Fettes College

School Improvement Plan 2024-25

Fettes College

Theme 1 - Wellbeing

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

Index	Target	Description/Detail	Person i/c	Deadline	Benefit	Success Criteria	Audit
W1	Nurtured in an Environment of Kindness						
W1.1	Pastoral Survey - Students, Parents and Staff	Consultation with all stakeholders in the community to gain information to help continual improvement of all aspects of pastoral care.	CMH	Mar-2025	Ensure all stakeholders have a voice in the improvement and development of pastoral care in the school.	Top scores in Quality Indicators for Pastoral care that signifies sector-leading care for our students.	
W1.2	Promoting Healthy Eating in a Positive Environment	Look in detail at all aspects of ensuring our students eat healthily throughout their time at school including consultation, communication, attendance, menus and environment.	PLT with RLM/RCC/JH	Jun-2025	Build healthy eating habits for life and ensure the Dining Hall is as positive an environment for our community as possible. Help those with tendency towards disordered eating to find healthy options.	Change of physical environment in the Dining Hall to help the whole community to build good habits.	
W1.3	Chaplain's Role	Liaising with new Chaplain to ensure his role is embedded as part of the pastoral team.	NGM/PLT	Mar-2025	Utilising the skills of NGM ensure that the Chaplain's role is reviewed and refreshed within the pastoral team.	Significant help to the Pastoral Team through Chaplain's increased role.	
W2	Being Valued, Known, and Knowing Oneself						
W2.1	Personalised Support - implementing the Student Profile	Building on the new Student Profile to ensure increase personalised support for all students. Provide support for tutors to help completion and amendement of profiles as necessary. Review communication with parents of profile and the effectiveness of the transfer of this information.	CMD/SAB	Jun-2025	Increased knowledge and communication that will lead to increased personalised care and support.	Profiles are effective in the accumulation and transfer of knowledge leading to more personalised support.	
W2.2	Student Leadership/Mentoring	Review of current student leadership programme in all areas of the school. Implement changes to ensure access to leadership skills happens.	SWAS/SAB	Mar-2025	A programme of structured training and guidance for students undertaking leadership roles within the school.	Ensuring student leaders are confident and skilled in delivering their leadership roles.	
W3	Making the Most of Opportunities						
W3.1	Audit of HIGOS 4 Strand 1.5 and Care Inspectorate Framework Key Questions 1.1 and 4	Promoting Equity	PLT	Jun-2025	Evaluate the quality of our service and identify any future areas for improvement which we may need to prioritise.	PLT to identify action points from the audit to inform future development planning.	
W4	Benefits of Boarding						
W4.1	Follow-up on Day Student Integration Survey (completed 2024)	Follow-up feedback to be discussed with House staff and action points agreed.	CMD	Dec-2024	Ensure that action points from the survey are implemented as part of the improvement and development of pastoral care in the school.	PLT to review impact of recommendations once implemented.	

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Theme 2 - Learning

Fettes Lead - Ms Anushka Chakravarty, Deputy Head (Academic)

