



Fettes College

**School Improvement Plan
2023-24
Audit**



Fettes College

Theme 1 - Learning

Fettes Leads - Ms Anushka Chakravarty, Deputy Head (Academic)
Mr James Weatherby, Senior Deputy Head



Index	Target	Description/Detail	Person i/c	Target Deadline	Benefit	Success Criteria	Audit
L1	Innovation and Creativity						
L1.1	HGIOS 2.3 Learning and Teaching Assessment	Assess and understand the impact of the introduction of EET on student experience, curriculum choice and recruitment.	AJA/JDM/JJP	Oct-2023	An analysis of the impact of EET on the College based on measureable metrics	Tangible evidence that EET has made a material difference to the curriculum, student experience and recruitment of new students	Results of survey conducted in Autumn Term 2023. More than 90% of responses were positive about their experience of EET at Fettes.
L1.2	Widen the provision of EET	Launch the HPQ in Engineering and Technology in the Fourth Form Options columns	MA / LJW	Jan-2024	Breadth of the curriculum	Retention of EET students into forth form.	Achieved, in its first year as a subject in the options column it has recruited about 20 students which requires it to be placed in two columns.
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.	INSET focus on developing Sixth Form skills reinforced in teacher take-aways. Creativity and Curiosity embedded as a key strand within the Middle School Diploma, incorporating cross-curricular project.
L1.4	Agreed model of Science and	Use research undertaken to model the requirement for a Science and Innovation Centre at Fettes.	NCRW and Working Party	Jun-2024	Create detailed plan for the new science and Innovation Building, 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	Research has been conducted: 1) JDM and NCRW visiting other schools and a number of meetings to explore possible models; 2) There has been a walkaround of the current site and a meeting with an architect, Karen Nugent to discuss the current set up's strengths and limitations 3) The Science Department has put together a specification wishlist based on rough design plans and fed back to the architect at the end of the Summer Term, and considered the potential advantages and disadvantages. At the end of these discussions, plans have been formed for a two-stage plan where Computer Science, EET and IT will move to a new "Innovation Centre" and then the Sciences and PE will follow once funding becomes available.
L2	Excellent Outcomes and Aim High						
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.	Achieved. One cycle through, offer rate higher. Updated guidance documentation with actual references which is useful for future modelling.
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 e.g. 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.	VPC produced a report on the scholarship programme and this has submitted to SLT for review and consideration.
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.	JJP, RJC and CAC have reviewed current platforms. It was felt that whilst Firefly could be replaced by using some of the Microsoft functionality, the extra support needed to do this (maintaining SharePoint sites, writing and maintaining scripts) would negate any cost and add extra risks. There were no easy wins at the moment in terms of further SOCS ISAMS integration. Will continue to monitor and review.
L3	Critical Thinking						
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	Mar-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.	The Current Issues course is now established and has proved an effective use of this lesson to raise awareness of what is in relevant and in the news with the whole of the third form. Inevitably, there could be more time devoted to this area but the combined benefit of HFH meeting the year group and an opportunity to discuss a diverse mix of news stories so that opinions are better informed has been a positive addition.
L4	Lifelong Learning						
L4.1	HGIOS 2.4 Personalised Support Students	Focus on Supporting and Challenging the full range of student needs and abilities within subject departments	AEP 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.	Audit conducted 24.09.24 by AEP and APC. Self-evaluation ongoing. Possible area for improvement moving forward is how we measure and can ensure that individual needs are being met in all classrooms.
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 hay field if you want	The English department and the library met last month to discuss reading habits and statistics in the school, and to look at how to improve/promote reading in the school. Some strategies are being put in place by the English Department already. Teachers have been encouraged to display a "I'm reading" poster on their classroom doors. Successful video and display for World Book Day to show what staff and students are reading.

