

STANDARDS AND QUALITY REPORT 2022-23 Breadalbane Academy All-through School



1. ATTENDANCE

In session 22/23, primary attendance was 91.8%. This was a little below the local authority average of 92.7%. Secondary attendance was 87% which was the same as the local authority average. In both primary and secondary there was a mixed picture with some years groups attending very well and others significantly below the PKC average. In primary, for example, our P7 attendance at 95.3% was about 2% above the PKC average. In P1-3, however, our attendance figures were between 2-4% below the authority average. Similarly, in secondary, we had strong attendance in S5 and S6, above the PKC average, but our attendance for S4 at 83% was the lowest across Perth and Kinross. In Session 23-24 we will be working on our communication with young people and parents and reviewing the supports we put in place to ensure consistency of attendance across our primary and secondary.

2. ATTAINMENT AND ACHIEVEMENT

➤ Nursery Milestones

Almost all of our pre-school pupils in 22/23 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

The majority of learners in P1 achieved Early Level in 'reading', 'writing', and 'numeracy' with most achieving this level in 'listening and talking'. Most P4 learners achieved First Level for 'reading', 'writing' and 'numeracy', with almost all achieving this level in 'listening and talking'. In P7, most learners achieved Second Level in 'listening and talking', 'reading' and 'numeracy', with the majority (71%) achieving 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 mixed. There was a strong performance in P4 which was significantly above our PKC comparator schools. However, in P1 attainment was lower than our comparator schools though largely in line with our tracking based on our knowledge of the young people in this class. We will continue to make interventions with a view to improving the performance of this year group as they move up through the school. In P7 our pupil performances were largely in line with our comparators. In S3 our pupil performances, when aggregated across all curriculum areas, were the second highest in Perth and Kinross.

- **Senior Phase Attainment in SQA Qualifications (S4-6)**

- **Performance**

S4 Pupils: 5 + N4 awards							
	16/17	17/18	18/19	19/20	20/21	21/22	22/23
BA	96	86	85	93	92	95%	68%
PKC	87	86	85	87	84	85%	78%

S4 Pupils: 5 + N5 awards							
	16/17	17/18	18/19	19/20	20/21	21/22	22/23
BA	53%	51%	45%	46%	56%	46%	36%
PKC	45%	41%	45%	54%	47%	47%	45%

	S5 - 1+ Highers							S5 - 3+ Highers							S5 - 5+ Highers						
	16/17	17/18	18/19	19/20	20/21	21/22	22/23	16/17	17/18	18/19	19/20	20/21	21/22	22/23	16/17	17/18	18/19	19/20	20/21	21/22	22/23
BA	53%	68%	57%	60%	69%	60%	61%	33%	46%	37%	44%	54%	38%	33%	19%	29%	27%	23%	32%	17%	9%
PKC	56%	59%	56%	65%	65%	57%	55%	35%	38%	35%	46%	46%	38%	35%	20%	19%	18%	22%	24%	18%	17%

S6: 5+ Highers							
	16/17	17/18	18/19	19/20	20/21	21/22	22/23
BA	38%	38%	33%	39%	42%	42%	32%
PKC	33%	30%	32%	34%	41%	38%	29%

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

- **Commentary**

Despite some strong performance in S6, and a strong performance in S5 for pupils achieving one or more Higher, the 22/23 results have been disappointing overall. In S4 there was a very significant fall in the number of young people achieving at least 5 qualifications at level 4 or above and for the first time in many years we fell below the PKC average. This is in part attributable to the attendance of this year group which at 83% was the lowest in Perth and Kinross. Within these absences, we also had an unprecedented number of young people whose attendance was 30% or below, resulting in very limited opportunities for learning. Given patterns of attendance for our new S4, we are very confident that results in this area in 23/24 will be back to previous levels.

We were also disappointed by the number of young people achieving A-C in 5 or more National 5 qualifications and we feel that this performance was also impacted by poor attendance. When we looked at how many of our young people achieved a level D award in National 5, this figure was much closer to the Perth and Kinross average, which suggests that an unusually high number of our young people just missed out in achieving at A-C. It is certainly possible that better attendance for these pupils could have contributed towards the few marks that would have made the difference between a C and a D pass. In session 23/24 we plan to track more closely such borderline candidates and develop more robust interventions where tracking points to young people being at risk of narrowly failing to achieve a C award.

In S5, our most disappointing result was for young people achieving 5 or more Highers. Although we will be looking at learning and teaching in some cases, we recognise that this figure is also a product of the numbers of our young people who prefer not to undertake 5 Highers in S5 but rather to take a range of courses over S5/6 with a view to moving into a positive destination at the end of S6. Interestingly, the number of pupils achieving 5 Highers by the end of S6 continues to trend well above the PKC average. In the light of the significant fall in 5@6 in S5, we have looked again at course choices for our new S5 to ensure that all pupils who are capable of undertaking 5 Higher in S5 are offered the opportunity to do so.

