



**Fettes College**

**School Improvement Plan  
2023-24**



Fettes College

# Overview



Strapline	A Place to Live		A Place to Learn		A Place to Grow			
Vision	Knowing themselves Looking out for others Compassionate Embrace opportunities of the future		Ability to think critically Bold and visionary		School of choice		Global Perspective	
	Positive Mark on Their World							
Mission	Kind Make the most of opportunities Full Boarding ethos		Curious Creative Give of their best Aim high				Give back	
	Fettes is a Place that Matters / A Fettes Education Matters							
Strands	Wellbeing		Learning		Our People (internal community inc OFs, Admissions)		Our Community (external)	
SIP Focus Areas	W1	Nurtured in an environment of kindness	L1	Innovation (and) Creativity	P1	Family for Life	C1	Give Back
	W2	Being valued and valuing oneself	L2	Excellent Outcomes and Aiming High	P2	Fettes for All	C2	Sustainability
	W3	Embracing opportunities to develop skills for life	L3	Critical Thinking (Informed opinions)	P3	Represented	C3	Proudly Scottish
	W4	Benefits of Boarding	L4	Lifelong Learning	P4	School of Choice	C4	Global Outlook

## School Improvement Plan 2023-24

Fettes College is a registered Scottish Charity, No SC051259



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# Theme 1 - Learning

Fettes Leads - Mr Jonathan Marchant , Deputy Head (Academic)

Mr James Weatherby, Senior Deputy Head



	Target	Detail	Person I/c	Target Deadline	Benefit	Success Criteria
<b>L1</b>	<b>Innovation and Creativity</b>					
L1.1	HGIOS 2.3 Learning, Teaching and Assessment	Assess and understand the impact of the introduction of EET on student experience, curriculum choice and recruitment	JDM /ALT	Jun-2024	An analysis of the impact of EET on the College, based on measurable metrics	Tangible evidence that EET has made a material difference to the curriculum, student experience and recruitment of new students.
L1.2	Widen the provision of EET.	Launch the HPQ in Engineering, Enterprise and Technology in the Fourth Form Options columns	MA / LJW	Jan-2024	Breadth of curriculum	Retention of EET students into the Fourth Form
L1.3	HGIOS 3.3 Creativity	Departmental creativity and skills audit	AJA - L&T Committee	Jun-2024	Evidence that creativity and skills are being cultivated across the curriculum	Use the self evaluation tools in HGIOS 3.3 to ensure comprehensive audit and establish best practice
L1.4	Agreed model of Science and Innovation Centre drawn up and costed.	Use research undertaken to model the requirement for a Science and Innovation Centre at Fettes	NCRW working party	Jun-2024	Create detailed plan for the new Science and Innovation Centre, based on careful research, need and innovative thinking.	Transferable model of number of classrooms needed and the specification required to transfer to tender when the time is right.
<b>L2</b>	<b>Excellent Outcomes and Aim High</b>					
L2.1	UCAS Reference Reforms	Manage the changes which are happening with the new process and style of completing UCAS references.	CLD / VPC	Jan-2024	Improved efficiency and potency of application.	Emerging reforms understood and a suitable system in place to align with the new format.
L2.2	Scholarship Review	Review of how all scholarships are awarded; expectations when awarded; maintaining standards and reviewing eligibility. Needs a meeting with all the stakeholders eg. music, pipes and drums, sport, academic etc.	VPC, Heads of Faculty	Dec-2023	Greater parity of standard, expectation and transparency of criteria across scholarships.	A more aligned and standardised set of standards, expectations, rewards and review points in place across all types of Scholarship award.
L2.3	Optimisation of Software Platforms	Managing a move away from Firefly and developing systems of organisation through the Microsoft ecosystem. Synchronising Teams/Outlook and SOCS (if possible) to keep staff and students organised.	JJP / RJC / CAC	Mar-2024	A simplified and more optimised system of platforms.	Review complete and a clear set of recommendations available for implementation.
<b>L3</b>	<b>Critical Thinking</b>					
L3.1	Establish the Current Issues Third Form course	Evaluate efficacy of the course taught by HFH to help Third Form become more aware, think critically and have informed opinions.	HFH/JDM	Jun-2024	Increase student understanding of global issues and current affairs so that they feel more able to develop informed opinions	Increased awareness and an increase in ability to engage in discussion about issues. Confidence to express opinions.
<b>L4</b>	<b>Lifelong Learning</b>					
L4.1	HGIOS 2.4 Personalised Support Students	Focus on supporting and challenging the full range of student needs and abilities within subject departments	AP and HoDs	Jun-2024	Learning tailored to the full spectrum of student needs within individual classrooms	HGIOS 2.4 Audit. Use the self-evaluation tool to ensure needs are being met. Ensure student voice is having an impact.
L4.2	Reading for Pleasure	Use the increased engagement evident in the Library to promote reading as an important facet of education	CC	Jun-2024	Increased reading builds literacy, imagination and brings pleasure and relaxation	Instil a lifelong love of reading to as many in the community as possible.

