

**Welcome to the most
improved school in Angus
~ Brechin High School**



**This document is available in alternative formats, on request
(Please contact the Head Teacher)**

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 - Contact Details:

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Welcome to Brechin High School

On February 17th 2016 Brechin High School entered the new Brechin Community Campus and moved onto the next stage in what has been a very long (587 years) and notable history. There are few schools in Scotland with as rich and distinguished a history as Brechin High School. It is a long way from our beginnings as a Cathedral School to where we are today in very modern, forward thinking premises. For those involved from the beginning of the consultation process it must feel like the campus has taken a long time to reach completion but the innovative approaches to learning and teaching and community engagement certainly make the wait worthwhile. However, as we know, the success of a school relies on far more than an attractive building.

As Head Teacher, I continue to be convinced that the combination of an ambitious staff, hardworking pupils and supportive parents in Brechin provide the basis for continuing improvements on all levels. We are an ambitious school; ambitious to see every member of our school community achieve his/her potential. The improvements in attainment last year (we improved in all areas and doubled attainment in others) are only a precursor for further success to come. With the new community campus, the Scottish Rural Parliament in October 2016, and the construction of a training centre on site with training delivered by local businesses opening in March 2017 Brechin is certainly an exciting place to be.

As Head Teacher, I look forward to welcoming you and your child to Brechin High School. This booklet provides important information about the school for parents **and** children. I hope that you find it helpful. If you wish any further information, or a tour of Brechin Community Campus, I will be very happy to speak with you.

We have a supportive Parent Council and you are welcome to attend meetings at any time, even before your child has enrolled with us.

Yours,

A handwritten signature in black ink, appearing to read 'Archie Bathgate', with a long, sweeping horizontal stroke extending to the right.

Archie Bathgate
Head Teacher

CONTACT DETAILS

Brechin High School
Duke Street
Brechin
Angus
DD9 6LB

Tel: 01356 622135 (from 17 February 2016: 01356 627500)

Website: www.brechinhigh.angus.sch.uk (we can also be found on Twitter)

Email Address: BrechinHigh@brechinhigh.angus.sch.uk

Motto: Ad Altiora (to higher things)

Head Teacher: Mr Archie Bathgate

Class Stages: S1 – S6 and returning adult students

Present Roll: 497

Parent Council: Members of the Parent Council can be contacted via the school office.

SCHOOL DAY

Period 1	08:55 – 09:45
Period 2	09:45 – 10:35
Form Time	10:35 – 11:05
Interval	11:05 – 11:20
Period 3	11:20 – 12:10
Period 4	12:10 – 13:00
Lunchtime	13:00 – 14:00
Period 5	14:00 – 14:50
Period 6	14:50 – 15:40

(We will not be using bells in the new community campus)

VISITS OF PROSPECTIVE PARENTS & LIAISON WITH SECONDARY SCHOOL

<http://www.scotland.gov.uk/Publications/2009/11/06125905/0>

If you would like a tour of the school buildings during the school day simply contact the school office (01356 622135 - 01356-627500 from 17.02.16) for an appointment.

Any pupil living within the delineated catchment area for Brechin High is entitled to a place at the school. Pupils normally transfer to Secondary School in August following completion of their P7 year. During their child's final year at Primary School, parents/carers will be contacted by letter and offered a place at secondary school they may either accept or decline.

Parents who wish to transfer their children to a secondary school other than that proposed by the Education Authority must submit a written placement request by mid-January. Placing Request forms are available from the People Directorate, Angus House, Orchardbank Business Park, Forfar DD8 1AE, Tel: 08452 777 778.

SCHOOL UNIFORM

Pupils show their pride in the school by wearing school uniform. School uniform is simple and practical. It is no more expensive than other kinds of clothing. All pupils are expected to wear school uniform in school and on educational visits.

All clothes and equipment should be marked with the pupil's name. Every year, clothing, school bags and PE kit which have been lost in the school cannot be returned because there is no way of identifying the owner!

The uniform for Brechin High School is:

- Black shoes, Black trousers or skirt
- White shirt or blouse
- Black cardigan, V-neck sweater or plain black sweatshirt
- School tie (ties are available from the school office at a cost of £5. Seniors can also purchase a special senior tie)
- Blue blazer (blazers are for all year groups and can be ordered online at www.academyuniformsmpc.com The school can help with fitting to ensure the correct size is ordered and if anyone is having trouble accessing the internet we can also help with the order itself)



I would also prefer that no pupil wears black jeans to school or leggings without a skirt. Jeans are for casual wear and we want pupils to view coming to school as coming to their place of work so we can help them to achieve their best and so we can prepare them for moving on to employment when they leave school.

