

Improving Curriculum

Clear Pathways - I can choose subjects and courses that match my personal interests, future goals, and learning level.

Progressive learning - I learn in a well-planned curriculum that builds my skills from BGE into Senior Phase.

Support that fits my needs - My teachers use information about my learning to plan lessons and give me support that help me to improve

Improving Learning & Teaching

Useful Feedback - I get clear feedback that helps me understand my progress and what I need to do next to improve my work.

Active Learning - I take part in lessons where I am expected to get involved, challenged to think deeply, and given regular opportunities to contributing, rather than just listening.

Having a Voice - I help shape my learning by sharing my thoughts and giving honest feedback on what works well for me.

Improving Attainment

Getting involved - I take part in clubs, activities and achievements in and out of school. My teachers notice and celebrate this.

Building core skills - I keep actively improving my literacy and numeracy as I move through school, as well as developing my metaskills to help me when I have a job.

Using targets well - My teachers track data and information about my learning to help me support and challenge me in my progress.



Breachin High School

Improvement Plan 2026/27

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: Further develop our shared understanding of language, use of resources and pedagogy to prepare for the new maths curriculum

Embedding (2026/27)

Consolidate effective practice; ensure improvements are sustained and visible in learner experience.

High quality learning & teaching

Leadership Programmes

Circle Framework

The Brechin Standard

Learning For Sustainability

School Vision and Values

Class behaviour standards

Exploring (2026/27)

Gather and analyse evidence; engage stakeholders; identify strengths and next steps.

Google Guardian

Pupil Profiling / My World of Work

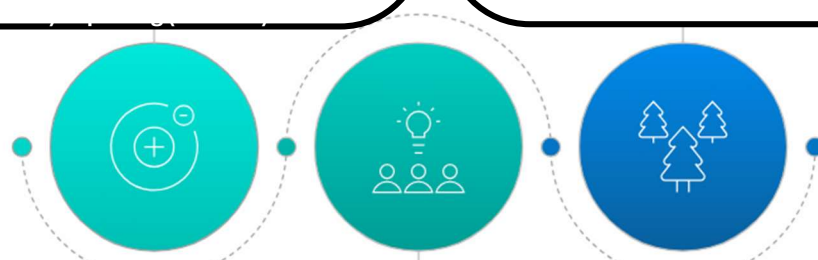
SCQF Gold Award

UNCRC Gold Award

Project Based Learning

Glasgow Motivation and Wellbeing Profile

Curriculum Improveemnt Cycle

**Executing (2026/27)**

Implement agreed actions consistently; monitor impact.

Raise Attainment

Improve Curriculum

Respect Me Award

Digital Learning Policy

Us Time

Decider Skills

Whole school behaviour - corridors

Internal Truancy - Faculty systems

Improvement priority 1: Improving Learning & Teaching

Raising attainment by ensuring consistently high-quality learning, teaching and assessment across all faculties.

Rationale: Learning visits, attainment data and pupil voice, while identifying clear signs of improvement continue to show some variation in challenge, engagement and effective use of assessment. HMI reports show evidence of too much passive learning across the country.

Aim: Almost all learning visits demonstrate high-quality learning aligned with the Brechin Framework for Learning by June 2027. Most young people confidently articulate their progress and next steps. All faculties use assessment evidence effectively to plan learning and improve outcomes.

Drivers	Outcomes	Actions	Measures	Progress		
Breachin High School Cares 29. Children have the right to an education developing their personality, talents and abilities	All learners receive timely, specific, actionable feedback and can describe their progress from one level to the next.	- CLPL on feedback models; learning lunches; professional reading; sharing practice. - School Improvement Groups focus on feedback and co-created success criteria	- Learning visits show almost all teachers provide effective feedback (Nov 26). - Pupil voice indicates most pupils know where they are and next steps (Feb 27). - Faculty QA confirms consistent feedback practice (May 27).			
Breachin High School Learns 13. Children have the right to find out and share information	Learning is more active; engagement increases.	- Embed agreed protocols for learning - Develop Leaders of Learning using Plus One Learning Cycles. - Use cycles to improve identified aspects of learning.	- Almost all lessons use protocols (Sept 26). - Staff trained and leading Plus One cycles (Nov 26). - Peer/leadership observations show next steps acted upon (Apr 27).			
Breachin High School Improves 12. Children have the right to be listened to and taken seriously	Young people influence learning, planning and evaluation.	- Clarify and calendar pupil voice structures. - Expand BGE Leaders of Learning; increase HGIOURS involvement. - Faculties create pupil voice action calendars	- Increase in pupils involved (Oct 26). “You said, we did” evidences impact (Dec 26). - Faculties can articulate pupil voice impact (Apr 27). - RRSA Gold application ready (May 27).			

