Team are aspirational and committed to ensuring young people make effective progress.**
- ✓ **The staff team are committed to ensuring positive relationships between children and young people, and between children and young people and staff.**
- ✓ **There is a calm atmosphere across the school and children and young people are eager to learn and they are polite and respectful.**
- ✓ **The Breadalbane Guarantee ensures all young people in ELC (Nursery), primary and secondary stages are given the opportunity to take part in a broad range of wider achievement activities.**
- ✓ **Family learning opportunities in ELC are embedded and are having a positive impact on outcomes for children and families.**



# SUCCESSSES AND ACHIEVEMENTS



## LEARNING

*Under the theme of Learning, the Breadalbane team identified the following strengths for session 23-24, these were validated by the Quality Improvement Review in June 2024*

- ✓ Relationships are positive between children, young people, and staff. Staff are visible across the school.
- ✓ Young people are well behaved and almost all children and young people were in class during class time.
- ✓ In ELC (Nursery), almost all children are motivated and engaged in a range of experiences, both indoors and outdoors. This is further supported by the Care Inspectorate Report (March 2024) who reported that: *Children received good quality play experiences which impacted positively on their health and wellbeing. They were well supported to learn and develop through play. They engaged meaningfully with the experiences offered to them.*



*As a result, children presented as happy and confident individuals*

- ✓ Almost all children in the primary stages are highly motivated and are active participants.
- ✓ Most lessons across all sectors of the school demonstrate a positive climate and ethos for learning.
- ✓ Across the school the effective planning and implementation of the Practitioner Enquiry Groups (PEGs) by staff is supporting improved practice in aspects of learning, teaching and assessment.
- ✓ In GME (Gaelic Medium Education), children, young people and staff have positive relationships, which are centred around the principles of Gaelic immersion and a Gaelic ethos and culture. Almost all children and young people are engaged in their learning and are motivated to learn. Their learning is well planned and structured and teachers provide a range of varied activities.
- ✓ Staff in Gaelic education were aware of specific support needs of the young people and they identify ways to support learners.

**In order to build on this in session 2024-2025, we will:**

- **Develop a Breadalbane Learning and Teaching Framework.**  
This will detail shared expectations for all teachers to ensure increased consistency of experiences across the school campus.
- Continue to **support teachers** to develop their **pedagogical** skills through practitioner enquiry (PEG groups) with a specific focus on differentiation, increased challenge and feedback to young people.
- *(In the Primary and Nursery) Review our approaches to profiling, with a move to a more interactive profiling tool. This will support learners to discuss their progress in literacy and numeracy, linking learning between home and school.*

We believe that we are in a good position with robust self-evaluation evidence to take forward these improvement priorities for session 2024/25. These clearly link to the [National improvement framework](#) for Scottish Education and local council priorities.



# LEADERSHIP

*Under the theme of Leadership, the Breadalbane team identified the following strengths for session 23-24, these were validated by the Quality Improvement Review in June 2024*

- ✓ The school vision and values are known and understood by almost all school stakeholders, and they are regularly referenced in assemblies and awards.
- ✓ The senior leadership team are visible around the school, demonstrating and modelling the values of the school.
- ✓ Pupil's views are beginning to influence change reflected in the "you said we did" boards.
- ✓ The Care Inspectorate (March 2024) reported that: *Children were supported by motivated and enthusiastic staff who were committed to their role. Staff shared a common vision and worked hard to achieve high quality play and learning for children*
- ✓ Senior leaders and Gaelic staff across the school are making positive changes for Gaelic education, including Gaelic Medium and Gaelic Learners' Education in early years, primary and secondary
- ✓ All secondary and primary staff contribute to self-evaluation and school improvement planning and this work is supplemented by the use of collegiate time to consider 'big questions'.
- ✓ There are clear links between the secondary Faculty Improvement Plans and the whole School Improvement Plan.
- ✓ There is evidence that departments in secondary have a specific link with a school industry partner which enhances the curriculum for young people
- ✓ Work with parents in collaborative groups looking at Health and Well-being and Anti-Bullying Policy.