PE Kit

Brechin Community Campus is fortunate in having excellent facilities for physical education and pupils are given the opportunity to participate in a range of activities including swimming, gymnastics, cross-country running, basketball, volleyball, athletics, tennis, dancing, hockey, football, rugby and cricket. In order that young people can benefit to the full, parents are requested to provide the following items of clothing which are necessary for health, hygiene and freedom of movement when participating in the above activities.

Boys

Swimming trunks (with towel)
Royal blue shirt
Black shorts
Sports socks
Football boots or trainers
Indoor trainers

Girls

One-piece swimming costume (with towel)
Royal blue shirt
Black shorts
Sports socks
Boots (with studs) or trainers,
Indoor trainers

PE staff have identified a kit supplier who can provide PE kit, including track suits or hoodies, which will include the school logo/badge. Information can be obtained from the PE staff.

As you will appreciate, the weather is often changeable and for outdoor activities, a track suit or additional long-sleeved jersey can make participation more enjoyable. Warm showers are taken after double periods, so a towel is also required, along with a polythene bag to hold damp clothing/swimming kit.

PARENTAL CONCERNS

Parents should contact the school immediately if they have a cause for concern. It is our wish to deal with all matters as early as possible preventing them from growing into significant concerns. Please contact your child's Pupil Care and Support Teacher in the first instance or if you would prefer to discuss the issue with a member of the management team please contact the Depute responsible for your child's House.

THE COMPLAINTS PROCEDURE – also see link below:

http://www.angus.gov.uk/info/20252/customer_care/209/making_a_complaint_or_comment_about_our_services

If parents have cause for complaint they should contact the school and make an appointment to meet the Head Teacher or member of the management team.

PARENTAL INVOLVEMENT BECOMING INVOLVED IN SCHOOL

The school values the important part that parents play in their children's education and sees partnership with parents as an effective way of enhancing children's achievements and promoting better school ethos and communication. There may be a number of opportunities for parental involvement during or out with the school day, depending on circumstances. Involvement of this nature would be agreed with the Head Teacher.

All parents are invited to attend specific Parents Evenings throughout the year – dates will be issued to parents at the start of the school year with invitations a week or so before the event itself. At these meetings parents will have the opportunity to meet their child's class teacher for a 5 minute interview and discuss their child's progress. This is also an opportunity for parents to hear how they can best support their child's learning. Parents are also encouraged to support the completion of homework tasks as advised by the school.

SCHOOL ETHOS

As part of our School Improvement Plan we have revisited the school vision, values and aim consulting with pupils, parents and staff. We have identified Friendliness, Achievement, Inclusion, Trust & respect and Honesty as core values and intend to embed them in everything we do as a school community.

Our school welcomes and encourages diversity and individuality, while emphasizing our common



Pupils with Street Kids in Rwanda

commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of our school that all who are involved in the life of our school both has the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others. We implement the Council policy for Equal Opportunities and Racial equality and ensure that all pupils have access to the full range of educational experiences available within the resources of the school. We are firmly committed to the elimination of any form of discrimination on the grounds of race, religion, gender or disability.

SCHOOL AND COMMUNITY LINKS

Any School is an integral part of the community of the town in which it resides. Children develop skills and learn to be better citizens as they engage with and support the work of the local community. The pupils of Brechin High School participate in community events such as Remembrance Day and competitions organized by local groups like the Rotary Club. The new Brechin Campus provides us with an exciting opportunity to take this relationship further and develop something different and unique in Brechin through an integrated community campus involving Education, Leisure, Community Learning and members of the local community coming together in a genuine partnership to form a new, integrated school community, placing a high value on life-long learning and contributing to the rejuvenation of the wider Brechin community.

POSITIVE BEHAVIOUR MANAGEMENT

Good behaviour is essential to good learning. The general aim of the school is to provide an atmosphere of mutual respect and collective responsibility. Pupils, parents and staff all have an important part to play in producing and sustaining this positive ethos. The rules of the school are of a common sense nature, bearing in mind the interest and safety of all concerned.

Our school rules can be summarised as:

- Follow all staff instructions,
- No put downs,
- Keep hands feet and objects to yourself.

A number of key principles and values underpin the Behaviour Management Policy of all Angus schools:

Collective Responsibility

"Improving and Promoting Positive Relationships" should be seen as the concern of all staff, pupils and parents.

Expectations

It is only fair and correct that pupils are given a clear description of how they are expected to behave. All staff should take time to teach pupils expected behaviours explicitly as well as the formal content of their individual subjects.