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Theme 2 - Wellbeing

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



Index	Target	Description/Detail	Person i/c	Target Deadline	Benefit	Success Criteria	Audit
W1	Nurtured in an Environment of Kindness						
W1.1	Review integration of day students in boarding houses	Review of day pupil lives to ensure fullest experience	PLT	Feb-2024	To ensure the best experience of all students who are not able/wishing to board.	All day students and parents consulted and any necessary changes implemented	Forms survey sent to parents, students and parents' in-person focus group conducted by CMD. Overall very positive feedback with some recommendations for small improvements which have been discussed at HPs' meetings and will form part of the PLT planning for next year.
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 23/24	An improved level of competence, job satisfaction and performance with AHPs, leading to longer and more fruitful tenure	Training structure reviewed and improved for 2024/25	Ongoing meetings throughout this year, training given, and reviewed the new AHPs in the Spring Term. Will help to shape induction for new AHP/HP next year.
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	Wellbeing Committee –planning permission granted and committee starting to plan the set up and strategy for this building. Launch of Wellbeing Hub with Teen tips is a possibility. Continuing Menopause support meetings.
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	Marketed our Wellbeing Lead and wellbeing services in the annual Tatler Schools Guide. Amplifying the Wellbeing Lead's social media initiatives and campaigns. Preparation for social media promotion re "Spotlight on Wellbeing Lead" to coincide with approval for Wellbeing Centre. CMH & SAB meet weekly to review processes (with care plan/student profiles etc) and the way forward for the HoW role.
W1.5	Provide Social Areas for inter-year group mixing	Implement upgrades to social areas; e.g. cover and lighting for outside spaces. Review and explore the range of uses for the refurbished pavillion (e.g 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.		Some of the Third Form socials took place in the Pavillion this year, which was a great space. The Fourth Form socials were in the old staff dining room, which worked well for 6-7pm. There is also the outdoor classroom which needs to be utilised more. We've asked for dividing spaces to be researched in the Dining Hall by Karen Nugent.
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 staff from other schools.	A range of options identified and quality assessed. Report available.	Tootoot was selected via consultation with the PSE prefects input as the platform to use. Staff and Students have been trained and it was launched at Summer INSET. Now up and running with limited use to date by students but will continue to promote over the next academic year.
W2	Being Valued, Known, and Knowing Oneself						
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 a 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 ethos.	LEP running lots of staff social events and doing very well here. Reflective and practice sessions with our clinical psychologists is now in place for our Med Centre Team, HPs and Matrons are gaining some extra training. SAB spoken with ESMS and BSA about combined reflective practice – still in the research phase.
W2.2	Promote Integration of Third Form (including Second Form transition)	Look at creative ways to ensure smooth integration	CMD	Jan-2024	Faster and smoother move to successful academically, pastorally and socially acclimatised intake groups.	Related activities and experiences reviewed and adjusted where appropriate.	Inter-house socials for all Third Form students for 4 weeks at the start of the academic year, PSE prefects continued this in the Spring Term with Hub in the House. Has been a successful initiative led by CMD which we will need to continue next year with a large intake in the 3rd form, but could also look at co-opting help from more staff.
W3	Making the Most of Opportunities						
W3.1	Evaluate training and induction for student leadership roles	To create a more formalised structure for training students in positions of responsibility	PLT	Apr-2024	An improved level of performance and positive input through all student-based committees and bodies.	Training structure reviewed and improved for 2024-25.	Training and induction for leadership roles. Ongoing but a good cohort in all areas with a varied set of training has been done. SAB to meet with SWAS following on from his research in Feb half term to discuss further. June 2024 - SWAS is continuing to do research on this area and visiting other schools to help shape his BSA project and consider the best way for us to implement this next year. He would also like wider staff consultation before reporting back. Will continue with this as one of our targets next term.
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	SCIS initiative has stalled and CMH has contacted SS to ask if there is merit in re-establishing this in the future. Gordonstoun staff visited to share safeguarding practices in both schools: this session was helpful for them in moving to the ISAMS Pastoral module and for us in reshaping our student support pathways, so we would like to continue this partnership where possible.
W4	Benefits of Boarding						
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.	Prep staff are keen to look at possible boarding tasters for Prep pupils next year and CMH will liaise on this to look at possible options. Work done on integration of day and boarding that ensures boarding environment appeals to all.
W4.2	Undertake consultation with Houses re: next stage of refurbishment plans	PJW / 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 and establishment of parity (as far as is possible), of experience across all boarding houses.	Phase two plans in place for relevant houses.	Plans are in place and projects were completed in Glencourse and Kimmerghame this summer, following the same model as in other Houses to create new study space for 3rd form and refurbish dorms.

