

At Brechin High School, we are a friendly, inclusive community. We value learning, wellbeing, and resilience; empowering every student to grow and succeed.

At Brechin High School we are proud to be:

RESPECTFUL

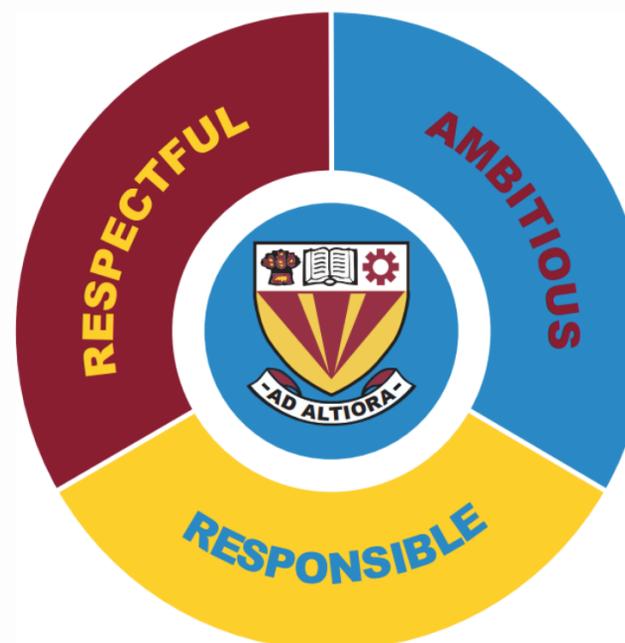
- We treat others how we want to be treated.
- We show respect for learning.
- We listen like we want to be heard.

AMBITIOUS

- We aim high
- We set big goals
- We stay focused

RESPONSIBLE

- We take Ownership
- We make good choices
- We see it through



#ProudToBeBrechin

Brechin High School is a Rights Respecting School

- **our students have the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.**
- **We strive to provide every young person with an education that develops their personality, talents and abilities to the full.**

Angus Education Plan

Angus Cares

Improved approaches to supporting attendance

Self-evaluation of anti-bullying approaches

Support inclusive practice across Angus

Implement Relationships and Behaviour guidance

Angus Learns

Engaging learning experiences across BGE

Increased opportunities for learner voice

Professional learning to improve learning, teaching and assessment

Improved moderation of standards Primary 5 to S3

Angus Improves

Raise attainment and achievement

Planet Youth approach to improve parental engagement

Increased opportunities for staff to develop leadership capacity

Improved data literacy of school leaders

Cluster Priority: Improve attainment in numeracy by agreeing a shared understanding of curriculum and language at P7/S1, and focusing on moderation and family engagement.

Cycle of Improvement

Embedding session 2025/6:

- Relationships And Behaviour Policy
- Pupil Leadership Programmes
- Circle Framework
- IEP reviews
- Learning For Sustainability
- Celebration of Achievement

Exploring session 2025/6:

- PBL
- Global Goals
- Decider Skills



Executing session 2025/6:

- Refreshed School Vision and Values
- Data Literacy
- Literacy and Numeracy across the curriculum
- Building Community partnerships
- Homework Policy
- DYW links and experiences, including Business breakfasts

Improvement priority 1: Learning-

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

Rationale: Classroom observations, VSE, attainment, and class attendance show inconsistencies in high-quality learning and teaching.

NIF PRIORITIES Improving achievements, particularly literacy and numeracy Closing the attainment gap	NIF DRIVERS Curriculum and assessment Performance information	GTCS STANDARDS 2.1.4 Planning for assessment, Teaching and Learning 3.1.2 Effectively utilise pedagogical approaches and resources	PEF 5. Promoting a high quality learning experience 7. Using evidence and data	HGIOS 2.3 Learning, teaching and assessment 2.2 Curriculum 3.2 Raising attainment and achievement
-------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------

Aim: Curriculum Plan reviews, learning visits and learner voice will show consistently high-quality learning and teaching, with appropriate support and challenge, in the most examples by May 2026. 60% to achieve 5@5 and 90% to achieve 5@3 in S4, 30% to achieve 5@6 in S5.