Rights & Responsibilities

At BHS we recognise that all of us have basic rights and responsibilities. So, for example, all pupils and staff have a right "to feel safe within the school environment". At the same time all pupils and staff have a responsibility "to act in a safe manner".

Rules & Routines

Whole school rules and routines help create a positive and safe working environment. They also help to protect our individual rights and encourage us to act on our individual responsibilities.

Choice, Ownership & Consequences

The school strongly believes that as individuals we have the free will to choose how we behave. In short, we are all accountable for our own behaviour. Being responsible for our own behaviour, and choosing to act in a certain way, results in a natural or logical consequence. Of course the consequence may be either positive or negative in nature, but is, nonetheless, directly related to how we choose to behave.

Recognition of Positive Behaviour

All staff are encouraged to recognise positive pupil behaviour. This can be achieved through informal and formal approaches.

Prevention

Teachers will take preventative actions to minimise the possibility of disruptive behaviour occurring. Staff are expected to try and resolve issues at their level. Management can only support effectively if the system isn't clogged up with 'minor' issues.

CELEBRATING ACHIEVEMENT

Good behaviour in the classroom provides the opportunity for best practice in learning and teaching to take place. Praise and positivity can give many of our pupils the incentive to strive for excellence, raise and maintain high standards. To encourage this further, the school has introduced a merit system. There are four categories of merit: behaviour, preparation, punctuality and homework. The criteria for achieving a merit are outlined below:



Each term one pupil is rewarded with a free flight with Janitor Cliff Mackay.

- **Behaviour:** pupil achieves merit if they did not enter into the behaviour management flow chart during the lesson
- **Preparation:** pupil achieves merit if they have a pencil, planner and equipment for class as appropriate to the subject
- **Punctuality:** pupil achieves merit if they are on time for class
- **Uniform:** pupil achieves merit if wearing full uniform

Staff will be asked to record merits each lesson and information from merits will be used to recognise pupils who have high standards and rewards such as certificates will be issued throughout the year.

In addition to a merit system, as a school we would like to recognise the wider achievements of our pupils. We understand the importance of extra-curricular activities, and the valuable skills development and learning that can take place. Therefore we have also introduced the Brechin PAL awards. The Brechin PAL awards will encourage pupils to keep a diary of the activities they take part in. The three categories are:

- **Physical** (Any physical exercise out-with a PE class)
- **Additional Commitment** (This must be a regular commitment which could be an extra-curricular activity at school or hobbies outside of school)
- **Leadership** (This activity must involve prior preparation and organisation. It must also involve a level of responsibility)

Pupils can achieve a bronze, silver or gold award depending on the number of hours of participation; we would also ask that pupils engage in more than one category to achieve an award.

In order to further promote pupil achievement we have reorganised our end of year prize giving event into two separate events; one for S1-3 and another for S4-6 recognising both pupil attainment and pupil wider achievement. These events will take place in the last week of the summer term.

EXTRA-CURRICULAR ACTIVITIES

There is a wide selection of extra-curricular activities available for your child to participate in including debating, model railway, manga, house competitions, Tuf Mudder (see pictures) and a wide range of sporting activities.

Your child will receive information outlining the different activities available on a regular basis through the daily bulletin, form tutors or at school assemblies.



PUPIL COUNCIL

There is an active Pupil Voice group (Pupil Council) within Brechin High School. The group is composed of four representatives from each of the three Houses who have completed an application and selection process. They will represent their House for the duration of one year. Throughout the year they will meet regularly with a member of the management team, Pupil Care and Support and classroom teacher. They will be involved in taking forward school improvement priorities by sharing information with pupils through assemblies, canvassing opinion through form time and addressing issues with learning and teaching.

LEARNING OPPORTUNITIES

The Curriculum at Brechin High School

The following curriculum rationale for Brechin High School is based on national guidance and developed through consultation with pupils, parents and staff.

Many factors influence the need for a coherent and robust curriculum within a secondary school. One of these is the definition of curriculum. Before considering the rationale for Brechin High School's curriculum it is fundamental we agree what curriculum means.

The definition below encapsulates, for us, the curriculum within a secondary school.

Definition: *All the learning which is planned and guided by the school, whether it is carried out in groups or individually, inside or outside the school.*

Consequently any curriculum developed within Brechin High School must reflect this definition.

There are other factors, of course, influencing the school curriculum:

- Transition from P7 into S1
- Transition from the Broad General Education (P1 – S3)
- The needs of the school and its pupils
- Staffing and facilities
- Input from the wider community
- Input from supporting agencies
- Guidance from the local authority
- Scottish Government policy

Curriculum Rationale

The principles of curriculum design form the basis of the rationale, structure and delivery of the whole school curriculum and include the ideas of personalisation and choice, providing challenge, providing depth and meeting the needs of all pupils within the school.

