



**Fettes College**

**School Improvement Plan  
2025-26**



Fettes College

# Theme 1 - Wellbeing

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



Index	Target	Description/Detail	Person i/c	Deadline	Benefit	Success Criteria
W1	Nurtured in an Environment of Kindness					
1.1	Audit of HGIOS 4 Strand 1.3 and Care Inspectorate Framework Key Questions 2.2 - 2.4	Leadership and Management	PLT	Jun 26	Evaluate the quality of our service and identify any future areas for improvement which we may need to prioritise.	Identify key areas for improvement to carry through to the next phase of development.
1.2	Manage transition to Allardice Centre	Work with Project team to ensure smooth transition to the new centre when ready; train staff in any necessary procedures and arrange for student inductions . Look at possible Open Morning for parents once the centre is up and running. Preserve the key functions of the Centre.	SAB/Medical Centre Team	Jun 26	Ensure students can access the benefits of the new facility at the earliest opportunity.	Review with key staff and students once the centre is up and running for a term, to agree any changes for the following academic year.
W2	Being Valued, Known, and Knowing Oneself					
2.1	Personalised Support - embedding the Student Profile	Embedding effective use of the new Student Profile to ensure increased personalised support for all students. Provide more focused, centralised support for tutors and students to help completion and amendments of profiles as necessary. Review communication with parents of profile and the effectiveness of the transfer of this information.	CMD/SAB	Mar 26	Shared knowledge and communication that will lead to increased personalised care and support.	Following ongoing improvements this year, get feedback from students and tutors so that any further refinements can be incorporated for the next academic year.
2.2	Review of Rewards & Sanctions - consultation with students and staff	Follow-up feedback to be discussed and action points agreed.	PALT	Mar 26	Ensure that action points from the consultation are implemented as part of the improvement and development of the school.	Ensure clear communication of any agreed changes to the sanctions system, for students, staff and parents.
W3	Making the Most of Opportunities					
3.1	Student Leadership/Mentoring	Complete review of current student leadership programme in all areas of the school.	SWAS/SAB	Dec 25	A programme of structured training and guidance for students undertaking leadership roles within the school.	Once programme is in place, review where we need to make any changes or improvements to the training and mentorship already in place for student leadership roles.
3.2	Student Voice	Continue to develop further opportunities for more children and young people to lead aspects of wellbeing, equality and inclusion and ensure they can have an active role in decision making about new practices and policies under development.	PLT/PSHE Team	May 26	Recommendation from Education Scotland inspectors to further enhance the good practice already in place in promoting student voice and leadership.	Ensure regular feedback is given to students in leadership roles so they can track their own progress and development.
W4	Benefits of Boarding					
4.1	Promoting Social Integration in a Positive Environment	Explore potential campus spaces, events and times to ensure our students have access to connecting with others, across all boarding houses, throughout their time at school.	PLT/PJFW	Jun 26	Ensure our social spaces and programme of events can be as positive an environment for our community as possible.	Identify possible areas on campus which could be used as part of the next phase of facilities' programme.
4.2	Boarding Refurbishment Programme	Work closely with CE/CW staff, students and project manager to identify priorities for refurbishment and improvements to boarding houses.	CMH/PJFW/KN	Sept 26	Identify priorities with CE/CW communities to continue to enhance boarding spaces for students.	Review refurbishment changes with CE/CW staff and students following the summer programme of works.