Drivers	Outcomes	Actions	Measures	Progress		
Brechin High School Learns  12. Children have the right to be listened to and taken seriously	Brechin Framework for Learning <ul style="list-style-type: none"> All learners have high quality experiences as exemplified in the Brechin Framework for Learning Learners are engaged, cognitively challenged and can confidently articulate their strengths and areas for improvement All faculties to have a BGE curriculum meeting the four contexts for learning BGE Curriculum to ensure progression pathways to senior phase 	<ul style="list-style-type: none"> Review of Brechin Framework for Learning policy, including pupil voice around learning and the Brechin Learning toolkit Develop CPD in Learning and Teaching All faculties engaging in moderation activities Embed agreed approach to curriculum planning 	<ul style="list-style-type: none"> Two faculty VSEs and whole school learning show high quality learning and teaching Learning observations show consistent language of learning across the school and increased learner engagement Evidence of moderation cycle paperwork and resultant changes to planned learning. Pupil focus group and survey responses Sampling of pupil work/ Beautiful work presented 			
Brechin High School Improves  13. Children have the right to find out and share information	Data Literacy <ul style="list-style-type: none"> Staff use assessment data to plan next steps in learning Staff share data with parents and learners to support discussion about progress 	<ul style="list-style-type: none"> All teachers use assessment data and pupil tracking data to prepare for Learning 	<ul style="list-style-type: none"> Attainment meetings impact action Record of interventions and evaluation of impact. Rigorous scrutiny of progress towards targets. Tracking and monitoring data Attainment improves to match VC for 5@5, 3@6 and Literacy 			

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

Rationale: Pupil focus groups, parent and staff feedback, attendance rates, and attainment of lowest 20% show inconsistencies in wellbeing, inclusion and community engagement

<p>NIF PRIORITIES Improving health and wellbeing Rights and needs at centre</p>	<p>NIF DRIVERS Teacher and practitioner professionalism Parent/carer engagement and family learning</p>	<p>GTCS STANDARDS 2.2.2 Learning Communicates 3.2.3 Build positive, respecting relationships for learning</p>	<p>PEF 2. Social and emotional wellbeing 6. Differentiated support</p>	<p>HGIOS 2.1 Safeguarding and child protection 3.1 Ensuring wellbeing, equality and inclusion 2.4 Personalised support</p>
------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------

Aim: Pupil focus groups will show consistently high-quality pastoral care for pupils. Attendance Rates will improve to 85% by June 2026 and Internal truancy reduces.

Drivers	Outcomes	Actions	Measures	Progress		
<p>Brechin High School Cares </p> <p>17. Children have the right to get information in lots of safe ways</p>	<p>The Brechin Standard</p> <ul style="list-style-type: none"> The whole school community is familiar with and consistently uses The Brechin Standard to support positive relationships and learning. The school will work on a Respect Me Award for anti-bullying. 	<ul style="list-style-type: none"> Develop and embed The Brechin Standard, class norms and purpose across the school. Respect Me Award will be led by the Respect Me strategy group to progress anti-bullying policy work and activities started over previous sessions. 	<ul style="list-style-type: none"> Track behaviour Learner focus visits Pupil Focus group about registration/Us Time shows positive impact on relationships, wellbeing and learning Majority of pupil feedback demonstrates Brechin Standard is having a positive impact on learning and ethos. Majority of learners report that their achievements are recognised by the school. 			
<p>Brechin High School Improves </p> <p>28. Children have the right to an education</p>	<p>Attendance</p> <ul style="list-style-type: none"> Improved attendance to an average of 85% or higher across S1-S3 Internal truancy to be tracked, and reduced 	<ul style="list-style-type: none"> Refreshed attendance policy to be implemented including recording of internal truancy 	<ul style="list-style-type: none"> Attendance Statistics- whole school attendance increases from 82% to 85%. Termly data analysis shows a reduction in internal truancy incidents by at least 10% compared to the previous term. 			