Any rationale, must at its heart, reflect the core values of the school and be transparent to all those involved e.g. authority staff, teaching staff, other school staff, parents, the wider community and, of course, pupils.

The purpose of the curriculum is to engage young people in skills and knowledge development so allowing them to be well prepared for the transition to the world of work, continued learning and for life in general.

The curriculum offered by Brechin High School should be academic and vocational, meet the needs of all learners and also should be enterprising, skills developing and be easily accessible by all including those adults in the wider community.

The curriculum must be inclusive of national and local policy and must meet the standards laid down by government and those national bodies charged with quality assurance e.g. Scottish Qualifications Authority, Education Scotland. The curriculum should ensure learners are offered their full entitlement under Curriculum for Excellence.

The diversity of the curriculum must be open to input from teaching staff, outside agencies and from the wider community who wish to provide alternative educational experiences for pupils. The curriculum must also allow for achievement as well as attainment with all success being recognised as having value for all participants.

The curriculum must be progressive, flexible and adaptable to change thus allowing pupils to change direction throughout their school careers. Appropriate journeys for individuals, through education are a must.

The structure of the curriculum, and how it is delivered in and out of school, must also be flexible so everyone has the opportunity to experience as much or as little that is required to progress beyond school to a positive and sustainable destination.

The curriculum offered must also be realistic and be designed to meet as many of the needs of pupils as is possible. No curriculum, given the many constraints that apply, can offer the perfect solution but every effort must be made to continuously strive to this end.

The Structure:

The structure of the curriculum will be based on:

- the transition from and the link with outcomes and experiences in the broad general education from nursery to S3
- the skills and knowledge of teaching and non-teaching staff colleagues from outside agencies and the wider community
- the three cross-cutting themes of Literacy, Numeracy and Health and Wellbeing
- progression in learning using the Experiences and Outcomes to provide well-planned and joined up learning across curricular areas, through Inter Disciplinary Learning, personal achievement and through the life and ethos of the school
- engagement in breadth, depth, pace and challenge
- personalisation and choice through consultation with pupils, staff, parents and other agencies as necessary



Zoo Lab

THE PUPILS AND PARENTS VOICE

Personalisation and Choice:

Through tracking and monitoring, quality learning conversations and building on positive experiences in the Broad General Education pupils will be offered pathways that lead them to positive outcomes after school.

The foundations of personalisation and choice are laid in S3 where pupils are given the opportunity to select one subject from each curricular group plus an additional selection of three subjects, including electives. Within the senior phase learners can then opt to continue with five of these subjects or opt into others for the first time. This will allow progression for many, breadth for others and depth for all.

This will include a flexible course choice structure that allows pupils to achieve and attain their full potential by selecting a curriculum at levels appropriate to their progression pathway and career choice.

THE CURRICULUM AT SCHOOL, LOCAL AND NATIONAL LEVEL

The BGE Curriculum:

S1 and S2 will continue to offer a wide range of experiences across each of the curricular areas. Learning will be aligned with level 3 outcomes and ensure entitlements are met in all core areas. Interdisciplinary learning will be planned and will provide progression in learning.

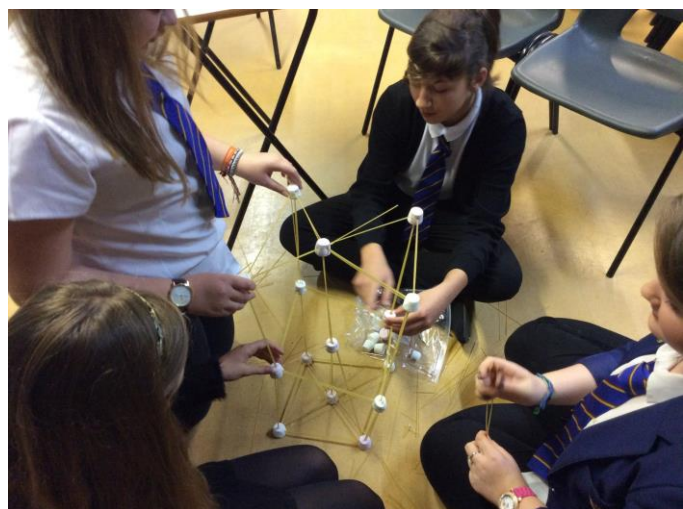
Over recent times we have identified a need to review our broad general education, in particular the S3 experience.