### **In order to build on this in session 2024-2025, we will:**

- **Review and improve our approaches to Quality Assurance, across all stages within our campus. Building on our data we will ensure that we continually triangulate the evidence we gather, ensuring that the views and direct observation of all young people remains central to driving change.**
- **Seek to provide increased opportunities for parents/carers and other stakeholders to be more actively involved in self-evaluation and improvement planning.**

*We believe that we are in a good position with robust self-evaluation evidence to take forward these improvement priorities for session 2024/25. These clearly link to the [National improvement framework](#) for Scottish Education and local council priorities.*



### **Pupil Equity Fund (PEF)**

In order to close the attainment gap, in session 23-24 we undertook the following actions:

#### **Primary**

In session 2023-2024, pupil equity funding was used to support a range of targeted interventions in literacy. This has shown a positive impact on individual data profiles and attainment.

The focus of this targeted intervention was on improving reading and writing skills. A review of this intervention has shown increased learner confidence, embedding of core skills and progress from prior levels of attainment. Where progress has not been evident for a few learners, it can



be concluded that attendance at school has impacted progress. In addition, targeted Pupil Support Assistant time has allowed us to continue to target Health and wellbeing interventions for identified learners. This has included regulation programmes. PEF funding will continue to be used in session 24/25 to support targeted interventions in literacy and numeracy for identified learners.

## Secondary

In 2023/24, PEF funding was used to support learners in S3 achieving Level 4 in Literacy and Numeracy, setting a target of 5% increase from session 22/23.

- This was achieved for Level 4 Numeracy, which increased from 61% in session 22/23 to 69% in session 23/24.
- This was almost achieved for Level 4 Reading, which increased from 73% in 22/23 to 78% in 23/24.
- The June 2024 Achievement of a Level data showed that 24 out of 25 pupils in ACORN 1 achieved level 3 or above in Literacy and Numeracy (96%).
- In ACORN 4/5, 19 out of 21 pupils achieved level 3 or above in Literacy and Numeracy (90%).
- The whole S3 cohort showed 93% achieving Literacy and Numeracy at level 3 or above.



PEF funding will continue to be used in session 24/25 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 2023-2024, 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 using a variety of surveys and opportunities for focus group activities throughout the year. Central officers visited the school termly, concluding in a Quality Improvement Review in June 2024. The knowledge gained during this has supported the planning of improvement priorities for session 2024-2025.



# PROGRESS



## ATTENDANCE

		21-22	22-23	23-24
<b>Breadalbane Academy PRIMARY</b>	Attendance	92.5%	91.6%	91.8%
	Authorised Absence	5.4%	5.9%	5.8%
	Unauthorised Absence	2.1%	2.5%	2.4%
<b>Perth and Kinross Council</b>	Attendance	92.4%	92.5%	93.1%
	Authorised Absence	5.5%	5.3%	4.7%
	Unauthorised Absence	2.1%	2.2%	2.2%
<b>Breadalbane Academy SECONDARY</b>	Attendance	86.6%	86.1%	87.3%
	Authorised Absence	9.0%	7.8%	8.4%
	Unauthorised Absence	4.4%	6.0%	4.3%
<b>Perth and Kinross Council</b>	Attendance	87.7%	86.9%	86.9%
	Authorised Absence	7.5%	7.7%	7.4%
	Unauthorised Absence	4.7%	5.4%	5.7%

- ✓ Attendance in Primary is dipping below the PKC average. We will review our procedures to this by the end of the first term 2024-2025.
- ✓ Due to targeted work with pupils and families, last session we saw a slight increase in our attendance in Secondary. Secondary attendance remains above the PKC average.

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 AND ACHIEVEMENT

### **Nursery Developmental Milestones**

% Milestones met	21-22	22-23	23-24
Attention	100%	94%	83%
Behaviour	100%	94%	92%
Emotional Development	100%	100%	92%
Fine Motor Skills	100%	100%	92%
Gross Motor Skills	100%	100%	100%
Social Development	100%	100%	92%
Speech and Language	100%	89%	92%

The Developmental Milestones are the building blocks of how we grow, develop, and achieve our potential.