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

Rationale: Classroom observations, pupil and parent voice, post school destinations highlight inconsistencies with leadership, learner engagement and motivation

<p>NIF PRIORITIES Improving skills and sustained positive leaver destinations Rights and needs at centre</p>	<p>NIF DRIVERS Parent/carer engagement and family learning School and ELC Improvement</p>	<p>GTCS STANDARDS 2.2.2 Learning Communicates 3.2.2 Effectively engage learner participation</p>	<p>PEF 9. Engaging beyond the school 8. Employability and skills development</p>	<p>HGIOS 2.5 Family learning 3.3 Increasing creativity and employability 3.2 Raising attainment and achievement</p>
-----------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------

Aim: Majority of pupil to feel their voice is heard when discussion learning and school improvements. Most pupils will follow ambitious, progressive curriculum pathway in June 2026.

Drivers	Outcomes	Actions	Measures	Progress		
<p>Brechin High School Learns </p> <p>29. Children have the right to an education developing their personality, talents and abilities</p>	<p>Progressive Curricular Pathways</p> <ul style="list-style-type: none"> All learners can identify a suitable option from our curriculum offer, both in terms of level and their own interests. 	<ul style="list-style-type: none"> Ongoing development of course options at levels 2-7 in line with pupil need. 	<ul style="list-style-type: none"> Curriculum design for current pupils to feed into ASN planning and pathway planning for current cohort of pupils. SCQF Silver Award to be achieved 			
<p>Brechin High School Improves </p> <p>12. Children have the right to be listened to and taken seriously</p>	<p>Pupil Voice</p> <ul style="list-style-type: none"> UNCRC rights respecting Silver award Pupil Voice to permeate all aspects of school development work 	<ul style="list-style-type: none"> Implement pupil voice strategy 	<ul style="list-style-type: none"> Pupil Parliament operational and impactful Pupil focus groups show pupils have a voice in their learning UNCRC accreditation visit successful 			

PEF Intervention	Rationale	No. of pupils	Outcomes	Measures	Cost	Lead
Alba Explorers	<p>Identified pupils -</p> <ul style="list-style-type: none"> at risk with not achieving attendance a concern, negative relationships across the school <p>Employability prospects for school demographic- Growing Industry</p>	<p>WA S3 group (P1/2)</p> <p>ASN (The Wee Hub) group 8-10 pupils (P4/5)</p> <p>Attainment Hub TBC (P6/7) group</p>	<p>Improved relationships & engagement</p> <p>Longer periods of time spent in mainstream class</p> <p>Improved attendance</p> <p>Improved attainment</p> <p>Increased employment opportunities and positive destinations</p> <p><i>Leadership Award- Seniors</i></p> <p><i>Attainment Hub Group- NC Rural Skills units/ Youth Achievement</i></p> <p><i>Ben's Senior Group- National Navigation Award- Bronze</i></p>	<p>Wellbeing web reviewed termly</p> <p>Reduced exclusions and referrals</p> <p>Pupil/Parental views</p> <p>Attendance/Attainment targets</p> <p>Pupil impact statements</p> <p>Tutor Report- Lifeskills Review at Christmas and then full report at Christmas</p> <p>Increased engagement in learning. Positive relationships with education/ school. Support in settling into the secondary school environment.</p>	£9288	Jordan Lynch/ Amy Mackie
Hedzup	Support pupils in achieving a Level 6 Award in First Aid. Develop employability and life skills in our S4 cohort.	All S4 pupils	<p>Positive learning experiences</p> <p>Life skills, team building, cooperation, social relationships</p>	<p>Pupil voice re relationships, engagement etc</p> <p>Improved relationships with peers and staff</p> <p>Improved attendance</p> <p>Reduction in referrals- general behaviour improves as does engagement</p> <p>Resilience</p> <p>Employability Skills</p> <p>Increased attainment</p>	£300/ day	Ian Pert/ Amy Mackie
Progressive Masculinity	As Brechin has a high rate of domestic abuse incidences, working with Progressive Masculinity will aim to create safe, non-judgmental spaces	<p>All S1-4 pupils.</p> <p>Further 12 male pupils</p>	<p>Leadership opportunity for pupils provided.</p> <p>Increased understanding of toxic masculinity and its impact on the community.</p>	<p>Pupil Voice</p> <p>Resilience</p> <p>Reduction in use of misogynistic language and behaviour.</p>	£1850	Colette McLaren/ Amy Mackie