Our S3 must be appropriately challenging and increase opportunity for our pupils to specialise in their chosen specialist subjects at the same time as allowing breadth cross the curriculum areas. Learning should be more challenging across the third and fourth level experiences and outcomes, preparing for the national qualifications in the senior phase.

The S3 curriculum will be made up of:

- 12 periods of core subjects-
 - PSE x1,
 - Physical education x2,
 - Religious education x1,
 - English x4,
 - Maths x4

- 12 periods of the wider curricular areas (2 periods in each of the 6 areas)-
 - Languages
 - Sciences
 - Social subjects
 - Expressive arts
 - Technologies
 - Health Improvement



Pupils taking part in a STEM event

- 6 periods of enhancements (2 periods in 3 additional chosen area)-
 - Additional time in a subject area
 - New choice of subject area
 - Personal development such as John Muir, Duke of Edinburgh Award, ASDAN

The Senior Phase Curriculum

The curriculum itself will include a choice of subjects (vocational and academic) and activities such as Duke of Edinburgh Award, ASDAN, Personal Development Awards, Employability Skills, Volunteering etc. – these being delivered by school staff and partners within the local and wider community.

Pupils will be given advice and input from school staff, Skills Development Scotland, Further and Higher Education colleagues and others as to the appropriate choices they need to make to ensure the correct pathway is open to them and leads towards their chosen goal. This support will be offered at each 'option choice'.

Parents and pupils will be consulted as part of this process with data collected on a regular basis so the curriculum can be evaluated and updated to meet individual needs. It is important to understand a number of factors such as staffing, pupil numbers and school priorities can determine curricular outcomes.

The curriculum will have attainment and achievement at its heart. Learners will be encouraged to engage in a curriculum that will deliver opportunities to be successful in attainment as well as wider achievement. Wider achievement will include activities, both in and out with the school day, on the school campus and in the wider school community. Achievements in these activities will be recorded in pupil profiles as well as securing awards from providers.

As part of curriculum development a better use of private study is being considered. Consequently the curriculum will also incorporate a number of electives both within the broad general education and the senior phase where learners will have the opportunity to opt into a variety of courses some of which will be SQA accredited while others will offer awards from other national bodies. These will include such activities as Travel and Tourism to Duke of Edinburgh, from Life Saving to meeting standards for hygiene within a hospitality environment.

SCHOOL IMPROVEMENT

MAIN ACHIEVEMENTS

The school continues to engage with inspectors from Education Scotland. We are finding this to be a very positive and rewarding relationship which is supporting the continuing improvements in the school's overall performance. Reports and letters describing their engagement with the school can be found at www.educationscotland.gov.uk The latest letters show the improvements made by the school.

Angus Council also visit the school regularly to examine the extent to which the school is making progress. Their latest report is copied below:

Supported School Review

School	Brechin High School
Head Teacher	Archie Bathgate
Date	3 and 4 February 2015
Review Team	Rodger Hill, Service Manager; Kelly McIntosh, QIO; Ken Edwards QIO; David Gregory HMI; Connie Tough Head Teacher Maisondieu Primary School; Ally Mills DHT Brechin High School

How well do children/ young people learn and achieve?

Previous attainment across all levels is below that of Angus, National and comparator schools. There are pockets of positive attainment across the school. Targets for attainment in 2015 are ambitious and current tracking information suggests that the school will better previous levels across all measures.

There is no method to effectively track attainment in the BGE. Figures showing the projected percentage of pupils secure in English and Maths by the end of S2 (third level) and S3 (fourth level) are based on professional judgement and a variety of assessments although moderation and agreement of standards to support these judgements is not in place.

The SIP is extensive and much of the content relates to the development of structure and systems. Success criteria are not specific enough and do not readily allow for measurement in terms of pupil impact.

In lessons almost all pupils are attentive and motivated to learn. There were a few examples of low level disengagement within the BGE which were not always effectively dealt with by the teacher and adversely affected the learning of others.

A start has been made to more systematically gather pupil views on a variety of issues. This is in the early stages with regards learning and teaching. Learners feel that efforts to build community have been successful. They feel safe and that teachers know them well and want them to do well.

Learners are given more responsibility for their own learning during form time but in lessons approaches for learning and teaching which allow pupils to take responsibility for their own learning were rare.

In most classes learning is teacher directed and in only a few cases are pupils given little opportunity to work collaboratively or individually on extended tasks. There were few examples of differentiation by task or outcome. In only a few cases was there high quality feedback which could be used to inform next steps in learning

How well does the school support young people to develop and learn?

The curriculum has a clear rationale. It is designed to promote breadth and depth and allows for personalisation and choice whilst ensuring that there is progression between phases. Work to ensure that there are opportunities for pupil achievement and meaningful

IDL are currently being developed. All stakeholders are involved in this process. Work with the associated primaries to ensure continuity of learning is well under way.