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# Theme 2 - Learning

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



Index	Target	Description/Detail	Person i/c	Deadline	Benefit	Success Criteria
L1	<b>Innovation and creativity</b>					
L1.1	Introduction and recruitment for a new Drama Scholarship at 13+ and Art Scholarship at 16+	A new Drama Scholarship to be added to the current range of Scholarships available at 13+ to place Drama on an equal footing with Music, Sport and also Art, which was added to the portfolio last year. Art to be extended to 16+ entrance following its success at 13+. These will need to be advertised and incorporated into Scholarship recruitment processes.	APC/JAW	Dec 25	Promotion of the creative performing arts within the school, which will also be a tool for recruiting more creative students to Fettes.	Addition of these Scholarships to our marketing portfolio, with implementation of the first Drama Scholarship interviews for 13+ and Art Scholarships for 16+. Selection of our first Scholar(s) in these areas.
L1.2	Review of staff use of AI in teaching practice	Review and improve the ways in which staff keep abreast of the fast-evolving developments in AI and use them to enhance learning and teaching. Utilise the AI Steering Group and staff ideas and viewpoints to instil current best practice.	JJP/RJC	Jul 26	Staff will have a better understanding of different methods for using AI in their classrooms to enhance student learning experiences and outcomes.  Staff will be able to focus their time where it has the most impact on student learning.	Staff able to identify ways in which they use AI to support their practice and help manage their workload.
L1.3	Review student use of AI in learning	Review current methods of use by students and explore methods for preventing over-reliance on AI by students, ensuring it supports rather than stunts their educational development and independence.	JJP/RJC	Jul 26	Staff, students and parents will ultimately have clearer guidance on how best to use AI to support their learning.  Students continue to acquire the skills we wish them to develop over their time in the College.	School able to show examples of strategies used to prevent over-reliance on AI.  Staff reporting that students are able to demonstrate the same core skills as in previous years.
L2	<b>Aim High and Excellent Outcomes</b>					
L2.1	Promote active learning to ensure that students are playing a greater role, including leading their own learning and the learning of others	Education Scotland commented in their 2025 report that: "Young people are very well-placed to take a greater role in leading their learning." This should be a focus for staff development and teaching practice this year.	AJA/APC	Jul 26	Staff will be empowered to plan and deliver lessons founded on active learning which will allow students to take more ownership over their learning and to invest further in their outcomes, creating independent thinkers.	The delivery of Staff INSET with a focus on Active Learning; a focus on Active Learning in Learning Walks and observations.
L2.2	Review and refine attainment and effort grades	To develop the accuracy of reporting of attainment grades for GCSE and Sixth Form courses.	APC/LJW/JJP	Jul 26	Students and parents will better understand student levels of performance; and the system for identifying students in need of additional support will be optimised further.	Feedback from staff, students and parents in an academic survey.
L2.3	Review how information relating to SFL and EAL students is recorded, utilised, tracked and monitored	Building on the recommendation in our Education Scotland Inspection Report 2025 that "Staff should continue to work with a few children and young people with EAL that they have identified as performing below expectations to improve their outcomes," (pg.17), a review of the processes for recording and sharing information relating to students' needs and ensuring that students are well-supported in the classroom.	APC/AJA	Jan 26	Learners with SFL and EAL, as well as higher prior attainers, will be better supported in the classroom and achieve positive outcomes.	More centralised access to data on groups with additional needs. INSET session on catering for EAL needs Review of how EAL students are identified and supported in school has taken place and changes introduced. Positive feedback from staff about the information available to them to support EAL learners.
L3	<b>Lifelong Learning</b>					
L3.1	Review and promote use of praise to promote a growth mindset	Encourage the use of praise to commend effort and process in classrooms through excellent slips and greater communication of this to parents and students.	APC/JJP	Jan 26	Will promote a growth mindset; and make praise more transparent to students and families.	Excellent slips more visible to students and parents.
L3.2	Continue to develop coordination between Prep School and Senior School to prepare Second Form students for Third Form	Continued coordination and sharing of best practice between the Prep School and Senior School in light of the strengths identified in both schools by Education Scotland. This links to one of the Prep School's key missions: to prepare Fettes Prep students for the Senior School.	APC/CGOM	Jul 26	The transition from Fettes Prep to the Senior School will be smoother for students, as the curriculum and learning and teaching practices will be more aligned.	Positive results from Transition Survey. Regular meetings to discuss how Prep is set; digital literacy is taught; and the curriculum is ordered in both schools in regular meetings and INSET opportunities.