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Theme 3 - Our People

Fettes Lead - Mr James Weatherby,
Senior Deputy Head



Index	Target	Description/Detail	Person I/c	Target Deadline	Benefit	Success Criteria	Audit
P1	Family For Life						
P1.1	Embed use of Fettes App as a means of communication to Fettes community	Introduce the App to aid communication and respond to parental requests for information to be more easily available	DA	Dec-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.	App is being used widely but use will need to be monitored once parent portal launched.
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	Jun-2024	Progress towards ensuring a more aware process of staff recruitment at Fettes College	Policy in place and in use.	Training has been booked for all responsible for recruitment. Recruitment policy itself still to be updated.
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	Oct-2023	Opportunity of a Fettes education to those that do not have the means to access it.	Increased fundraising for bursaries	We have increased our major donor giving to expand our transformational bursaries support. We will be building on this in the next 2-3 years to increase the size of those transformational bursaries from Prep onwards.
P2.3	Evaluate changes made to Kickstart programme in terms of recruitment	The kickstart 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.	Increased impact of kickstart opportunity	The increased promotion of the Kick-start bursary raised awareness and this year we were delighted to have a pool of 9 eligible candidates to select from. This is a 300% increase on last year, when only 3 candidates were eligible for selection and as a result allowed the best candidates to be selected for the bursary. All 9 eligible candidates were based in Edinburgh and the Kick-start bursary was awarded to a boy and a girl.
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/CMD	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	The student response to the Co-curricular survey was most encouraging with a return rate of nearly 70%. Of this group who responded 63% are involved in activities for more than 3 hours a week and half are involved in music throughout a typical week. Almsot 90% said that they discussed their involvement with parents. Lack of time was identified as the reason why students were not signing up to Sunday events. Response rate to parent survey was less impressive, however, over 85% were happy with the current provision. Some parents were unaware of the options available and asked for more information.
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. E.g DEI Hub established, cultural and multi-faith calendar created, links with outside communities and organisations established.	SHS, HR	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.	All staff, and students, are now much more knowledgeable about key issues and have a greater understand of their responsibilities to make Fettes a better place. The DEI lead and her team are hugely visible, knowledgeable and approachable at all times and it is now commonplace to have chapel presentations and Inset training in this area.
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, HR	Oct-2023	Raise awareness of DEI issues and provision of a more inclusive atmosphere.	Student working group established and functioning	The cultural events committee continues to look at ways to increase the number of working groups that will sit in conjunction with current groups like Fettes Equality Society, Islamic Society, Jewish Society and even Fettes Amnesty.
P3.4	Departmental DEI Audit	Departments to provide one aspect of current resources updated to promote inclusivity within their subject area.	HoDs & SHS	Apr-2024	Raise awareness of DEI issues and provision of a more inclusive atmosphere.	Dept volunteers to share their curriculum update in Jan INSET in staff meeting	Limited progress on this target in 23/24 but this target is to be revisited in 24/25 with Anushka supporting Sadia in conducting a more thorough department wide DEI audit. As a starting point, Sadia to attend selected department meetings in order to introduce programme. Deadline is April 2025
P4	School of Choice						
P4.1	Launch the Middle School Diploma	Ensure the current 3rd 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-2024	Better use of the new facility and an enhanced range of opportunities and events available to existing activities with the provision of this wet-weather alternative.	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.	The Middle School Diploma was launched on 29th January. Details can be found here: https://www.fettes.com/news-events/default-news-page/~board/fettes-college/post/the-fettes-college-middle-school-diploma
P4.2	Launch the 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	Over the last quarter, we have benefitted from an increased involvement from staff and students particularly through social media marketing linked with the themes of the vision and through the launch of The Middle School Diploma. Drafted a press release in readiness to promote the new Wellbeing Centre, once planning approval granted, taking the opportunity to define pastoral care and promote our sector leading activities which are delivered in the wellbeing space, at Fettes. Marketed our Wellbeing Lead and wellbeing services in the annual Tatler Schools Guide. Amplifying the Wellbeing Lead's social media initiatives and campaigns. Preparation for social media promotion re "Spotlight on Wellbeing Lead" to coincide with approval for Wellbeing Centre.
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 sectors	SAB	Aug-2024	Improved facilities for the student body and enhanced opportunities for social interaction during unstructured time.	Attendance at events and the calibre of speakers we attract.	Last term hosted and delivered a SCIS PSE Day with schools coming in person from all over Scotland where SHS and I offered our services to help other schools. This term having hosted a virtual and now in-person CPD session this term for us at Fettes but also invited other Edinburgh schools to see how the collaboration works. So far it seems to be very positive. Also, will be looking to see how these are received and how to implement more going forward. Gordonstoun & I have hosted ESMS too – it was all looking at personalised support and systems – student plans and profiles as well as the pastoral Module on ISAMS. Meeting Craigclowan next term too to do the same.