In almost all lessons pace of learning could be increased and learning activities better matched to the needs of individual learners or groups of learners. In the BGE this will be addressed to some extent though the continued review of the S1-3 courses and the opportunity for choice in S3.

Staff know pupils well with considerable effort made during the house meetings to pass on this information where appropriate to ensure that learners' needs are addressed effectively. The school has developed a highly effective system of ensuring that all staff can access IEPs and use these to good effect. In the senior phase PCS staff and PTs were seen to be intervening. However SFLAs did not have access to this information and this limits their ability to impact positively on learners' progress.

In the senior phase tracking and monitoring is effective. However the use of SMART targets and their communication to form tutors and parents could be improved. There is a need to ensure that SMART targets better describe next steps for learners. As a consequence form time did not yet allow tutors to consistently support and challenge all learners.

How well does the school improve the quality of its work?

The Head teacher and SLT are committed to effective self –evaluation and in using the outcomes to inform plans for improvement. This is still in the early stages and there is increasing 'buy in' from PTs and class teachers but confidence with this is variable and remains an area for further improvement.

Principal Teachers have quality assurance calendars which run in conjunction with the overall school calendar. SLT must ensure that they review these as part of regular link meetings.

SLT routinely meet with groups of pupils and some Principal Teachers have well established routines for gathering pupil view.

Most FIPs are used effectively to identify areas for development however again success criteria were not specific enough and therefore do not readily allow for measurement in terms of pupil impact.

SLT are using statistical data to inform conversations about effective classroom management and teaching and learning.

Strengths

The Head Teacher and SLT have made significant in-roads in embedding structures and systems for self-evaluation and tracking and monitoring.

Efforts to provide a BGE which allows pupils to 'do more of what they like and what they are good at' has started with an innovative S3 course choice. Efforts to ensure that the BGE offers opportunities for personal achievement are being researched. – this requires further development.

The system for monitoring and tracking in the senior phase is effective in identifying specific individuals and which subject areas they require support in.

Work to develop curricular links with associated primaries, e.g. the agreement of a common order and methodology for the delivery of numeracy.

The 'maths angels' programme involving parents in developing numeracy within the wider school community.

Agreed areas for action

The SIP to be finally reviewed and the plan for 2015-2016 devised in May/June of 2015. Success criteria will be specific and measurable.

The school behaviour management policy and associated flowchart to be revisited. S3 classes will be the initial focus for SLT learning visits. These visits will mirror the SSR and follow the learning of individual pupils throughout a day.

To make the use of study time more effective during form time an immediate method of communicating targets set by class teachers to form tutors will be devised.

In collaboration with the associated primaries develop a system to effectively track and monitor attainment and achievement across the BGE.

Improve the quality of teaching and learning resulting in –

- Less teacher directed learning;
- Young people taking more responsibility for their own learning;
- More evidence of differentiation by task or outcome;
- All teachers giving quality feedback which results in next steps in learning

IMPROVING STANDARDS

SUCSESSES AND ACHIEVEMENTS

(The following is a copy of the Standards and Quality Report submitted to Angus Council in June 2015)

What outcomes have we achieved?

Overall, the quality of our work in this area is Good.

Key Strengths

- Staff have become more systematic in their use of self-evaluation as a tool for leading improvement. This is developing a culture of self-evaluation.
- Tracking and Monitoring of the current session indicates a significant improvement in attainment. Interventions and support for pupils is more effective.
- The ethos of the school is more positive evidenced by increased expectations and ambition, improved behaviour and uniform.

Areas for Improvement

- Develop a system for tracking the progress of young people in the Broad General Education, S1-S3.

How well do we meet the needs of our school community?

Overall, the quality of our work in this area is Good.

Key Strengths

- A variety of methods are used to communicate with stakeholders.
- We have made significant progress in partnership working with other agencies and local employers leading to improvements for young people in the quality of work experience and engagement with the world of work.

- Efforts to provide a Broad General Education which allows pupils to 'do more of what they like and what they are good at' has started with an innovative S3 course choice.

Areas for Improvement

- Improve the quality of comment directed at parents in reports.

WORK AND LIFE OF THE SCHOOL

How good is the education we provide?

Overall, the quality of our work in this area is Good.

Key Strengths

- The quality of learning and teaching has improved with pupils more engaged in their learning.
- All staff are aware of the needs of the young people in their classes and adjust their teaching strategies appropriately.
- Work to develop curricular links with associated primaries has been successful. For example, there is agreement of a common order and methodology for the delivery of numeracy. The 'maths angels' programme involving parents in developing numeracy within the wider school community is also having a positive impact.

