

School: Brechin High School	
Standards & Quality Report 2026	
Head Teacher: Fiona Lawrence	

School context information

Brechin High School is a comprehensive school serving approximately 550 learners from the town of Brechin and the surrounding rural communities. Around 17% of young people are entitled to free school meals, and learners represent SIMD deciles 1–9, reflecting a diverse socio-economic context.

The school benefits from a strong sense of community identity and positive relationships, with an increasingly well-established reputation as an inclusive and nurturing environment. Most young people report that they feel safe, supported and valued within the school. Strong partnerships with local primary schools support effective transition and continuity of learning.

Attendance has improved over the session, although it remains an ongoing priority. The school continues to face challenges typical of a small rural setting, including attendance levels below national averages, internal truancy, and limited local employment pathways.

Staff share a strong and growing commitment to improvement and to securing the best possible outcomes for all learners. Pupil voice has been strengthened significantly, with young people actively contributing to school improvement through Pupil Parliament, focus groups and wider leadership opportunities.

School Improvement Priorities – Progress

This session, Brechin High School has made strong progress across key areas, including leadership, learning and teaching, wellbeing and attainment. This reflects a continued focus on inclusion, collaboration and high expectations. There is clear evidence that developments are positively impacting our young people.

A significant strength has been the development of a shared vision for the school. Our refreshed values and the “Brechin Standard,” co-created with staff, pupils and families, now underpin all aspects of school life. These are increasingly visible in classrooms and relationships, contributing to a stronger and more consistent culture. Leadership is now more inclusive and distributed, with pupils actively contributing through Pupil Parliament and focus groups. Staff are also working more collaboratively, leading improvement and sharing practice. Clear systems for self-evaluation, including quality assurance, professional learning groups and attainment meetings, are now firmly in place.

The quality of learning and teaching is improving, supported by the Brechin Framework for Learning. This provides a shared approach, with increased use of active learning strategies, consistent routines and engaging lessons. Learners report higher levels of engagement, particularly where these approaches are applied consistently. Assessment and feedback have been a focus with regular learning conversations helping pupils understand their progress and next steps. Staff are increasingly confident in using data to provide targeted support, although some inconsistency remains across subjects.

Wellbeing and inclusion remain central to our work. A refreshed Positive Relationships and Behaviour Policy has supported a calmer, more supportive environment where most young people feel safe and valued. Attendance has improved over the session and continues to be a priority. Targeted support, including our Intervention Hub and enhanced ASN provision, is improving engagement for vulnerable learners. This work is strengthened by staff training in trauma-informed and rights-based approaches, recognised through our Rights Respecting Schools Silver Award.

Attainment continues to improve, supported by clearer tracking systems and targeted interventions. Positive destinations are a key strength, with almost all leavers moving on to further education, employment or training. Wider achievement opportunities, including outdoor learning and leadership roles, are increasing engagement and confidence. Ensuring consistent recognition of achievement and sustained improvement in attainment remains a priority.

School Improvement Priorities – Next Steps

In session 2026/27, the school will deliver three key priorities focused on improving learning and teaching, curriculum and attainment, with a clear emphasis on consistency, measurable impact and outcomes for learners. Improving Learning and Teaching will ensure consistently high-quality practice across all faculties through the Brechin Framework for Learning. Almost all learning visits will demonstrate high-quality, active learning, with clear learning intentions, effective feedback and consistent use of assessment to inform next steps. Most young people will confidently articulate their progress and next steps, and all faculties will use assessment evidence effectively to plan and improve learning. As a result, learners will receive timely, specific and actionable feedback, leading to increased engagement and a strengthened role for pupil voice in shaping learning, planning and evaluation.

Improving Curriculum will ensure a progressive, coherent and aspirational learner journey from S1 to S6. Pathways into and through the senior phase will be clear, well-sequenced and aligned to learners' needs, strengths and aspirations. Most young people will experience a cohesive BGE curriculum with explicit links to the senior phase and shared expectations of progression. Staff will use tracking, profiling and assessment data

effectively to inform planning and ensure that all learners experience success and positive transitions.

Improving Attainment will focus on securing measurable improvements in outcomes for all learners through enhanced data literacy, targeted interventions and strong pastoral support. Performance across key senior phase measures, including 5@5, 5@6, literacy and numeracy, will improve in line with VC trends, alongside attendance reaching 87% across S1–S3. Most learners will participate in wider achievement opportunities, supporting engagement, confidence and skills development. All staff will demonstrate a clear understanding of attainment targets and use data consistently to plan, monitor and evaluate interventions, resulting in improved attainment and achievement for all learners.

Pupil Equity Fund 2026-27

Interventions:

- ASN staffing and targeted support
- Outdoor learning provision
- Learning hubs and intervention spaces
- Digital equity through provision of Chromebooks
- Targeted wellbeing and engagement programmes

Impact:

PEF funding has contributed to improved engagement, attendance and inclusion, particularly for vulnerable learners. Learning hubs and tailored interventions have enabled greater participation in mainstream learning. Outdoor learning and wider achievement opportunities have supported confidence, relationships and attainment.

Pupil Equity Funding plans for session 2027-28

- Continued focus on attendance and EBSA
- Increased targeted literacy and numeracy interventions
- Expansion of alternative pathways and wider achievement opportunities
- Strengthening of data-informed interventions

School Improvement Priorities for session 2027-28

Improvement priority 1: Improving Learning & Teaching

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

Improvement priority 2: Improving Curriculum

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

Improvement priority 3: Improving Attainment

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

Attainment Data (% achievement of a level)

S3	Reading	Writing	Listening & Talking	Numeracy
Level 4	77%	74%	74%	75%
Level 3	95%	97%	97%	97%
Level 2	100%	100%	100%	100%

HGIOS	School Grading
1.3 - Leadership of change	Good
2.3 - Learning, Teaching & Assessment	Good
3.1 – Equity & Wellbeing	Good
3.2 – Attainment & Achievement	Satisfactory