


School: Brechin High School	
Standards & Quality Report	
Head Teacher: Fiona Lawrence	

School context information

Brechin High School is a comprehensive school, with 550 pupils from across SIMD 1-9. We have a strong transition programme working with our 4 local primary schools, two schools within our town and two small rural schools, as well as attracting pupils from other primaries who feel the small, friendly nature of our school is a good fit for them. The sense of community in the town and school is strong. There is a calm and purposeful climate and almost all learners reported that they feel safe in school.

The experience of young people at Brechin High School this year has been significantly impacted by staff absence. However, we are lucky to have a staff team with a broadly shared vision for improvement and who provide significant opportunities for pupils to attain and achieve in traditional and non-traditional subjects and offer a wide range of extra-curricular opportunities.

Our mixed, rural community has limited transport links and devastating floods in October have proved difficult for the whole community. Anxiety and emotion around this led to a rise in challenging behaviours and dip in resilience. School attendance is some way below national averages.

School staff share a collective commitment to the wellbeing of all learners in Brechin High School and a desire to ensure that wellbeing is at the heart of the whole learning community.

School Improvement Priorities – Progress

All teaching staff have engaged with peer observations, department observations. A model of Validated Self Evaluation has been implemented with school VSEs focusing on learning & teaching in Expressive Arts and Science. An authority supported VSE focused on Wellbeing. Discussions and outcomes have informed Faculty and School Improvement plans for next session.

The Brechin Framework for learning is embedded in the life and work of the school, with developing courses including proactively supporting meta-skills and the career education standards. Opportunities for pupils to learn outside the classroom and make explicit links between learning and life have been introduced and continue to grow.

Progression through school and beyond has been a focus with explicit links being made in all subjects. Work has been done to build links with local businesses and provide opportunities for pupils to participate in outdoor learning and DYW experience across Angus. A business breakfast in the school has provide opportunities for further links to be made.

The school has developed a wide range of interventions to meet the needs of learners. This includes the establishment of senior and junior hubs which provide a safe and nurturing space for young people for whom mainstream is not appropriate. Other interventions are provided by partners, with close working relationships allowing needs to be identified and planned for, to make positive impact for specific groups and individuals.

The Positive Relationships and Behaviour Policy was reviewed in November 2023 and makes clear the roles and responsibilities of all, House Teams meetings, in which the needs, progress, attendance and

engagement of learners is discussed to identify interventions and next steps were introduced in December 2023 and in-service in February focused on relationships and consistency across the school. This has had a positive impact on meeting learners needs at Brechin High School. There has been a significant reduction in the number of referrals regarding behaviour concerns.

The majority of learners and teaching staff surveyed agree that the school deals well with bullying. The Anti-Bullying policy has been developed recently. The majority of learners report that their views are listened to.

Attendance policy/procedures have been implemented and attendance is beginning to improve. The engagement worker in the school is beginning to have a positive impact on a small group of young people with low attendance

The school has been working towards a move from an individual Google tenancy to work within GLOW in line with other Angus schools. Teaching delivery within the new environment began in May 2024.

School Improvement Priorities – Next Steps

Expand and develop collaborative and distributive ways of working. Build on the emerging partnership working to better understand impact on pupil outcomes. Staff have also recognised the need to plan effectively for transitions back into mainstream for learners currently working in a supported setting.

Develop meaningful engagement with pupil voice and encourage stronger relationships across the community. Work to ensure staff understand and can make the explicit links between their practice and the UNCRC. Pupils using the language of learning, with opportunities to learn through their rights.

The relationships policy will be developed further to promote, support and reward positive behaviour.

New IT landscape to embed and be used to support and promote learning.

Continue to encourage staff to see Brechin as a place they want to work and use the more settled staffing within school to drive forward agreed improvement.

Pupil Equity Fund

Interventions:

- Hedzup Outdoor Education
- Cost of S1 Chromebooks for S1 Pupils (SIMD 1-3)
- Charging Trolley to facilitate learning for pupils without devices
- Funding for pupil places on ski trip Jan 2024
- Staff Costs to facilitate interventions, including attainment hub, rural skills, outdoor learning,

Impact:

PEF spending has assisted achieving equity in educational outcomes for learners throughout this session, supporting and building resilience, improving attendance and supporting those who lost most following flooding.

Most pupils participating in non-traditional learning activities and improved their school attendance. Almost all reported improved social skills and some reported that their anxiety had reduced as a result of participating in these activities.

Two funded places on the ski trip allowed pupils to experience an opportunity that may otherwise not be possible. Funding was freed up to support young people most in need to access education with dignity immediately following the devastating flooding in the community.

Supporting 1:1 digital devices to ensure that all learners have equitable access remained a key priority supporting transition and induction of the new S1 cohort. Focus groups conducted throughout the session (across year groups) pointed to the Chromebooks as a strength/positive within the school.

Pupil Equity Funding plans for session 2023-24

Creation and implementation of a breakfast club to provide a welcoming start for learners.

Continued focus on supporting attendance, to remove barriers to attendance and support pupils/families with Emotional Based School Avoidance.

Provide opportunities for young people to access wider learning opportunities, experience learning in contexts other than school, to support all pupils participate in extracurricular activities. to travel out with Brechin and understand the opportunities that exist for young people in the wider local area, including engagement with Alba and Hedzup

Provision of Chromebooks for those who need, to enable all learners to access online learning.

Work with HerStory to provide support around building resilience and supporting young people with means to challenge gender-based violence.

School Improvement Priorities for session 2024/25

Staff, pupils and families have all contributed to a School Improvement Plan for next session focusing on Learning, Ethos and Ambition for the school. Embedding and improving the changes that have been made over session 2023-24 and working to improve engagement, attendance achievement and attainment across the school underpin the plans for next session

Develop relationship with The Wood Foundation and access their experience and opportunities provided to further support School Improvement.

Develop leadership at all levels across the school. Embed reflection, evidence and data use into structures to support evaluating impact of actions taken

Work together to revisit the school's vision and values, involving all stakeholders and working towards them being central to the life and work of the school.

Attainment Data (% achievement of ACEL level)				
	Reading	Writing	Listening & Talking	Numeracy
S3 second level	100%	100%	100%	100%
S3 third level	97%	97%	97%	96%
S3 fourth level	60%	60%	60%	53%