Areas for Improvement

- Continue to improve the consistency and quality of learning and teaching.

How good is our management?

Overall, the quality of our work in this area is Good.

Key Strengths

- The Senior Management Team are committed to effective self –evaluation and in using the outcomes to inform plans for improvement. Principal Teachers have quality assurance calendars which run in conjunction with the overall school calendar.
- Promoted staff are developing a more systematic and directed approach to their roles, along with a deeper understanding of their scope of responsibilities and authority.
- Opportunities for developing leadership are available to all stakeholders, including pupils, parents and staff.

Areas for Improvement

- Ensure all policies and practices are pupil-centred.

VISION AND LEADERSHIP

Overall, the quality of our work in this area is Good.

Key Strengths

- Leadership is strategic and focuses on a small number of high priority initiatives
- Leadership is consultative and collegiate, as a result staff have felt more involved, valued and supported.
- There is a clear, coherent vision for the school community. This is shared regularly and is central to everything we do as a school.

Areas for Improvement

- Structured support needs to be provided for those taking on leadership roles at all levels.

SCHOOL IMPROVEMENT PLAN

There are three priorities in the School Improvement Plan:

- Improve attainment
- Implement a whole-school approach to self-evaluation
- Transform the culture of Brechin High School

A detailed copy of the school improvement plan is available on request from the school office or a copy can be downloaded from the school website.

SCHOOL PERFORMANCE

We were so pleased with our academic performance this year we got a banner and placed it beside the main entrance to the school.



The following table shows the improvements in academic performance at Brechin High School (and explain why we wanted to get the banner and broadcast the achievements of our pupils). Further developments of regular monitoring and tracking of pupil performance are producing evidence that academic performance will continue to improve still further. We aim not only to be the most improved school in Angus but the most improved in Scotland.

(Level 5 is National 5, Level 6 is Higher and Level 7 is Advanced Higher)

			2010	2011	2012	2013	2014	2015
By the end of S4	5 + @ Level 5 or better	Angus	34%	33%	34%	35%	33%	37%
		Brechin High School	22%	24%	27%	26%	18%	35%
By the end of S5	1 + @ Level 6 or better	Angus	42%	44%	45%	47%	49%	55.9%
		Brechin High School	32%	29%	35%	34%	38%	46%
	3 + @ Level 6 or better	Angus	22%	25%	24%	25%	26%	32.8%
		Brechin High School	12%	17%	16%	20%	16%	20%

By the end of S6	5 + @ Level 6 or better	Angus	8%	10%	11%	11%	11%	13.4%
		Brechin High School	4%	4%	6%	5%	8%	7%
	1 + @ Level 6 or better	Angus	49%	47%	49%	51%	55%	57.6%
		Brechin High School	36%	40%	33%	43%	45%	47%
	3 + @ Level 6 or better	Angus	35%	33%	36%	36%	36%	38.8%
		Brechin High School	25%	24%	22%	27%	28%	28%
	5 + @ Level 6 or better	Angus	24%	22%	24%	25%	23%	25.71%
		Brechin High School	17%	18%	16%	17%	16%	17%
	1 + @ Level 7 or better	Angus	16%	16%	17%	16%	16%	17.5%
		Brechin High School	16%	13%	11%	13%	8%	14%

HEALTH CARE

You can contact your school health staff at:

Community Child Health Central Office,
Whitehills,
Station Road,
Forfar,
DD8 3DY
Telephone: 01307 475259

School Nurse: Mrs E Devaney
Telephone: 01356 666035

USEFUL LINKS & CONTACT DETAILS

Education Scotland's Communication Toolkit for engaging with parents –

<http://www.educationscotland.gov.uk/learningteachingandassessment/partnerships/engagingparents/toolkit/index.asp>

The Scottish Government guide Principles of Inclusive Communications provides information on communications and a self-assessment tool for public authorities –

<http://www.scotland.gov.uk/Publications/2011/09/14082209/0>

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system –

<http://www.scotland.gov.uk/Publications/2010/11/10093528/0>

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school –

<http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

Parental Involvement

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others –

<http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

Parentzone provide information and resource for parents and Parent Councils –

<http://www.educationscotland.gov.uk/parentzone/index.asp>

School Ethos

Supporting Learners - guidance on the identification, planning and provision of support –

<http://www.educationscotland.gov.uk/supportinglearners/>

Journey to Excellence - provides guidance and advice about culture and ethos –

<http://www.journeytoexcellence.org.uk/cultureandethos/index.asp>

Health and wellbeing guidance on healthy living for local authorities and schools -