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# Theme 3 - Our People

Fettes Lead - Mr Mark Appleson,  
Deputy Head (School Life)



Index	Target	Description/Detail	Person i/c	Deadline	Benefit	Success Criteria
<b>P1 Family for Life</b>						
P1.1	Increased Engagement. Strengthening lifelong bonds and sense of belonging among pupils, alumni, staff, and families	Strengthening the Old Fettesian network for mentorship, career opportunities and lifelong connection. Celebrating Fettes through events such as 'Giving Day' where the past and present seamlessly come together for a common cause.	MS/KJ	Jun 26	Strengthening ties between alumni, students, staff, and parents fosters a vibrant, inclusive school culture.	Year-on-year growth in the number of Old Fettesians participating in school events, mentorship programmes, or communications.
<b>P2 School of Choice</b>						
P2.1	Ambassador Programme	Developing the good work of our community that has already started with our Parent and Alumni Ambassadors and amplifying the reach through the introduction of a Fettes Ambassador Programme.	DCA	Aug 26	Empowering our community to continue to encourage future students to consider a Fettes education.	Focus group and pilot programme working well with reward scheme in place.
P2.2	Parent Portal	Ensuring that the hard work done on this continues and moves into phase two of development so that this portal becomes the go to for our parents.	MEA/DCA	Ongoing	Providing all information relevant to each student, securely on one dashboard, removing the need for multiple logins.	Positive Parent satisfaction score.
<b>P3 Fettes For All</b>						
P3.1	Inclusivity, accessibility, and belonging for all members of the community	Diversity and Inclusion initiatives to include celebrations of what we have already done in this area - spot checking good practice rather than highlighting individual examples.	DEI/SAB/EMJBC/ASM	Sept 26	Celebrating diversity and inclusion helps all students and staff feel seen, valued, and respected.	Positive community feedback, visible representation, shared good practice and observed inclusive behaviours across school life.
P3.2	Fettes for Everyone	Increasing representation in teaching staff, leadership roles, visiting speakers and media to reflect more accurately the school community. Accepting the challenges that we will face and trying to take this forward regardless.	APC/DEI/MEA	Ongoing	Enhances belonging and identity, strengthens recruitment and hopefully retention and demonstrates commitment to equity.	Everything we do more closely reflects the demographics of the school a little better.
<b>P4 Represented</b>						
P4.1	Ensuring every voice is heard and reflected in decision-making and school life	Strengthening channels for pupils to influence school policy and culture. Ensure staff and parent voice is also represented. Framework for Consultation review to ensure that it is fit for purpose.	MEA/CMD/VPC	Jun 26	Pupils feel valued and empowered, leading to increased motivation and participation in school life. Staff feel their insights and experiences are respected, fostering a more collaborative and trusting environment.	Survey results showing increased satisfaction with opportunities to contribute. Regular updates shared with the school community on consultation outcomes.
P4.1	Fettes Moving Forward 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.	CMD/WD/JJP/VPC	Ongoing	Individual staff development and improvements in some specific way to the greater school community.	Feedback from the first two projects leading to further interest from the teaching staff to start further projects.

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# Theme 4 - Our Community

Fettes Lead - Mrs Yvonne Mitchell,  
Director of International Education & Partnerships