Improvement priority 2: Improving Curriculum

Ensuring a well sequenced curriculum supporting positive transitions, progression and success for all learners.

Rationale: Progression pathways have been introduced successfully; curriculum review, learner voice and post school destination data show the need for clearer progression pathways and improved alignment between BGE and Senior Phase.

Aim: By June 2027, the curriculum from S1–S6 is progressive, coherent and aspirational, with 80% in strongest 7 in S4 and 85% in strongest 5 in S5. SCQF Gold in September 2027..

Drivers	Outcomes	Actions	Measures	Progress		
Breachin High School Cares 29. Children have the right to an education developing their personality, talents and abilities	Clear, aspirational pathways into and through Senior Phase.	- Refine course choice processes. - Use S2 tracking to support S3 subject choice. - Deliver high-quality 16+ pathways, information, guidance, DYW and FE/HE opportunities. Shared with teaching staff.	85% in strongest 7 subjects (S4) and 90% in strongest 5 (S5) – Sept 26/March 27. 95% positive destinations (Feb 27). - Most pupils engage in DYW/FE/HE inputs (May 27). - SCQF Gold achieved (Jun 27).			
Breachin High School Learns 13. Children have the right to find out and share information	Learners experience a well-sequenced BGE curriculum with clear links to senior phase and shared expectations of progression.	- Engage with Curriculum Improvement Cycle to strengthen progression. - Continue to build assessment and moderation. - Teach S1–S2 meta skills and their relevance in ‘schools of’ & across the curriculum.	- All Faculties use assessment data to inform BGE feedback (Sept 26). - Almost all S1/2 pupils understand meta skills relevance (Nov 26). - Moderation shows teachers can describe progression (Nov 26). - Tracking shows progress through CfE levels (Dec 26).			
Breachin High School Improves 28. Children have the right to an education	Teachers use data effectively to meet learner needs.	- Use profiles, prior learning and ongoing assessment to plan. - Regular tracking reviews and targeted interventions. - House Teams use Glasgow Motivation & Wellbeing tool and SEEMiS Risk Matrix.	- Learners report most teachers understand their needs (Oct 26). - Parents show increased confidence in support (Dec 26). - All Faculties attainment meetings show impact of interventions (Mar 26) - Vulnerable learners improve attendance & attainment (Apr 27).			

Improvement priority 3: Improving Attainment

Raising attainment for all learners through improved data literacy, targeted interventions and strong pastoral support.

Rationale: While continuing to improve; attainment data, attendance patterns, and analysis of the lowest 20% show the need for more consistent use of data and targeted interventions.

Aim: Attainment improves across key Senior Phase measures (5@5, 5@6, Literacy & Numeracy) by August 2027. Attendance across S1–S3 rises to 87% by July 2027

Drivers	Outcomes	Actions	Measures	Progress		
Brechin High School Cares 29. Children have the right to an education developing their personality, talents and abilities	Young people participate more fully in wider achievement opportunities in and out of school	- Track and celebrate participation; intervene where needed. - Explore the Brechin Pledge.	- Participation tracking system live (Sept 26). - Registration teachers support participation tracking (Nov 26). - Almost all pupils participating (Feb 27).			
Brechin High School Learns 28. Children have the right to an education	Literacy and numeracy outcomes improve across BGE and Senior Phase.	- Strengthen policies, tracking and interventions. - Advance numeracy strategy; continue cluster work. - Implement first stage of literacy strategy.	- All faculties use ACEL & prior attainment data to plan (Sept 26). - Numeracy above VC at L3–5 (Sept/Feb). - Literacy meets VC expectations at L4–5 (Sept/Feb). - Almost all S1 pupils make progress from prior attainment (Jan 27).			
Brechin High School Improves 3. Adults must do what's best for children	Staff understand targets and use data to improve outcomes.	- Continue data literacy CLPL. - Attainment meetings support/challenge faculties. - Share best practice in identifying gaps and interventions. - At risk pupils identified and monitored	- At risk pupil lists share with all teachers (Sep 26) - Faculties set attainment targets (Sept 26). - Senior Phase targets: 5@3 – 90%, 5@5 – 60%, 5@6 – 30% (May 27). - Attendance S1–S3 reaches 87% (Jun 27).			