<http://www.scotland.gov.uk/Topics/Education/Schools/HLivi>

Building Curriculum for Excellence Through Positive Behaviour and Relationships outlines the Scottish Government's priority actions around positive behaviour in schools and is also a source of support –

<http://www.scotland.gov.uk/Publications/2010/06/25112828/0>

Scottish Catholic Education Service's resource 'This is Our Faith' which supports the teaching and learning of Catholic religious education –

<http://www.sces.uk.com/this-is-our-faith.html>

Curriculum

Information about how the curriculum is structured and curriculum planning –

<http://www.educationscotland.gov.uk/thecurriculum/>

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas –

<http://www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/experiencesandoutcomes/index.asp>

Advice, practice and resources to support the experiences and outcomes on literary, numeracy and health and wellbeing –
<http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/index.asp>

Broad General Education in the Secondary School – A Guide for Parents and Carers –
http://www.educationscotland.gov.uk/resources/b/genericresource_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64

Information on the Senior Phase –
<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnerexpect/seniorphase.asp>

Information on Skills for learning, life and work –
<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnerexpect/skillsforlearning.asp>

Information around the Scottish Government's 'Opportunities for All' programme –
<http://www.skillsdevelopmentscotland.co.uk/our-services/services-for-individuals/opportunities-for-all.aspx>

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services –
<http://www.skillsdevelopmentscotland.co.uk/our-story/key-publications/career-management-skills-framework.aspx>

The Skills Development Scotland website 'My World of Work' offers a number of tools to support career planning –
<http://www.skillsdevelopmentscotland.co.uk/>

Assessment and Reporting

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework –
http://www.educationscotland.gov.uk/Images/BtC5Framework_tcm4-653230.pdf

Information about Curriculum for Excellence levels and how progress is assessed –
<http://www.educationscotland.gov.uk/thecurriculum/howisprogressassessed/stages/index.asp>

Curriculum for Excellence factfile - Assessment and qualifications –
http://www.educationscotland.gov.uk/publications/c/publication_tcm4624968.asp

Information on recognising achievement, reporting and profiling –
<http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/achievement/index.asp>

Transitions

Curriculum for Excellence factfile - 3-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond –
http://www.educationscotland.gov.uk/publications/c/publication_tcm4660285.asp

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement provides guidance on career information, advice and guidance strategy –

<http://www.scotland.gov.uk/Publications/2011/03/11110615/0>

Choices and changes provides information about choices made at various stages of learning –

<http://www.educationscotland.gov.uk/supportinglearners/choicesandchanges/index.asp>

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs –

<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

Supporting Children's Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transition –

<http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Enquire is the Scottish advice service for additional support for learning –

<http://enquire.org.uk/>

Parenting Across Scotland offers support to children and families in Scotland –

<http://www.parentingacrossscotland.org/>

Support for Pupils

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs –

<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

Information about the universal entitlement to support that underpins Curriculum for Excellence –

<http://www.educationscotland.gov.uk/supportinglearners/whatisupport/universalsupport/roleofkeyadult.asp>

Supporting Children's Learning Code of Practice (Revised edition) - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended –

<http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Getting It Right For Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers –

<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

School Improvement

Scottish Schools Online - provides a range of school information, including contact details, school roll, facilities, website, inspection reports –

<http://www.educationscotland.gov.uk/scottishschoolsonline/>

Education Scotland's Inspection and review page provides information on the inspection process –

<http://www.educationscotland.gov.uk/inspectionandreview/index.asp>

The Scottish Survey of Literacy and Numeracy (SSLN) is an annual sample survey which will monitor national performance in literacy and numeracy –

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN>

Scottish Credit and Qualifications Framework (SCQF) –

<http://www.scqf.org.uk/>

Scottish Qualifications Authority provides information for teachers, parents, employers and young people on qualifications –

<http://www.sqa.org.uk/>

Amazing Things - information about youth awards in Scotland –

<http://www.awardsnetwork.org/index.php>

Information on how to access statistics relating to School Education –

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education>

School Policies and Practical Information

Schools and local authorities should consider the most relevant school, local and national policies and include details or links for parents to sources of further information.

National policies, information and guidance can be accessed through the following sites -

<http://www.scotland.gov.uk/Topics/Education>

<http://www.scotland.gov.uk/Topics/Health>

<http://www.scotland.gov.uk/Topics/People/Young-People>

Children (Scotland) Act 1995 –

<http://www.legislation.gov.uk/ukpga/1995/36/contents>

Standards in Scotland's Schools (Scotland) Act 2000 –

<http://www.legislation.gov.uk/asp/2000/6/contents>