Index	Target	Description/Detail	Person i/c	Target date	Benefit	Success Criteria	Audit
L1	Innovation and creativity						
L1.1	Fully embed the Middle School Diploma. (HGIOS 3.3)	The Middle School Diploma was introduced 2023-2024. It now needs to be fully embedded across both Third and Fourth Form, helping to see the first cycle through to completion.	JJP/AJA	25-Jun	A mechanism for recording the wider innovation and creative skills gained by students in and outside the classroom.	Successful delivery of the Diploma across Fourth and Fifth Form. The majority of students and staff see the value of the Diploma.	
L1.2	HPQ and development of the EET department	The EET department is thriving with all students in Third Form studying the subject and 20 students in Fourth Form choosing the HPQ in EET as one of their GCSE Options. EET has also proved an important factor in admissions. Therefore it is essential that the school ensures the sustainability and development of the department moving forward, including a review of the qualifications offered.	APC, JJP, AJA	25-Jun	The ongoing provision of EET to students in the Middle School and beyond. For students, this has the benefit of widening their curricular options and developing key innovation and problem-solving skills. For the department, it offers room for growth and development that will be key to retention.	Development of a specific plan for the future of the department and qualifications that could be offered.	
L1.3	Introduction and recruitment for a new Art Scholarship at 13+	A new Art Scholarship to be added to the current range of Scholarships available at 13+ to place Art on an equal footing with Music and Sport. This will need to be advertised and incorporated into Scholarship recruitment processes.	APC/FG	25-Feb	Promotion of the creative arts within the school, which will hopefully also attract more creative students to Fettes.	Addition of the Art Scholarship to our marketing portfolio. Implementation of first set of Art Scholarship interviews for 13+ prospective students. Selection of our first Art Scholar(s).	
L2	Excellent Outcomes and Aim High						
L2.1	Improve academic outcomes across qualifications and consistency between departments (HGIOS 3.2)	Improve academic outcomes across all GCSE, IB and A-Level metrics and improve consistency between departments through specific but ambitious targets.	APC and ALT	25-Aug	Maximise value added for students and allow more to reach their full potential irrespective of what subject they study. Opens up more opportunities for students beyond school.	HoDs include specific targets linked to the SIP into Departmental Improvement plans, which are reviewed over the course of the year. Results continue to improve and there is less variation between departments.	
L2.2	Plan a revised Scholarship Programme for introduction in 2025 (HGIOS 2.4)	Building on the Scholarship Review, devise a detailed programme of scholarship bringing together the existing provision for scholars with new initiatives.	APC, VPC, AJ	25-Jun	Ensuring that the policies and practices underpinning scholarship recruitment are more transparent for stakeholders; and that higher attainers are stretched and challenged as much as possible in and outside the classroom in preparation for university applications to the most demanding courses.	A revised scholarship policy and programme.	
L2.3	Implement UCAS reforms in respect of personal statements into academic processes (HGIOS 2.6)	UCAS has introduced reforms to personal statements, asking for responses to three specific questions rather than a single statement. These needed to be embedded into our practices and processes so that our staff and the current Lower Sixth cohort is fully aware of what is needed from them by the Summer Term.	CLD/VPC	25-Apr	Ensuring the school is compliant with UCAS expectations in terms of personal statements, giving students the best possible opportunitiy to access prestigious courses and universities.	All UCAS personal statements meet the expectations set by the reforms.	
L2.4	Convert post GCSE Programme to Pre Sixth Form Programme (HGIOS 2.6)	After GCSEs are completed, students return to lessons before the summer. Currently, this lesson time is used to consolidate or finalise GCSE learning. There is an opportunity to shift the emphasis onto preparation for Sixth Form.	VPC & ALT	25-May	Ensuring more meaningful use of the time after exams so that students have the skills to transition more smoothly into the IB and A Level courses they will begin after the summer.	Successful delivery of a new Pre Sixth Form programme with the majority of staff and students recognising the benefits of the new programme.	
L3	Critical thinking						
L3.1	Refine the Oxbridge provision for our highest attainers with a focus on critical thinking	Review and refine provision for highest attainers considering an application to Oxford or Cambridge with sessions explicitly exploring critical thinking and problem-solving skills.	APC/CLD/CR	25-Feb	Refining Oxbridge provision as a whole so that students are fully prepared for college and course choice as well as tests and interviews. Ensuring consistency across departments so that there is little variance in the level of support provided for different courses.	A refined Oxbridge programme, delivered from Spring Term 2025. An increase in Oxbridge application to interview and/or interview to offer rates.	
L4	Lifelong learning						
L4.1	Ensure that the tasks, activities and effective differentiation provide appropriate pace and challenge for all learners. (HGIOS 2.4)	Focus on Supporting and Challenging the full range of student needs and abilities within subject departments.	AEP/AJA/APC	Jun-25	Ensuring that there is high quality support that enables all children to achieve.	Observed in lessons that students are at the centre of planning and active participants in learning; that activities and resources are effectively differentiated to ensure appropriate pace and challenge and there are well-planned interventions.	
L4.2	Review the transition between Prep School and Senior School and improve coordination over curriculum between the two schools.	There should be more coordination between the curriculum in the Prep School and Senior School. This links to one of the Prep School's key missions: to prepare Fettes Prep students for the Senior School.	AJA/APC	May-25	More coherence across the two schools in terms of curriculum content and skills.	Regular meetings between Academic teams in Prep and Senior School. Successful delivery of a whole-school curriculum session to encourage discussion and coordination.	
L4.3	Plan an approach on how to embed the IB learner profile into the values of the Sixth Form.	The IB learner profile outlines ten attributes that all IB learners should strive to achieve, but these are values that all Fettes students should embody. There is an opportunity to embed these values more into the life of our Sixth Form.	VPC/SAG/APC	Jul-25	All students eventually embody values that prepare them for the increasingly global world we live in.	A strategy is in place to roll out in the next academic year that will aim to ensure staff and students 'live' these values and understand their importance.	
L4.4	Scottish Book Trust reading accreditation	This project is entirely focused on reading for pleasure. It will involve starting initiatives and collating evidence to submit for the Scottish Book Trust reading accreditation.	LMP	Jul-25	Reading for pleasure enhances wellbeing, gives perspectives on human experience and helps to build literacy skills.	A demonstrable increase in the number of books being read by our community.	

