



Fettes College

School Improvement Plan

2024-25

Audit



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	This was delayed due to the Education Scotland Inspection but the survey of students, staff and parents resulting from that inspection had hugely positive scores across all three groups regarding the care, support and wellbeing of our students. Any recommendations from the forthcoming Care Inspection will be added to the Wellbeing SIP action points.
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.	Dining hall improvements happened at half term. Much work and education was done in Houses with Third and Fourth Form in collaboration with PE dept and targeted intervention with some students. Consultation with parental group was positive.
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.	Change in Chaplain role for this academic year.
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 amendment 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.	New Student Profile rolled out and is now in use with much positive feedback. This is now linked to report deadlines and the PLT will continue to monitor its effectiveness and implement any improvements.
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.	This is ongoing and SWAS continues to lead on this to ensure that we create the best structure that is informed by his research.
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	PLT actioned the points raised in the audit and are implementing some ideas as part of our ongoing Improvement Plan.
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	Feedback from consultation shared with Houseparents and action points agreed to follow up with houses, mostly regarding improved communication between House Staff/day students/parents.

Annual Improvement Plan 2024-25

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Fettes College

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	Diploma successfully launched to Fourth Form so we have two groups concurrently engaged with the MSD. Fifth Form students making good progress. Ongoing refinement to the platform to improve efficiency.
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.	A range of different A Level and Level 3 qualifications were explored but none were felt to have the creativity and innovation that we were looking for within their curricula. It was agreed that the EPQ is a qualification that we are already familiar and successful in, and which can be easily adapted to suit students wanting to progress from HPQ to a Sixth Form qualification provided time and resource is provided to the EET department.
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)	There was a range of credible applicants for the Art Scholarship and one successful candidate who has taken up their place at Fettes College.
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.	Partially achieved - HoDs included specific targets, had Departmental Improvement Plans which were finalised in October and reviewed in March. Academic outcomes at Sixth Form improved across the A*-C/7-4 metrics but were 2% down at the A*/7 metric. Consistency did improve across departments at Sixth Form but there is ongoing work to be done here.
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	C, VPC, AJA and JJP	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.	A series of Scholarship brochures have been produced which contain details of our revised scholarship and admissions policies and processes. A plan is in place for further improvements to the programme offered to identified scholars.
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 opportunity to access prestigious courses and universities.	All UCAS personal statements meet the expectations set by the reforms.	Students and staff have been trained in the new UCAS expectations and personal statements have been produced for 2026 entry. Further analysis will be needed once destinations data is available in 2026.
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.	The new programme was successfully delivered in June 2025 and feedback recognised the revived structure and formality of the programme.

Annual Improvement Plan 2024-25

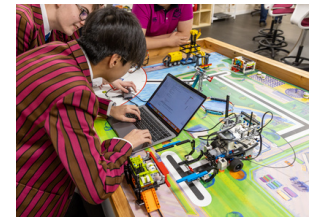
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Fettes College

Theme 2 - Learning - Continued

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



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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.	A range of different A Level and Level 3 qualifications were explored but none were felt to have the creativity and innovation that we were looking for within their curricula. It was agreed that the EPQ is a qualification that we are already familiar and successful in, and which can be easily adapted to suit students wanting to progress from HPQ to a Sixth Form qualification provided time and resource is provided to the EET department.
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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.	Partially achieved - HoDs included specific targets, had Departmental Improvement Plans which were finalised in October and reviewed in March. Academic outcomes at Sixth Form improved across the A*-C/7-4 metrics but were 2% down at the A*/7 metric. Consistency did improve across departments at Sixth Form but there is ongoing work to be done here.
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	C, VPC, AJA and JJP	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.	A series of Scholarship brochures have been produced which contain details of our revised scholarship and admissions policies and processes. A plan is in place for further improvements to the programme offered to identified scholars.
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 opportunity to access prestigious courses and universities.	All UCAS personal statements meet the expectations set by the reforms.	Students and staff have been trained in the new UCAS expectations and personal statements have been produced for 2026 entry. Further analysis will be needed once destinations data is available in 2026.
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.	The new programme was successfully delivered in June 2025 and feedback recognised the revived structure and formality of the programme.