#### In session 23-24:

- ✓ *Most pre-school children have met or exceeded their developmental milestones.*
- ✓ *Most ante-pre children are on track towards their developmental milestones. The majority of ante-pre school learners have been observed to be making good progress.*
- *The attention milestone has dipped and will be closely monitored with appropriate interventions planned.*

### **Primary – Broad General Education**

Levels achieved on time or early

	P1	P4	P7
Listening and Talking	91%	95%	91%
Reading	82%	90%	87%
Writing	82%	75%	87%
Numeracy	91%	80%	78%

In session 23-24:

- ✓ *Most learners in P7 were on track to achieve appropriate Curriculum for Excellence (CfE) levels in reading, writing and numeracy with almost all on track in listening and talking.*
- ✓ *Most learners in P4 were on track to achieve appropriate Curriculum for Excellence (CfE) levels in reading, writing and numeracy with almost all on track in listening and talking.*
- ✓ *Most learners in P1 were on track to achieve appropriate Curriculum for Excellence (CfE) levels in reading and writing. Almost all learners were on track in listening and talking and numeracy.*
- ✓ *Across all stages there are learners who continue to achieve earlier than national expectations would indicate.*
- ✓ *In our Intensive Provision (Primary and Secondary), almost all learners are making appropriate progress towards their individual targets.*
  - *We will continue to Monitor writing attainment at first level and numeracy attainment at second level.*

**Secondary – Broad General Education (S1-S3)**

<b>Achieved Level 3 S3</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Listening and Talking</b>	<b>95.4</b>	<b>96.7</b>	<b>96.3</b>
<b>Reading</b>	<b>92.0</b>	<b>96.7</b>	<b>95.0</b>
<b>Writing</b>	<b>92.0</b>	<b>96.7</b>	<b>95.0</b>
<b>Numeracy</b>	<b>95.4</b>	<b>95.0</b>	<b>92.6</b>

<b>Achieved Level 4 S3</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Listening and Talking</b>	<b>58.6</b>	<b>78.5</b>	<b>72.5</b>
<b>Reading</b>	<b>62.1</b>	<b>73.4</b>	<b>77.5</b>
<b>Writing</b>	<b>54.0</b>	<b>73.4</b>	<b>67.5</b>
<b>Numeracy</b>	<b>51.7</b>	<b>61.2</b>	<b>68.8</b>

In session 23-24:

- ✓ *Almost all learners in S3 achieved level 3 in listening and talking, reading, writing and numeracy.*
- ✓ *Most learners in S3 achieved level 4 in reading, with the majority of learners achieving level 4 in listening and talking, writing and numeracy.*
- *While it can be noted that writing and listening and talking attainment improved in session 22-23, these areas will be closely monitored due to the dip recorded in session 23-24.*

## **Senior Phase**

### **S4 Cohort: 5+ N4 Awards (A-D)**

	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Breadalbane</b>	<b>95</b>	<b>68</b>	<b>82</b>
<b>PKC</b>	<b>82</b>	<b>78</b>	<b>78</b>

### **S4 Cohort: 5+ N5 Awards (A-C)**

	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Breadalbane</b>	<b>46</b>	<b>36</b>	<b>39</b>
<b>PKC</b>	<b>47</b>	<b>45</b>	<b>46</b>

In session 23-24:

- ✓ *Our attainment in S4 for 5+ N4 awards remains higher than the PKC average.*
- *While we have an increased number of learners achieving 5+ N5 awards, this remains lower than the PKC average and will be tracked and monitored carefully to ensure continued improvement in line with results in session 21-22.*

### **S5 Cohort: 1+ Higher (A-C)**

	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Breadalbane</b>	<b>60</b>	<b>61</b>	<b>57</b>
<b>PKC</b>	<b>57</b>	<b>55</b>	<b>54</b>

### S5 Cohort: 3+ Higher (A-C)

	21-22	22-23	23-24
<b>Breadalbane</b>	<b>38</b>	<b>33</b>	<b>26</b>
<b>PKC</b>	<b>38</b>	<b>35</b>	<b>33</b>

### S5 Cohort: 5+ Higher ( A-C)

	21-22	22-23	23-24
<b>Breadalbane</b>	<b>17</b>	<b>9</b>	<b>11</b>
<b>PKC</b>	<b>18</b>	<b>17</b>	<b>14</b>

#### In session 23-24:

- *Our plans for increased quality assurance across the senior phase will support us to ensure that the number of S5 learners achieving 3+ higher awards and 5+ higher awards, sit in line and above the PKC average.*