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# Theme 2 - Wellbeing

Fettes Lead - Mrs Carolyn Harrison,  
Deputy Head (Pastoral)



	Target	Detail	Person i/c	Target Deadline	Benefit	Success Criteria
<b>W1 Nurtured In an Environment of Kindness</b>						
W1.1	Review integration of day students in boarding houses	Review all aspects of day pupil lives to ensure fullest experience	PLT	Feb-2024	To ensure the best experience for all students who are not able/wishing to board.	All day students and parents consulted and any necessary changes implemented
W1.2	Audit and review the process of induction, training and support meetings with new AHPs	Ensure that AHPs feel supported in their important role	CMD	Ongoing 2023/2024	An improved level of competence, job-satisfaction and performance with AHPs, leading to longer and more fruitful tenure.	Training structure reviewed and improved for 2024-5
W1.3	Committee established to reflect and plan use of Wellbeing Centre (Health and Wellbeing Committee)	A committee formed with staff from all areas of the school to help drive Health and Wellbeing as well as focusing on the running (and making use of) the new centre when built.	SAB, RP, PJW & Wellbeing Committee	Apr-2024	An efficient and focused roll-out of the new centre, its function and intended roles within the community.	A clear, published road map drawn up and communicated to staff, of critical function, order of development and consequential staffing/ budgetary needs.
W1.4	Embed the Head of Wellbeing role across Fettes community	Through being in boarding houses, around school and marketing how wellbeing is viewed by all - gaining an insight and drive forward to create an impact.	SAB, CMH, DA	Apr-2024	A smoother and more integrated use of the facility and associated services to maximise its value.	Wellbeing awareness, activity, services and thinking as one of the central tenets of life at Fettes College
W1.5	Provide Social Areas for inter-year group mixing	Implement upgrades to social areas eg cover and lighting for outside spaces Review and explore the range of uses for the refurbished pavilion (eg social Hub in Autumn - supervised by staff/SPs)	JAW	Apr-2024	Improved facilities for the student body and enhanced opportunities for social interaction during unstructured time.	More integration between years and Houses.
W1.6	Review options for a platform for independent safeguarding reporting.	Investigate and trial the best option for independent safeguarding reporting.	SAB/CMH, PSE Team and PSE Prefects	Jan-2024	To provide sufficient information to engage an efficient, detailed and non-burdensome platform through which to encourage anonymous reporting by students. Use experience of new staff from other schools	A range of options identified and quality-assessed. Report available.
<b>W2 Being valued, known and knowing oneself</b>						
W2.1	New Head of Wellbeing role to consider initiatives for staff Wellbeing	Review Wellbeing Survey recommendations from 2022/23 to promote staff wellbeing in a boarding environment. Build up programme of social events for staff. Set up a programme of reflective practice sessions and counselling support for staff (Initially those in residential roles). Explore options for training and partnerships.	SAB, JAW, LEP, NCRW, Wellbeing Committee	Apr-2024	All possible changes happen and communicate why others are not possible at current time. Through staff consultation, more social events called for and therefore programme established. Essential support for staff in residential roles and all staff dealing with demanding pastoral issues.	Positive impact on staff wellbeing that feels meaningful whilst still ensuring focus on full boarding remains.
W2.2	Promote Integration of Third Form (including Second Form transition)	Look at creative ways to ensure smooth integration	CMD	Apr-2024	Faster and smoother move to successful academically, pastorally and socially acclimatised intake groups.	Related activities and experiences reviewed and adjusted where appropriate.
<b>W3 Making the most of opportunities</b>						
W3.1	Evaluate training and induction for student leadership roles	To create a more formalised structure for training students in positions of responsibility	SWAS/SAB PSE Prefects, MHAs, BVAs, House Prefects	Jun-2024	An improved level of performance and positive input through all student-based committees and bodies.	Training structure reviewed and improved for 2024-25.
W3.2	Engage with SCIS Peer Review / Mentoring project	Ensure that we take a lead in this project to help raise standards across the sector	CMH/ERD/CMD	Apr-2024	Share best practice	Improvement of safeguarding standards for all
<b>W4 Benefits of Boarding</b>						
W4.1	Review uptake of full boarding in transition to Senior School	Work with Prep School to promote boarding take-up from 2nd to 3rd Form	CMH	Mar-2024	Support of the full-boarding ethos with enhanced participation in, and quality of, associated activities.	Ensure communication clear and encourage boarding if this is right for the student
W4.2	Undertake consultation with Houses re next stage of refurbishment plans	PJFW / CMH to liaise with boarding houses to decide and plan on upgrade schedule for Phase Two of the refurbishment programme.	PJFW/CMH	Apr-2024	Improved facilities for the whole student community and establishment of parity (as far as is possible) of experience across all boarding houses.	Phase 2 plans in place for relevant houses