➤ **Wider Achievement**

During 22/23, we continued to develop our programme of trips and outdoor learning, which again included the Comrie Croft residential experience for P7 pupils. Following the formal launch in Session 21/22 of our *Breadalbane Guarantee*: a commitment by the school to guarantee a range of wider achievement activities for pupils in S1-3, we worked on the extension of this programme into our primary, and staff in that department have now agreed a range of activities will be built into the primary pupil experience from 23/24.

As usual there were a range of extra-curricular activities available to young people in both the primary and the secondary. In the primary this included the choir performing at Moness Resort and Dalweem Residential Home. For the first time in three years, we were able to put on a school show in the secondary – *Oliver* – which also included cast members from the primary.

3. LEADERSHIP

The school continues to have strong leadership at all levels and Craig Martin has now joined our senior management team as Depute Head in the secondary. The majority of teaching staff have a wider school leadership role, either on departmental or whole school priorities. 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 aim in early session 23-24 to appoint a Principal Teacher of our Intensive Support Provision in the primary. This appointment will add leadership capacity in our work on meeting the needs of young people with additional support needs, and it is hoped that over time the remit of this postholder may be extended to include responsibility for our secondary Intensive Support Provision.

Primary teacher leaders have encouraged pupil leadership in the form of IT Champions: Buddies (P6&7): House Captains; Prefects; and Primary 1&7 pupils leading on developing our Skills Framework across the primary. P7 organised an enterprise project which involved the school and the community – designing and selling ‘Snazzy Bags’ to a significant amount of people. P4 worked in collaboration with Edinburgh University on a bio-diversity project which reached into our community, hosting an open sustainable energy information session in the local village hall. Due to the great opportunity to develop a variety of skills, virtual assemblies continue to be organised and hosted fortnightly by P7s.

In secondary, we had a very effective prefect group who achieved considerable success in fundraising for charity and also organised a very successful secondary school dance. Our secondary Pupil Council was less active than usual last session but still managed to engage in meetings with the senior management team and Tayside Contracts to pursue issues that had been raised at Council meetings.

4. LEARNING

As noted below, we had a particular focus on learning and teaching in session 22/23 and all primary and secondary staff undertook reading on pupil engagement and formative assessment (informal assessment techniques). A learning survey of all S2 pupils early in the session provided staff with detailed feedback at individual, department and whole school level about pupils’ attitudes towards learning and teaching. This has allowed us to develop a professional focus on areas for development at each of these levels.

A Validated Self-Evaluation visit from Perth and Kinross Council to our secondary reported purposeful learning environments in all classes they observed.

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 whole school development plan for Session 23/24 will be posted on the school website during the first term of 23/24, but below are some key priorities:

➤ Pupil Voice

Despite a generally very positive local authority visit in March, a theme that came up a few times was how the school involves pupils in its work. Although learning and teaching were considered generally good or very good, our visitors felt that there was still scope for teachers to involve pupils more in their own learning and indeed in the co-creation of lessons. We will therefore be looking closely at how we can further develop the role of pupils in learning and teaching across the school. This development focus will fit well with the work of our 'practitioner enquiry groups' described below.

On a wider level, we will continue to look at how pupils can be involved more generally in the running of the school, at department and whole school level to ensure that we live up to our values statement: *we have a strong voice in our school and are views are listened to.*

➤ Supporting Resilience and Self-Regulation

We will continue to look at ways we can support young people in both primary and secondary to develop resilience and to self-regulate their behaviour. This will be in both the form of universal inputs for all such as our *Emotion Works* programme in the primary and *Bounce-Back* in the secondary, as well as through targeted interventions for individual young people as required.

➤ Learning and Teaching/Attainment

In Session 22-23 we introduced 'practitioner enquiry group's involving all teaching staff, with a view to enhancing the role of teachers as leaders in their own classes. This was well-received by staff and will continue as a development this year, with a particular focus on translating strong practice in teaching and assessment into high attainment. As with last session, 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. We will continue to look at formative assessment, asking ourselves the question: *how do we know young people are learning?*, before moving on to look at how we all contribute to the core skills of literacy and numeracy.

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:	Good

Given some disappointing attainment in the secondary in session 22/23 we have lowered our evaluation for 3.2 from Very Good to Good. We hope that we will have evidence to move this back up to very good for our 2023/24 Standards and Quality Report.

(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 22/23 this took the form of discussions at the Parent Council on our plans and progress against these, and a strategic planning morning in June '23 involving a range of partners, including parents and local employers.

In addition, we continue to consult parents through surveys when appropriate – a recent example would be a re-issue in June '23 of our whole school anti-bullying survey. In Session 23/24, we will be surveying all parents, and pupils in P5 to S6 using standard questions asked by His Majesty's Inspectorate of Education (HMIE). It is planned thereafter to issue these on an annual basis which will provide us with data against which we can set targets and chart improvement.



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Breadalbane Academy
Aspiring, Achieving!