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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	Establish new ways of engaging with parents, especially in light of the reduction of events such as Guest Night.	Expoloration of new ways to bring parents together in order to foster the bonds of the Fettes community.	HPs/CMH/JAW	Jun-25	Strengthened community ties and parents being made to feel welcome.	New events put in place to bring parents together.	
P2	Fettes For All						
P2.1	Fettes cultural calendar	Produce a hard copy Fettes calendar with awareness days and cultural days prepopulated.	SHS/RH	Dec-2024	More inclusive and aware community.	Printed calendar of events and dates.	
P2.2	Establish an international students buddy system	Current international students to mentor / buddy with new international students to help them adjust to life at Fettes and the broader British culture.	EMD / DEI team/School Prefects	Dec-2024	Help international students feel more settled into the Fettes community.	Buddy programme successfully put in place.	
P2.3	Empowering our Ambassadors (*of Parents and Alumni*) to amplify our vision and key messages, to ensure a continuous pipeline of future students joining Fettes at 13+ and 16+ and providing support.	Establish and run the Fettes Moving Forward roadshow events and Ambassador programme to showcase Fettes across the UK and Internationally by utilising our great people to interact with our community of stakeholders and prospects through this programme of events and activities (insightful & social).	JAW/DA/MRJS	Jun-25	Unleashing the power of word of mouth recommendations and support to enable future families to discover the magic of Fettes and to consider a Fettes education.	Visibility of programme and attendance at events.	
P3	Represented						
P3.1	Fettes Moving Forward - Staff Projects	The Fettes Moving Forward projects are a means to foster greater staff involvement in the creation of projects and targets to help make our education, community and environment we live in as good as it can be. First project - Scottish Book Trust Reading Accreditation run by LMP.	CMD/WD/JPP/VPC	Mar-2025	Individual staff development and improvements in some specific way to the greater school community.	Delivery and implementation of first successful staff-driven proposal.	
P3.2	Department DEI Audit	Departments to critically assess current resources in use and update to promote inclusivity within their subject area.	HoDs & SHS	May-25	Raise awareness of DEI issues and provision of a more inclusive atmosphere.	Sharing of good practice at HoD Meetings and also at Inset opportunities.	
P4	School of Choice						
P4.1	Recruitment	Look into finding ways to bring potential / student teachers into Fettes. Explore possibility of inviting in ITE teachers for placements. Meet with HoDs to discuss practical steps in inclusive recruitment.	SHS/WD/AJA	May-25	Breaking down barriers to change the way the outside world views Fettes.	Student teachers to be considered the normal way of doing things.	
P4.2	Support parent body to network and connect. Launch and embed Parent Portal as a means of strengthening the communication and building engagement within parent body.	Introduce and embed the parent portal in incremental steps, promoting the self-service element to respond to parental requests for enhanced communication and facilitating social and other events.	CMH/DA/JJP/MRJS	Jun-25	Improved communication and engagement within our parent body, supporting parent body to network and connect with each other and providing ability to tailor their communication options and to upload and update information in real time.	Enable/support parents in setting up social gatherings. New Parent Portal available, tested and being regularly used by current parents.	