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# Theme 3 - Our People

Fettes Lead - Mr James Weatherby,  
Senior Deputy Head



	Target	Detail	Person I/c	Target Deadline	Benefit	Success Criteria
P1	Family for Life					
P1.1	Embed use of Fettes App as a means of communication with Fettes community	Introduce the App to aid communication and respond to parental requests for information to be more easily available	DA	Jun-2023	Improved communication and engagement with a wider spread, and different demographic, of our community	New App available, tested and being used regularly by the community as a conduit for communication with the College.
P2	Fettes For All					
P2.1	Creation of an inclusive recruitment policy	Work with HR to develop an inclusive recruitment policy for all strands of staff within the Fettes Community	SHS, HR	Dec-2023	Progress towards ensuring a more inclusive process of staff recruitment at Fettes College	Policy in place and in use.
P2.2	Work with new Director of Development to increase fundraising for transformational bursaries	Build on good work in this area and utilise new perspectives gained from new Director of Development	HFH/MS	Jun-2024	Opportunity of a Fettes education to those that do not have the means to access it	Increase fundraising for bursaries
P2.3	Evaluate changes made to Kick-start programme in terms of recruitment	The Kick-start programme is now drawing potential candidates from across Scotland and an evaluation of this change needs to be undertaken	CGOM/DA	Apr-2024	Wider access to this transformational bursary opportunity	Increase impact of Kick-start opportunity.
P3	Represented					
P3.1	Be creative in hearing student/staff/parent voice: Co-curricular survey of students, staff and parents	An opportunity to revisit the provision in order to meet expectations of the parent, staff and student bodies.	JAW	Mar-2024	Improved engagement and satisfaction with the co-curricular programme, including engagement with the new MSD.	Survey complete with summary feedback and associated conclusions drawn up for communication and consultation.
P3.2	The role of the DEI Lead and Coordinator established and embedded into the daily life of the College	Review and explore the range of opportunities and contexts through which to foster equality and inclusion eg DEI Hub established, cultural and multi-faith calendar created, links with outside communities and organisations established.	SHS	Mar-2024	Better use of the new role, improved experience for all of our individual students and a wider and more global attitude imparted to the community.	Increased knowledge, better communication and more active inclusive practices.
P3.3	Establishment of a DEI student working Group	Recruit students at all age levels for DEI working group. Promote this opportunity through houses. (Links to article 2 and article 42).	SHS	Oct-2023	Improved student engagement, improved efficacy, associated educational value and visibility within the community.	Student working group established and functioning.
P3.4	Departmental DEI Audit	Departments to provide one aspect of current resources updated to promote inclusivity within their subject area.	HoDs & SHS	Apr-2023	Raise awareness of DEI issues and provision of a more inclusive atmosphere.	Dept volunteers to share their curriculum update in Jan INSET or staff meeting
P4	School of Choice					
P4.1	Launch the Middle School Diploma	Ensure that current Third Form enter into the Diploma positively. Role of tutors will be key and need for good communication with all the community essential	JJP/AJA/JDM	Jan-2023	Encourage student reflection. Encourage breadth of experience across a range of activity and support of academic curriculum.	Full Student engagement in the programme (participation and reflections). Staff understanding of the purpose of the Diploma. Tutor understanding of their responsibility to monitor this on a termly basis.
P4.2	Launch new Marketing Strategy and evaluate impact	Ensure everyone understands the importance of marketing and the key messages to emphasise.	DA	Apr-2024	Increased involvement by whole community in marketing and therefore build up knowledge of the real Fettes compared to stereotypes	Better understanding and knowledge of the school to a wider and more diverse range of people
P4.3	Fettes established as a regional centre of excellence in CPD	Fettes seen as offering sector-leading CPD for both its own staff and as a regional hub for staff in both maintained and independent sector.	SAB	Aug-2024	Improved levels of CPD available to Fettes staff at reduced cost. Enhanced reputation, levels of exposure and confirmation of Fettes College as sector-leading both in training and adoption of latest 'best-practice'.	Attendance at events and the calibre of speakers we attract.