Index	Target	Description/Detail	Person i/c	Deadline	Benefit	Success Criteria
<b>C1</b>	<b>Give Back</b>					
C1.1	Develop a sustainable culture of weekly community volunteering in the Lower Sixth	Implement a coherent framework supported by effective policies and practices, fostering new opportunities within both IB and A Level pathways that enrich the student experience. Raise the programme's visibility to encourage its ongoing success.	YEAM	Dec 25	Provide students with meaningful and relevant experiences supporting their personal development and growth. The establishment of a clear framework will ensure the programme is resilient.	>50% of L6 engaged in weekly volunteering with high attendance levels effectively monitored by staff.
C1.2	Increase impact of biannual <i>Community Engagement</i> days	Continue to expand the range of engagement opportunities and partnerships. Incorporate training elements linked to the weekly volunteering programme and strengthen student voice through regular feedback and surveys. Broaden staff involvement by engaging operational staff.	YEAM	Jun 26	Grow a positive reputation for the school in the local community. Encourage support from staff and students by providing opportunities covering range of interests and activities with a focus on individual participation.	Positive feedback from staff and students (>4 rating in surveys). Positive feedback from partners with commitment to a long-term relationships.
C1.3	Deliver a comprehensive charitable fundraising policy	Seek approval for and implement enhancements to the fundraising model, including a coordinated annual calendar, a two-tier structure (House and Whole-School), improved communication and collection methods, and a clear process for selecting charities.	YEAM/MEA	Dec 25	Increase levels of participation and community support by raising awareness and focusing on long-term relationships. Increased funds raised through improved transparency and clarity of communication.	Increase in total funds raised. Implementation of policy with clear baseline across Houses.
C1.4	Grow community use of the school campus	Proactively seek opportunities to share the school campus with local charities and community groups, linking these initiatives to volunteering where relevant.	YEAM/PJFW	Jun 26	Encourages development of meaningful partnerships which will support the weekly volunteering and biannual <i>Community Engagement</i> days. It will further embed the school in the local community.	Creation of a calendar of regular usage by community groups.
<b>C2</b>	<b>Sustainability</b>					
C2.1	Strengthen Reduce, Reuse and Recycle practices	Reduce – Encourage staff and students to scrutinise consumption, consult on single-use items, explore feasibility of a central inventory. Reuse – Prioritise reuse of equipment and student items through partner links. Recycle – Improve correct bin use across campus.	DGH/YEAM	Mar 26	Reduce our negative environmental impact and achieve cost savings. Focus on actions will contribute towards development of positive life-long habits.	Achieve further reduction in overall waste produced. Increase % of recycling to >50%. Reduce consumption of paper and use of printing. Clear system in place in advance of end of year tidying.
C2.2	Continue responsible stewardship of our landscape setting in line with the new Landscape and Habitat Management Plan	Deliver woodland management project at Ferry Road boundary removing trees affected by Ash dieback and replanting with mix of tree species and age to improve resilience, support wildlife habitat and increase biodiversity. Deliver grassland project around Youngs pitches and avenue to reduce mowing, increase species diversity and support pollinators.	KIN/JK	Jun 26	Protecting and enhancing our landscape setting for the benefit of the school, wider community and the natural environment, contributing to carbon dioxide absorption, increased biodiversity and habitats for pollinators.	Completion of Ferry Road woodland replanting and Youngs grassland projects.
C2.3	Reduce energy usage	Improve energy efficiency of the dining hall through significant refurbishment project to include low energy lighting and double glazing. Complete testing of energy measurement technology to provide baseline data and engage with stakeholders to set ambitious but achievable targets.	KIN/DGH	Aug 26	Reduced energy consumption will lessen our carbon footprint and generate financial savings. Greater awareness and cultivation of energy saving habits will help change behaviour.	Completed dining hall refurbishment project. Agreed targets and energy reduction strategies with the aim of achieving measurable progress.
C2.4	Review and enhance the reporting and communication of sustainability initiatives across the school	Review current practices for setting and sharing sustainability targets, and embed reporting of sustainability criteria across all areas. Celebrate achievements to raise awareness, encourage engagement, and support further sustainability action.	PJFW/YEAM	Jun 26	Ensures sustainability is fully integrated into school culture, increasing awareness, engagement, and collective responsibility for environmental action.	Consistent sustainability reporting embedded across all areas. Achievements celebrated and communicated school-wide. Increased engagement in sustainability initiatives.
<b>C3</b>	<b>Proudly Scottish with a Global Outlook</b>					
C3.1	Promote celebration of Scottish culture	Develop and deliver a programme of activities celebrating Scottish culture around St Andrew's Day, as part of the school's annual cultural calendar. Promote Edinburgh's Open Doors weekend in September.	YEAM/MEA	Nov 25	Enhanced understanding of Scottish culture will give domestic and international students a deeper appreciation of the country where they study.	Students are more engaged with, and aware of, key elements of Scottish culture.
C3.2	Develop student connection through Fettes College International	Host FCG exchange students at Fettes College for 1 week in October and lead Fettes College and Prep students on a 10 day exchange visit to Guangzhou in March, fostering global awareness and international connections. Offer penpal opportunities for students.	YEAM/CMH	Mar 26	Offer FCG students an engaging cultural and academic experience, while giving Fettes students the opportunity to explore another culture and see how Fettes' ethos and values are applied in an international context.	Successful exchange trips for both sides with strengthened relationships between the students.

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