


| | |
|--|---|
| School: Brechin High School |  |
| Standards & Quality Report 2025 | |
| Head Teacher: Fiona Lawrence | |

| School context information |
|--|
| <p>Brechin High School is a comprehensive school, with 550 pupils from a small semi-rural town and the surrounding area. 25% of pupils are on Free School Meals, and pupils span SIMD 1-9.</p> <p>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 local area has limited transport links and decreasing local employment opportunities. Pupil attendance is some way below national averages, and there is a persistent problem with internal truancy.</p> <p>Staffing can be a challenge due to distance, with staff absences and vacancies difficult to cover or fill. However, staff in school share a collective commitment to the wellbeing of all learners and have a shared vision for improvement. Significant opportunities are offered for pupils to attain and achieve in traditional and non-traditional subjects and offer a wide range of extra-curricular opportunities.</p> |

| School Improvement Priorities – Progress |
|---|
| <p>All teaching staff have engaged with peer observations, department observations. Validated Self Evaluations have been undertaken focusing on whole school tracking and learning & teaching in Science and Languages. Professional learning groups and reading groups have been established with almost all staff completing and discussing observations using the Brechin Framework for Learning toolkit</p> |

The Brechin Framework for learning is embedded in the life and work of the school. Courses including proactively supporting meta-skills and with opportunities for pupils to learn outside the classroom and make explicit links between learning and life have been introduced and evaluated.

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.

The school has developed a menu of interventions is being developed to tighten up the intervention process. Learning Hubs have been established, evaluated and improved to provide safe and nurturing spaces 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.

PTs have been supported to develop leadership, PTC fortnightly meetings and House teams meetings have given opportunity for coaching, upskilling, collaborative working and consistency of practice. Specific pupil leadership input has begun to establish expectation of pupil leadership across the school.

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

A refreshed vision and values for the school has been developed collaboratively, to focus on a smaller number of meaningful, community-driven principles. The school vision statement has been reviewed to be more inclusive and empowering

School Improvement Priorities – Next Steps

Embed the new vision and values consistently across classrooms and the wider school environment, ensuring they are more than just posters on walls but are lived and reinforced daily. Use the vision and values and Brechin Standard to Improve consistency in behaviour expectations and support for wellbeing, particularly around bullying, emotional safety, and teacher-pupil trust/relationships. Involve pupils directly in shaping and promoting the values, increasing ownership and visibility.

Where relationships are nurturing and positive, the school needs to build on this to ensure high quality learning experiences. All staff should use the Brechin Framework for Learning toolkit to evaluate their own practice and used as part of the feedback process following a lesson observation. All Faculties to have a QA calendar, assessment calendar and use the BGE planning tool.

Ensure pupil voice is part of planning and evaluation within all aspects of school life. Develop a meaningful pupil parliament structure 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.

Strengthen collaborative leadership opportunities encouraging more staff to participate in improvement activities and decision-making. Continue working with Excelerate to ensure changes are sustainable, strategic, and measurable. Develop accountability and data literacy across staff teams. Embed reflection, evidence and data use into structures to support evaluating impact of actions taken.

Pupil Equity Fund

Interventions:

- 0.4 FTE ASN teacher
- 0.2 FTE Rural Skills teacher
- PEF Project Lead – interventions
- Contribution to Active Schools Coordinator (for transition support)
- Hedzup Outdoor Education input
- Alba Explorers input
- HerStory input
- Cost of S1 Chromebooks for S1 Pupils (SIMD 1-3)
- Funding for pupil places on Loch Eil trip

Impact:

PEF spending has supported the implementation of hub facilities in school, increasing positive relationships, learning experiences and opportunities for most disengaged learners, leading to longer periods of time spent in mainstream class and improved school and class attendance. The Rural Skills development teacher has given some youngster outdoor learning skills, awards, developed confidence and provided a safe place to take and to blossom, for several S4 pupils this increased attainment, employment opportunities and positive destinations. Younger pupils have opted to continue with rural skills, and this is now part of our wider curriculum offer in school.

The Active Schools Coordinator supported enhanced transition into school for targeted P7 pupils and continued that support for the initial phase of S1, building resilience, and supporting attendance and engagement.

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 because of participating in these activities. Outcomes include improved relationships with peers and staff and a reduction in referrals, as well as attainment gained in First Aid, navigation, adventure and challenge and leadership.

Supporting 1:1 digital device to ensure 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.

Several funded places on the Loch Eil trip allowed pupils to experience an opportunity that may otherwise not be possible. The resilience and relationships building has had a positive impact on engagement and in class attendance throughout the year.

Pupil Equity Funding plans for session 2025-26

Continued focus on supporting attendance, to remove barriers to attendance and support pupils/families with Emotional Based School Avoidance. Provision of Chromebooks for those who need, to enable all learners to access online learning.

Additional staffing to remove barriers to learning through learner pathways and modified timetables, and to provide alternative experiences for young people. PT Pedagogy with a focus on ensuring learning and teaching meets the needs of all learners. Implement and embed the Sound Reading System to support dyslexia testing and Improvement of attainment within literacy and other subjects.

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. Provision of enhancement activities to travel out with Brechin and understand the opportunities that exist for young people in the wider local area, including engagement with Outward Bound, Alba and Hedzup. These interventions to capture attainment, as well as develop life skills, team building, cooperation, social relationships

As Brechin has a high rate of domestic abuse incidences, working with Progressive Masculinity will aim to create safe, non-judgmental spaces where boys and men can explore their masculinity and its potential. Empower boys and men to construct models of masculinity consistent with their values.

School Improvement Priorities for session

Staff, pupils and families have all contributed to a School Improvement Plan for next session focusing on Learning, Ethos and Ambition.

Improvement priority 1: Learning

Raising attainment and achievement in the senior phase by developing inspiring, meaningful, and purposeful learning experiences for all

Improvement Priority 2: Ethos

Raising attainment and achievement in the senior phase by improving happiness, health, and wellbeing for all in a safe, inclusive school

Improvement priority 3: Ambition

Raising attainment and achievement in the senior phase by promoting aspiration for all through learner engagement, motivation, resilience, and ambitious pathways

Attainment Data (% achievement of ACEL level)

| | Reading | Writing | Listening & Talking | Numeracy |
|----|---|---|---|---|
| S3 | Level 4 60% Level 3 97% Level 2 100% | Level 4 60% Level 3 97% Level 2 100% | Level 4 60% Level 3 97% Level 2 100% | Level 4 53% Level 3 96% Level 2 100% |