PEF Intervention	Rationale	No. of pupils	Outcomes	Measures	Cost	Lead
Alba Explorers	Identified pupils - - at risk with not achieving - attendance a concern, - negative relationships across the school Employability prospects for school demographic- Growing Industry	3 x ASN Hub classes	Improved relationships & engagement Longer periods of time spent in mainstream class Improved attendance Improved attainment Increased employment opportunities and positive destinations <i>Leadership Award- Seniors</i> <i>Attainment Hub Group- NC</i> <i>Rural Skills units/ Youth Achievement</i> <i>Ben's Senior Group-</i> <i>National Navigation Award- Bronze</i>	Wellbeing web reviewed termly Reduced exclusions and referrals Pupil/Parental views Attendance/Attainment targets Pupil impact statements Tutor Report- Lifeskills Review at Christmas and then full report at Christmas Increased engagement in learning. Positive relationships with education/ school. Support in settling into the secondary school environment.	£9288	Jordan Lynch/ Wendy Murray-Blair
Hedzup	Support pupils in achieving a Level 6 Award in First Aid. Develop employability and life skills in our S4 cohort.	All S4 pupils	Positive learning experiences Life skills, team building, cooperation, social relationships	Pupil voice re relationships, engagement etc Improved relationships with peers and staff Improved attendance	£300/ day	Ian Pert/ Wendy Murray-Blair

				Reduction in referrals- general behaviour improves as does engagement Resilience Employability Skills Increased attainment		
Progressive Masculinity	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.	All S1 Further 12 male pupils engaging in workshops.	Leadership opportunity for pupils provided. Increased understanding of toxic masculinity and its impact on the community.	Pupil Voice Resilience Reduction in use of misogynistic language and behaviour.	£1850	Wendy Murray-Blair
The Outward Bound Trust	Provide an opportunity for targeted pupils to explore outdoor education, team building and improve metaskills. Pupils identified using ASN data.	22-24 pupils- 4 funded places	Leadership and metaskills developed Adventure and Challenge Award	Improved attainment Increased engagement	£1095	Polly Day/ Jenny Shephard

Active Schools Coordinator	Targeted pupils identified by school staff to work 1-on-1 with active school coordinator 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. Pupils identified using ASN, CE and attendance statistics.	Morning Sessions 5 x 1-1 Lunchtime club 10 pupils Afternoon	• 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 motivation.	• 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. Increase attention, focus and listening Es/Os- HWB 2-21a HWB 2-22a HWB 2-23a	£3200	Lewis /Nathan (from Active Schools)
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				HWB 2-24a HWB 2-25a		
Brechin Football Trust	Engagement with ASN group to increase belonging to the community and employability skills (DYW).	3x lunchtime clubs Friday P2-5 Intervention with S3/4 At Risk pupils	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/ Wendy Murray-Blair
0.6 Teaching Staff- Numeracy Interventions	Improve attainment Targeted intervention for numeracy recovery Upskill teaching staff Family Learning Pupils identified using SNSA and SIMD data.	S1-2 Targeted pupils	Staff are aware and able to complete numeracy recovery and raise attainment Increase capacity in staff	Attainment data Numeracy tests		David Duthie/ Wendy Murray-Blair

			Improvement of attainment within literacy and other subjects.			
Chromebooks	Equity – BHS has a 1-1 device policy. Identified pupils don't have devices at home.	Targeted pupils using SIMD data.	Remove barriers to learning through COSD	Digital equity Engagement in learning and teaching increases.		Carol Wallace
0.2 ASN Teaching staff	Identified pupils - - 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/ Wendy Murray-Blair
Columba 1400	Encouraging leadership at all levels with S3 cohort. Developing Pupil Voice.	S3 At Risk pupils using SIMD, SNSA and ASN data.	Improve leadership across the school and pupil voice and engagement in the school community.	Focus groups Improved attendance Improved engagement Leadership project completed.	£10,000	Wendy Murray-Blair
Attendance Strategy	Improving attendance and attainment within the school.	EBSA/ CE/ FSM/ YC/ ASN	Improve attendance across the school using data on a daily basis.	Attendance figures		Carol Wallace/ Wendy Murray-Blair