### S6 Cohort: 5+ Higher ( A-C)

	21-22	22-23	23-24
<b>Breadalbane</b>	<b>42</b>	<b>32</b>	<b>30</b>
<b>PKC</b>	<b>38</b>	<b>29</b>	<b>31</b>

### S6 Cohort: 1+ Advanced Higher ( A-C)

	21-22	22-23	23-24
<b>Breadalbane</b>	<b>37</b>	<b>26</b>	<b>27</b>
<b>PKC</b>	<b>33</b>	<b>22</b>	<b>24</b>

#### In session 23-24:

- ✓ *Learners in S6 continue to achieve 5+ higher, awards in line ( -1%) with PKC average.*
- ✓ *We continue to sit above the PKC average for learners achieving 1+ advanced higher award.*

#### S4-6 Leavers: Level 4 Literacy & Numeracy

	21-22	22-23	23-24
<b>Breadalbane</b>	<b>93</b>	<b>94</b>	<b>92</b>
<b>Virtual Comparator</b>	<b>95</b>	<b>95</b>	<b>92</b>
<b>PKC</b>	<b>88</b>	<b>89</b>	<b>90</b>

#### S4-6 Leavers: Level 5 Literacy & Numeracy

	21-22	22-23	23-24
<b>Breadalbane</b>	<b>67</b>	<b>77</b>	<b>67</b>
<b>Virtual Comparator</b>	<b>79</b>	<b>83</b>	<b>71</b>
<b>PKC</b>	<b>69</b>	<b>68</b>	<b>69</b>

#### In session 23-24:

- ✓ *Almost all leavers in S4-6 achieved level 4 in literacy and numeracy. This was in line with the Virtual Comparator (Insight) and slightly above PKC.*
- ✓ *The majority of S4-6 leavers achieved level 5 in literacy and numeracy.*
- *While it can be noted that level 5 literacy and numeracy attainment improved for leavers in session 22-23, these areas will be closely monitored due to the dip recorded in session 23-24, with a particular focus on level 5 numeracy.*



## 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 session young people and parents/carers have spoken positively about the wide range of extra-curricular activities available to them.
- ✓ In ELC, practitioners use feedback and praise consistently to promote a positive ethos and the children contribute effectively to the life of the setting and wider community.
- ✓ 77% of Primary Pupils participate in extra-curricular sport (over 30% higher than PKC average of 44%)
- ✓ 51% of Secondary Pupils participate in extra-curricular sport (just over 10% higher than PKC average of 40%)
- ✓ Pupil led voice groups including Pupil Council, Rights Respecting Schools and Prefects / House Captains are contributing positively to decisions in school and in the community which impact them.
- ✓ A range of residential trips have been undertaken including a transition Trip for all P7 pupils starting in S1 to Comrie Croft.
- ✓ The continuation of accredited programmes including John Muir, and the Duke of Edinburgh Award.



# 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
<b>1.3 Leadership of Change</b>	<b>Satisfactory</b>
<b>2.3 Learning and Teaching</b>	<b>Satisfactory</b>
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	<b>Satisfactory</b>
<b>3.2 Raising attainment and achievement</b>	<b>Satisfactory</b>

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

The nursery was inspected by the Care Inspectorate in March 2024. This was a positive experience and the gradings for this are shown below.

Quality Indicator	Evaluation
<b>How good is our care, play and learning?</b>	<b>4 - Good</b>
<b>1.1 Nurturing Care and Support</b>	<b>5 - Very Good</b>
<b>1.3 Play and Learning</b>	<b>4 - Good</b>
<b>How good is our setting?</b>	<b>4 - Good</b>
<b>2.2 Children experience high quality facilities</b>	<b>4 - Good</b>
<b>How good is our leadership?</b>	<b>5 -Very Good</b>
<b>3.1 Quality Assurance and improvement are led well</b>	<b>5 -Very Good</b>
<b>How good is our staff team?</b>	<b>5 -Very Good</b>
<b>4.3 Staff deployment</b>	<b>5 -Very Good</b>

*\* This combines gradings for both mainstream and Gaelic Nursery (Gaelic version)*