	<p>where boys and men can explore their masculinity and its potential.</p> <p>Empower boys and men to construct models of masculinity consistent with their values.</p>	engaging in workshops.				
The Outward Bound Trust	Provide an opportunity for targeted pupils to explore outdoor education, team building and improve metaskills.	22-24 pupils-4 funded places	Leadership and metaskills developed Adventure and Challenge Award	Improved attainment Increased engagement	£10945	Polly Day
Active Schools Coordinator	Targeted pupils identified by school staff to work 1-on-1 with myself or as a small group. Work with pupils to either develop sport specific skills, develop relationships/interpersonal skills and relationship with sport and physical activity.	Morning Sessions 5 x 1-1 Lunchtime club 10 pupils Afternoon	<ul style="list-style-type: none"> To encourage physical activity. To build a foundation for healthy habits. Find a sport that kids enjoy. Further develop personal e.g. confidence, resilience, focus, and independence. Further develop interpersonal skills e.g. communication, leadership. To encourage kids to be the best they can and increase inner drive and 	<ul style="list-style-type: none"> Develop a positive relationship with physical activity to encourage an increase in participation with PE or other extracurricular clubs. Improve physical health. Improve cardiovascular function. Improve mental health. Improve confidence, motivation and inner drive. Build stronger personal skills/interpersonal skills. Increase attainment. <p>Increase attention, focus</p>	£3200	Matthew Thompson

			motivation.	and listening Es/Os- HWB 2-21a HWB 2-22a HWB 2-23a HWB 2-24a HWB 2-25a		
Brechin Football Trust	Engagement with ASN group to increase belonging to the community and employability skills.	10-20 pupils Lunchtime group open to all S1-2	Sports leaders Qualifications Youth Achievement Award Community relations Improved attendance Experience & qualification contributes to future employability & positive destination Building confidence and leadership skills. Building resilience skills within the landscape of sport.	Transferable skills and positive pathways into senior phase. Engagement in learning and teaching. Increased respect for the local community. Employability skills. Pupil voice Reduction in referrals at lunchtime/ afternoon.	6/£20 per week	Craig Hay/ Amy Mackie
Sound Reading System	Improve attainment Targeted intervention for lower SIMD to improve language delay Upskill teaching staff	All BGE English classes	Staff are aware and able to complete dyslexia testing Increase capacity in staff Improvement of attainment within literacy and other subjects.	Attainment data Reading age tests		

Chromebooks	Equity – BHS has a 1-1 device policy. Identified pupils don't have devices at home.	All pupils	Remove barriers to learning through COSD	Digital equity Engagement in learning and teaching increases.		Carol Wallace
0.2 ASN Teaching staff	Identified pupils - <ul style="list-style-type: none"> - at risk with not achieving - attendance issues - negative relationships across the school 	20-30	Remove barriers to learning through learner pathways and modified timetables. Provide alternative experiences for young people.	Wellbeing web reviewed termly Reduced exclusions and referrals Pupil/Parental views Attendance/Attainment targets Pupil impact statements Baseline from Pupil Voice- journey of learner	£11, 913	Emma Duncan/ Amy Mackie
PT Pedagogy	Focus on learning and teaching across the school Implementing The Brechin Standard	All pupils	Improve learning and teaching across the school so that all learners have a consistently engaging learning and teaching experience.	Focus groups Improved attendance Monitoring and tracking Insight information.	£4566	Alison Cormack