Annual Improvement Plan 2024-25

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Fettes College

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.	Exploration 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	Extensive programme of parent events curated and promoted by marketing on the website; social media; in an events newsletter; and highlighted by parent contacts in each year group via WhatsApp.
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	To enhance awareness and education, a DEI Awareness Calendar will be introduced.
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.	System works well but foundation needs to be built on and developed. aim to ensure that success not linked to individuals but to the whole structure of the programme.
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	Ambassador Programme paused until September 2025, and feasibility study and pilot will form part of 2025-2026 SIP as a priority. Fettes Moving Forward roadshow events successfully piloted in Dubai, Northumberland and London.
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/JJP/PC	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	The Fettes Moving Forward projects have been hugely successful with LMP leading on the Scottish Book Trust Reading Accreditation and embedding reading into the psyche of our students. Initiatives have been well received and there is definitely a culture of reading developing in the College. Whilst not an official project RVH has been focussing on Art and has successfully introduced a scavenger hunt, an interhouse art competition and a parent masterclass. HFH is asking for notes of interest for the 2025-2026 year in September.
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	Whilst the department wide audit was not completed before the departure of SHS, this remains a focus for the College and will be added to the SIP targets for the 2025-2026 academic year.
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	There has been very little recruitment this year and as a consequence this target has stalled. It is important that we understand the challenges we face with our recruitment of teachers, particularly when recruiting teachers from outside of Scotland.
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	The parent portal has been launched, with a comprehensive How to Guide produced and shared; key resources such as Timetables, the Guide to Founder's Day, SchoolPost, International Trips, and Parent Events are now all accessible through the portal. Feedback from parents has been encouraged and used to inform ongoing implementation and development. The next stage, to be driven forward in the 2025-26 SIP, will focus on embedding teaching information, excellence slips, and further enhancements.

Annual Improvement Plan 2024-25

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Fettes College

Theme 4 - Our Community

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



Index	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.	The project generated strong enthusiasm from both groups at the outset, demonstrating clear potential for impact. However, staff changes during the year delayed progress. In response, new colleagues have adapted the concept as a pilot, allowing the idea to be tested in a more contained environment. This has ensured the project remains active and continues to evolve, albeit on a smaller scale than first envisaged.
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	The review was initiated and following consultation with a range of stakeholders, key guiding principles were agreed. Staff changes during the year delayed implementation and as a result, this remains an important priority for the year ahead to ensure consistency, clarity, and alignment across all charitable activities.
C1.3	Strengthen 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.	We made strong progress in strengthening the volunteering culture. Awareness was raised through Chapel talks and student-led sharing gave authenticity and momentum to the initiative, while a new Volunteering Day format gave students meaningful off-site experiences with community groups and charities. Feedback from staff and students was highly positive. Our network of partners expanded, enhancing the school's profile and providing a foundation for future initiatives. The Fifth Form post-exam programme created enthusiasm ahead of Sixth Form, supporting a sustainable culture of volunteering. Increased campus use by local groups, including our local primary school and Scout's group, has further strengthened community partnerships.
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.	Stakeholders have been consulted, research on other schools completed, and priority projects and guiding principles identified. Student input has been encouraged throughout. The research exposed a few key areas where information was lacking and communication difficulties prevented finalisation. Addressing these inconsistencies and making key decisions will allow a comprehensive sustainability strategy to be developed next year.
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.	Significant efforts made to raise awareness and implement new practices, including Chapel talks, signage, bin restructuring, and changes in departmental purchasing practices. All stakeholders have been included with a particular focus to enlist the support of Matrons in boarding houses. These measures have led to a measurable month-on-month reduction in waste and an increased proportion of materials being recycled. Results have been shared internally with staff and students and a decision pending regarding the best format to share this success.
C2.3	ENERGY: Utilise campus energy data to set targets and initiate reduction in usage	Complete testing of energy measurement technology to provide information on existing usage. Utilise 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.	Progress was delayed due to technical problems that will be addressed next year. Decision made to continue with Waste as a year-long initiative to build on initial progress and increase likelihood of sustained change.
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 biodiversity action plan.	An extensive Landscape and Habitat Management Plan was completed providing baseline data and clear guidance to steer future activities. Key projects have been identified including 3 for prioritisation next year.
C2.5	Review and refine the curriculum's suitability for Learning for Sustainability	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 identification of outdoor learning opportunities.	An extensive self-evaluation was conducted, the results of which were praised by Inspectors for compliance with national guidance. A high standard of LIS teaching and learning was identified with students as active agents of change. Evidence was collected from across all departments in support of a Curriculum Map. The format of the final document is yet to be determined.
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.	Plans are confirmed for St Andrew's Day with input from staff and students across the school.
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.	Following discussion with the FCG leadership team it was agreed to concentrate efforts on the highly successful student exchange. 10 students came to Fettes in March and 23 Fettesians have signed up to visit China in 2026. A positive meeting of the Advisory Board was held in Guangzhou in March.

Annual Improvement Plan 2024-25

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