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# Theme 4 - Our Community

Fettes Lead - Mrs Helen Harrison, Head



	Target	Detail	Person i/c	Target Deadline	Benefit	Success Criteria
<b>C1</b>	<b>Give Back</b>					
<b>C1.1</b>	Continue to develop relationship with established partners (eg FetLor, SuperTroop, Queens Manor) and look for new opportunities	Build on our established partnerships and think innovatively about possibilities for the future. Ensure increased numbers of students involved.	RR/CC	Jun-2024	Relationship that has been established is very positive and important to increase impact. As relationships develop, we can understand the needs of organisations better and be increasingly innovative in our approach to help.	Increase in impact on partnership organisations and our students.
<b>C1.2</b>	Look for new Partnership opportunities	Desire to embed ourselves in the local community and this works best when strong partnerships are developed.	RR/CC	Jun-2024	Broaden our impact and make more of a difference in both the local, national and global communities. Desire to focus on educational partnerships	Build successful partnerships that make a real difference
<b>C1.3</b>	Investigate opportunities for Middle School volunteering	Link to MS Diploma, possibility of using our campus creatively and look at online opportunities as off-campus can be difficult for under 16	AJA/JAW	Apr-2024	Ensure that our Middle School students see the benefit and value of volunteering and give them the desire to build on this in the Sixth Form and beyond.	Build our ethos of giving back.
<b>C2</b>	<b>Sustainability</b>					
<b>C2.1</b>	Launch online in-house energy portal	This will make sure that we know how much energy is being used and we can compare effectively and reduce consumption	PJFW/RP	Oct-2023	Enables staff and students to visualise and understand energy usage, electricity initially, in their building and across campus generally	Increased awareness of and interest in energy usage, what causes it and means of reduction
<b>C2.2</b>	Implement Energy and Resources Reduction Plan in Westwoods	Target one area of the campus to significantly reduce energy consumption and resources, whilst maintaining environment suitable for this important facility on campus.	PJFW/RP	Aug-2024	Upgrade heating and temperature controls, introduce low-flow showers, replace all non-LED lighting, replace inefficient water and air flow pumps	Significant reduction in water, gas and electricity usage across the building
<b>C2.3</b>	Replace non-compliant minibuses with ULEZ-compliant versions	Desire for our minibus fleet to be ULEZ compliant.	PJFW/DH	Aug-2024	Low emissions and running costs	Fleet is all compliant
<b>C2.4</b>	Complete statutory ESOS (Energy Savings Opportunity Scheme) 3 audit	This will help us increase our energy efficiency, highlighting opportunities for energy saving	RP/PJFW	Jun-2024	Maintain compliance and identify opportunities for energy usage reduction and generation	Reduce Energy usage
<b>C2.5</b>	Measure and monitor food waste production on a regular basis	Build on information already given to the community to make sure change is sustained and waste reduced permanently.	JW/PJFW	Jun-2024	Reduce food waste and raise its profile	Reduce food waste
<b>C3</b>	<b>Proudly Scottish</b>					
<b>C3.1</b>	Link in to Middle School Diploma - list of things to achieve during Middle School years	Compile list of things to achieve in Middle School and ensure that those that link to Edinburgh and Scotland are included. Important to give all our students a sense of where the school is placed geographically and culturally.	AJA/JAW	Jan-2024	It is important for our students to understand the context and culture in which their school is placed.	Build knowledge and pride in attending a school in Edinburgh and Scotland.
<b>C3.2</b>	Introduce other events eg St Andrew's Day celebrations, Highland Games	Think creatively about ways to celebrate the culture of Scotland	JAW/ SHS	Apr-2024	Enjoy participation in events to celebrate the Scottish culture and make the Fettes education distinctive.	High participation in events that are enjoyed, memories made and new Fettes traditions created.
<b>C4</b>	<b>Global Outlook</b>					
<b>C4.1</b>	Creation of an appropriate calendar of cross-cultural and multi-faith annual events which might be acknowledged.	Led by DEI Coordinator make a programme of events using Chapel, Dining Hall, Societies and events to make sure that we celebrate and learn about a diverse range of cultures.	SHS	Oct-2023	Increased profile and understanding of cultures, faiths and ethnicities.	List of events and dates evolved and included in the school year.

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