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Theme 4 - Our Community

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

	Target	Description/Detail	Person i/c	Deadline	Benefit	Success Criteria	Audit
C1	Give Back						
C1.1	Widen access to our academic enrichment for children beyond Fettes.	Develop the use of Fettes Radio to create and share a library of short podcasts of academic and thought-provoking content from a range of staff and student sources.	YEAM/KJ	Jun-25	Develop student skills in editing/interviewing/producing and and build confidence in articulating intellectual content. Benefit for external audience is accessible academic material beyond the curriculum.	Content shared with a catalogue of further content ready to last through the Spring Term before the L6 assume responsibility. Engagement from an audience beyond Fettes.	
C1.2	Review and update our charitable fundraising strategy.	Review our current calendar, the nature of fundraising activities, the individual charities we support, charity work in Houses, logistics of collections.	NGM/CC	Dec-24	Mitigate fatigue, maximise funds raised, compliance with regulations, and embed long-term fundraising support for Core Partners.	Streamlined calendar. Awareness of fundraising efforts and strategy across the Fettes community.	
C1.3	Stengthen our volunteering culture.	Reinstate the role of School Prefects responsible for Service and House Prefects as distinct to Fundraising Prefects. Increase volunteering rates by review non-CCF 5th Form Volunteering and develop on-campus regular volunteering opportunities linked to MS Diploma. Improve commitment of Sixth Form volunteers and increase regularity of engagement with FetLor. Review structure of staff support to maximise efforts.	YEAM/SAB/CC/NGM	Apr-25	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, instilling in students an appreciation of the importance of actively supporting a community.	
C2	Sustainability						
C2.1	Design and launch a school sustainability strategy.	Develop an informed and data-led holistic sustainability strategy in line the school's commitment to being a place to live, to learn and to grow. Use research findings and engage with relevant stakeholders to craft a strategy covering Environmental Sustainability, Learning for Sustainability and Social Sustainability.	YEAM/DGH	Apr-25	With improved awareness of a common goal the community can work together knowing their small actions are part of a bigger movement. With improved communication the community will be motivated to sustain efforts.	Quantifiable progress towards our targets.	
C2.2	WASTE: Measure and reduce use of single-use plastic and generation of food waste in line with targets.	Review targets for 2028. Reduce purchasing and increase recycling rates. Conduct detailed analysis of food waste, consult and implement targeted and long-term solutions.	DGH/YEAM	Dec-24	Reduced waste and environmental harm, improved awareness and habits for life; cost saving.	Sustained reduction in food waste through behavioural change. Reduced purchasing of single-use plastic with increased percentage of plastic recycling.	
C2.3	ENERGY: Utilise campus energy data to set targets and initiate reduction in usuage.	Complete testing of energy measurement technology to provide information on existing usuage. Utiliise this baseline data and engage with stakeholders to set ambitious but achievable targets.	PJFW/YEAM	Apr-25	Maintain compliance. Reduced energy consumption will lessen our carbon footprint and generate financial savings. Greater awareness and cultivation of energy-saving habits will last for the long-term.	Agreed targets and energy reduction strategies for launch in January's national energy saving week with measurable progress made within a term.	
C2.4	BIODIVERSITY: Measure and set target for biodiversity gain on campus as part of Landscape Management Strategy.	Review ecological audit; research methods for improvement; consult and achieve consensus for target to tie in with existing Environmental Pledge. Engage student population and create opportunities for participation.	KIN/YEAM	Jun-25	Improved contribution to quality of local environment with benefits for wildlife, nature and community health and wellbeing.	Improved awareness in the community of our responsibility for environmental stewardship of the campus with support for biodiversiy action plan.	
C2.5	Review and refine the curriculum's suitability for Learning for Sustainbility.	Audit the curriculum to create a UNSDG Curriculum Map for review and to agree minimum provision for all students. Explore opportunities for increasing outdoor learning and use of campus for research projects.	YEAM/ALT	Apr-25	Whole school awareness of how students are exposed to SDG themes throughout school allowing all students to have an appropriate foundation of knowledge and understanding.	Completed curriculum map with forward planning undertaken to address any gaps as appropriate. Formal identificaiton of outdoor learning opportunities.	
C3	Proudly Scottish						
C3.1	Consider introduction of St Andrew's Day celebrations.	Design a programme of activities to celebrate Scottish culture to be held on or around St Andrew's Day as part of our annual calendar of cultural events.	YEAM/JAW	Nov-25	Improved understanding of Scottish culture will give our domestic and international community members a better sense of the country where they attend school and how Scottish culture is presented at Fettes.	Students are more engaged with, and aware of, key elements of Scottish culture.	
C4	Global Outlook						
C4.1	Optimise engagement with the Fettes College Guangzhou community.	Review current provision and explore new opportunities for engagement with the FCG community.	YEAM	Jun-25	A well considered programme will enhance the learning opportunities for all.	An annual calendar for Prep and College to be published allowing advance planning and high quality experiences.	

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