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Theme 4 - Our Community

Fettes Lead - Mrs Yvonne Mitchell,
Director of Sustainability & Partnerships



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C1.1	Give Back						
C1.1	Continue to develop relationship with established partners (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-24	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.	Increase in impact on partnership organisations and our students.	Developed increasingly reciprocal with partners such as Rock Trust. Going beyond fundraising with visits into school and Fettes being invited to their events. Well established weekly volunteering with Opportutoring, local soup kitchen and Western General (all 6th Form) Organisations such as Queen's Manor Care Home holding staff team-building events at Fettes. Support at all levels of SuperTroop (students, OFs, outdoor ed, H&S and governance). This has formed a model SuperTroop wish to copy elsewhere. Governance support also furthered at Fetlor through the addition of Fettes Head of Outdoor Education to their Operational Exec Committee Numbers for student participation have increased linked to change in CCF/Challenge (Sept 300, May 250).
C1.2	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-24	Broaden our impact and make more of a difference in both local, national and global communities. Desire to focus on educational partnerships	Build successful partnerships that make a real difference.	Welcomed Home-Start as a new potential partner and developed new initiative at St Mary's Primary School with students providing support for homework and friendship sessions. Although always open to new partners, decision made to focus efforts with a small number of Core Partners.
C1.3	Investigate opportunities for Middle School volunteering	Link to MS Diploma, possibly of using our campus creatively and look at online opportunities as off-campus can be difficult for Under 16s.	AJA / JAW	Apr-24	Ensure that our middle school students see the benefit and value of volunteering and give them the desire to build on this in Sixth Form and beyond	Build our ethos of giving back	We undertook important consultation with outgoing Prefects and former Service staff who were able to contribute valuable ideas based on their knowledge and experience of the school. This has been distilled into a series of guiding principles ready for next year's Prefects to develop and implement an action plan.
C2	Sustainability						
C2.1	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 overall reduction	This is still a work in progress. The test version has been launched but still requires more work before it can be officially launched to the wider school community.
C2.2	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	PJFW/RP	Aug-2024	Upgrade heating and temperature controls, introduce low-flow showers, replace all non-LED lighting, replace inefficient water and air flow	Significant reduction in water, gas and electricity usage across the building	Planning is now almost complete and indeed several of the initiatives are being implemented within Westwoods over the summer or by the end of this year.
C2.3	Replace non-compliant minibuses with ULEZ-compliant versions	Desire for our minibus fleet to be ULEZ compliant.	PJFW/DH	Aug-24	Low emissions and running costs	Fleet is Compliant	Two new 17-seater minibuses have arrived which are fully ULEZ compliant. These vehicles are whole vehicle type approved and widely used across schools and universities. Notably, they do not necessitate drivers to hold a D1 qualification on their driving license. Additionally, we are also replacing the VW 9-seater with a Ford Tourneo Zetec.
C2.4	Complete statutory ESOS (Energy Savings Opportunity Scheme) 3 audit	This will help us to increase our energy efficiency, highlighting opportunities for energy saving.	RP/PJFW	Jun-24	Maintain compliance and identify opportunities for energy usage reduction and generation	Reduce Energy usage	This is ongoing with Aly Everitt keeping us informed of progress.
C2.5	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	JW/PJFW	Jun-24	Reduce food waste and raise its profile	Reduce Food waste	We continue to monitor and reduce waste in three separate areas within campus: 1) Plate waste, 2) Boarding House waste and 3) Production waste.
C3	Proudly Scottish						
C3.1	Link in Middle School Diploma - list of things to achieve during Middle School Years	Compile a 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	A stimulating variety of Scottish challenges have been added to the Passport element of the Middle School Diploma including climbing Arthur's Seat, bagging a munro, reeling at a ceilidh, listening to the pipes and attending a Burns supper. All elements are included in our annual calendar and so accessible to all students.
C3.2	Introduce other events - e.g. St Andrew's Day celebration, Highland Games	Think creatively about ways to celebrate the culture of Scotland	JAW / SHS	Apr-2024	Enjoy participation in events to celebrate Scottish Culture and make the Fettes education distinctive	High participation in events that are enjoyed, memories made and new Fettes traditions created	Preliminary conversations have been held with the music and outdoor education departments to build on the activities already in place. Further consultation with students required ahead of implementation next year.
C4	Global Outlook						
C4.1	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.	A Cultural and Multi-Faith Calendar has been curated and added to our new website. Many of these events are celebrated in Chapel which raises awareness with pupils and staff. Such has been the quality of the presentations that many talks are subsequently shared by email to reach a wider audience. Student involvement is a real strength with many student-led follow-on activities provoking further discussion such as through the Say My Name campaign.

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