



1. ATTENDANCE

As a result of the COVID closure, attendance figures for session 19/20 cover the period up to 20th March. This makes comparison with previous years more difficult. Primary attendance at March 2020 was 93% which was the same as that for the full session in 2018/19, and one percent lower than the PKC average. Secondary attendance in March 2020 was 89%, again one percent lower than the PKC average. However, it is worth noting that in both primary and secondary fewer of our pupils fell below the 'attendance threshold', which is the attendance benchmark below which a pupil's attendance would be considered a cause for concern. One significant factor impacting on attendance figures is the number of family holidays taking place during term-time.

2. ATTAINMENT AND ACHIEVEMENT

➤ Attainment in the Broad General Education (P1-S3)

Due to the COVID closure, attainment figures for the session ending in June 2020 were not collated at local or national level. Scottish Standardised National Assessments were also suspended in the course of the year so schools have also been without this data to support professional judgements.

During term 1 in Session 20/21, staff will be working hard to identify areas where either in individuals or classes have been impacted by school closure. We are confident that by the time assessment data is gathered again in June 2021, all years will be performing in line with previous attainment patterns. We will share details of individual progress with parents in due course.

➤ Senior Phase Attainment in SQA Qualifications

➤ Performance

The figures below are those that were provided to schools by Perth and Kinross Council in August 2020 and are based upon estimates submitted by teacher in June 2020.

S4 Pupils: 5 + N5 awards							
	13/14	14/15	15/16	16/17	17/18	18/19	19/20
Breadalbane	44%	42%	36%	54%	51%	45%	46%
PKC	44%	44%	44%	45%	41%	44%	54%

	1+ Highers					3+ Highers					5+ Highers				
	15/16	16/17	17/18	18/19	19/20	15/16	16/17	17/18	18/19	19/20	15/16	16/17	17/18	18/19	19/20
Breadalbane	60%	53%	68%	57%	60%	41%	33%	46%	37%	44%	20%	17%	29%	26%	23%
PKC	58%	56%	59%	56%	65%	39%	35%	38%	35%	46%	19%	19%	20%	18%	22%

S6 Pupils: 1+ AH							
	13/14	14/15	15/16	16/17	17/18	18/19	19/20
Breadalbane	28%	24%	34%	30%	25%	33%	39%
PKC	24%	27%	27%	23%	22%	24%	34%

➤ Commentary

It is difficult to draw any hard and fast conclusions on this year's results as they were not arrived at using the usual SQA methodology. The use of unmodified teachers' grades led to a significant increase in national attainment figures and these increases are mirrored by significant increases in the Perth and Kinross averages. Throughout May and June, we worked very hard to ensure that teacher's estimates were as accurate as possible and in line with school attainment trends over the past few years.

➤ Wider Achievement

During session 19/20 we continued to offer many extra-curricular activities, though the pandemic did have a significant impact on our programme of trips and outdoor learning, which included the cancellation of the Comrie Croft residential experience for transitioning P7 pupils and the end of session camping for all S1 pupils. We hope this session to extend our S1 camping experience as a compensation for those pupils who lost out on Comrie Croft.

As always, no commentary on wider achievement would be complete without a salute to the many staff who give of their own time to enhance the experiences of our young people.

3. LEADERSHIP

Important changes to our senior management team early in the session meant the team had to undergo significant renewal. In the first term our long-standing Business Manager, Jenda Macluskey, moved to a post in Crieff High School and later in the session Tim Woodcock, depute in the secondary, made a permanent move to Perth Grammar School, having been on secondment as a Quality Improvement Officer in the Council. The post of Business Manager was very ably covered by Kelly Leighton our office manager, until Rhona Munro took up the appointment on a permanent basis early in 2020. The post of secondary depute continues to be equally ably covered by Lorna Libreri, our head of Science and it is hoped to make a permanent appointment to this post in October 2020. This new team was not long in place when the school was impacted by the coronavirus pandemic which forced it to work closely in arriving at solutions both to arrangements for closure and those for reopening. Our middle leaders also played a key role in leading departments under these challenging circumstances.

4. LEARNING

We identified gaining a *Digital Schools Award* as a key priority for last session and one of the few benefits of lockdown was the huge strides that staff and pupils made in developing their digital skills. Both in advance of school closure and during it, we provided professional development opportunities for staff to extend their digital skills and our evaluations showed a growing confidence across the wider team in this area. Additionally, we provided guidance to pupils and parents on the use of digital platforms and engaged with both in evaluating and consequently improving upon our digital offer.

We were delighted in March to be notified that the school has once again been shortlisted for a National Education Award – the most prestigious awards in Scottish education. We had previously been shortlisted in the category of STEM, and in 2020 were shortlisted in the 'Future Pathways' category. This recognised the work the school had been doing in terms of preparing pupils for life in the widest sense, including inputs on employability skills, and the development of a wider set of skills and aptitudes promoted by our wider achievement programme. Unfortunately, the awards ceremony was cancelled this year and the decision taken not to announce an overall winner in any category.

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:

➤ [Teaching in a Digital World](#)

Given the uncertainty over the pandemic, we will as a priority be looking at both the technical skillset and the hardware and software required to maximise our educational offer in the event of us moving to a pattern of pupil attendance less than full-time. We will also be reviewing the art of teaching in the context of a digital offer. This will be by far the most significant development area for session 20/21.

➤ [Maintaining and Improving Academic Performance](#)

The school will maintain a focus on high academic attainment. In both primary and the early years of secondary, the school will be implementing an approach towards reporting that allows us to measure, and share with parents, progress within the broad 'curriculum for excellence' attainment levels. We believe that this will support is further in maintaining pace and challenge during these years.

We will also be adapting SQA course to take account of changes that have been introduced in the wake of the Coronavirus pandemic. Given continuing uncertainty about the impact that Coronavirus could have on the next examination diet, we will also be ensuring that our assessment data is more robust than ever in 20/21 so that we can support teacher judgements with strong evidence of pupil attainment should this be required.

➤ [Widening the Pupil Experience](#)

We will continue to work this session on developing and defining the Breadalbane Guarantee: the set of wider achievement experiences that all pupils can expect as part of their time in Breadalbane Academy. 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 programme will continue to offer outdoor activities such as hillwalking, skiing and white water rafting; trips to employers and sites of historical interest; visits to parliament and theatre experiences. We will also consider contingency planning in the event that some of these events are rendered difficult due to public health restrictions.

➤ [Building Relationships](#)

The more we understand each other, the greater our chances will be of creating an environment of mutual trust. In session 19/20 all staff within Highland Perthshire schools undertook training in restorative practice – an approach to supporting young people based on developing, maintaining and - when required - repairing relationships between all members of the school community. As a consequence of this we aim in session 20/21 to 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 continue in session 20/21 to focus more widely on ensuring that the school experience – in its entirety – is available to all pupils regardless of financial background. We will also be looking at the impact that the school closure has had on pupils from more deprived backgrounds.

6. CONSULTATION

The school tries to engage with partners in a range of ways. In session 19-20 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 were unable to hold this event in 2020 due to school closure but successfully collaborated with the Parent Council in hosting a very well attended virtual 'Q&A' session for parents in June 2020.