

Section 1: School Information	
School/Establishment	Forrester High School
Head Teacher	Stephen Rafferty
Link QIEO	Tony Currie

School Statement: Vision, Values & Aims and Curriculum Rationale
<p>At Forrester, we strive to develop as a caring, inclusive Learning Community which meets the diverse needs of all our learners, where all our young people can access the highest quality learning and are supported to develop their imagination, awareness and a sense of responsibility. This will enable them to gain the skills, experiences and qualifications they need to achieve success and to play their part in shaping the world for the better.</p> <p>Values:</p> <p>Our School values have been developed in collaboration with students, parents and staff. These are well-matched to the aspirations of our communities and the professional values of our staff. Our values are summarised in the following statement:</p> <p>Together we...</p> <p>Respect – Believe – Achieve</p> <p>Aims:</p> <p>At Forrester we aim to:</p> <ul style="list-style-type: none"> • Work closely with parents and other partners to achieve the best possible outcomes for all our learners • Respect and celebrate diversity and the contribution that all individuals make to the richness of our school community • Support our young people to be successful, to set ambitious goals for themselves, and to recognise and achieve their potential • Help students build the confidence and skills which will enable them to make a valuable contribution to society and to thrive in their lives beyond school within a competitive, globalised economy • Build resilience, self-belief and emotional health and wellbeing.

Curriculum rationale

Our Curriculum Rationale has been designed and agreed by all in our school community (by everyone, for everyone). It is built on an inclusive approach so that all our young people can access a curriculum experience that matters to them and provides appropriate experiences and pathways for all.

We want our students to:

1. Understand and embrace our core values of Respect, Believe, Achieve
2. Have access to a range of learning experiences that inspire, excite and empower them to achieve their very best
3. Make good choices within a diverse curriculum, with pathways for everyone, including both academic and vocational qualifications
4. Continue to develop the knowledge, skills and attributes they need to understand and contribute to our local community, the wider world they live in, and to flourish in the world of work
5. Nurture lifelong curiosity as learners

You can find more detail on our Curriculum by visiting our [school website page here](#).

Improvement Priority 1	
Improvement Priority 1	Raising attainment and Achievement
Person(s) Responsible	<i>Stephen Rafferty, Eilidh McLaren, CLs</i>
Next Steps from Standard and Quality Report	<i>Insert next steps identified in S & Q Report</i> <ul style="list-style-type: none">• Improve attainment for all in the senior phase, particular focus S4• Recognise and share achievements of young people• Further use of data to track and monitor pupil progress. (SNSA, CFE Levels, EdICT tracking)• Targeted support for S3 students at risk of not attaining, presented for a qualification in S3

HGIOS 4 QIs	NIF Priority
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1.1, 2.2, 3.2,	<p>NIF Priority 3 – Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>NIF Priority 4 – Improvement in skills and sustained, positive school-leaver destinations for all young people</p> <p>NIF Priority 5 – Improvement in attainment, particularly in literacy and numeracy</p>
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Outcomes/ What are you going to improve?	Tasks/Interventions	How Will You Measure Impact?	Timescale(s)	Progress 1 (Jan)	Progress 2 (May)
Increase 5@5 in S4. Target is 41% of S4 students	Four yearly attainment meetings with CLs. Staff, CLs and PSLs are accountable for student attainment.	Tracking system based on 41% target.	Sept 23- May 23		
Each subject to have a clear target for SQA attainment data. i.e 90% passes at N5 Maths	Meet with CLs Attainment meetings Review of Improvement plans	EdICT data termly Insight data Intervention data Tracking DM minutes	Sept 23-May 24		
By the end of S3, all students should have completed and presented for a N2/3/4.	Attainment meetings Seemis access Robust T&M and recording	Attainment meeting checks Seemis exports	May 24		

Improvement Priority 2

Improvement Priority 2	Learning, Teaching and Assessment
Person(s) Responsible	<i>J. MacPhie and L&T improvement group S.M and E.B to lead group A.S as transition teacher</i>
Next Steps from Standard and Quality Report	<ul style="list-style-type: none"> • <i>Embed L,T&A framework 'Forrester in Action' across all faculties- Continue to sample classrooms and gain student voice</i> • <i>Continue to develop CLPL in line with staff PRD and school improvement priorities.</i> • <i>Staff will continue with practitioner enquiry through Kanban planning.</i> • <i>All facilities to develop and share a quality assurance calendar with a particular focus on assessment and moderation.</i> • <i>Continue to audit digital learning.</i> • <i>Increase CLPL resources in line with areas for development.</i>

HGIOS 4 QIs	NIF Priority
1.3 Strategic planning for continuous improvement	NIF Priority 3 – Closing the attainment gap between the most and least disadvantaged children

<p>2.3 Effective use of assessment</p> <p>2.3 Teaching, Learning and Assessment</p> <p>2.6 Transitions</p> <p>3.3 Increasing Creativity and Employability</p>	<p>and young people</p> <p>NIF Priority 4 – Improvement in skills and sustained, positive school-leaver destinations for all young people</p> <p>NIF Priority 5 – Improvement in attainment, particularly in literacy and numeracy</p>
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Outcomes/ What are you going to improve?	Tasks/Interventions	How Will You Measure impact?	Timescale(s)	Progress 2 (May)

<ul style="list-style-type: none"> - Improve classroom ethos, relationships and learning experiences through pupil and staff feedback. 	<p>L&T leads to gather pupil & Staff feedback on their classroom experience. Share feedback with CLs Class time D.M time</p>	<p>Reviewing feedback Align faculty improvement plans with Whole school. Pupil engagement</p>	<p>Sept 23-Aug 24</p>	
<ul style="list-style-type: none"> - Engage in high quality CLPL to align with Forrester in Action Main focus: - <u>Pace and Challenge</u> - <u>Differentiation</u> 	<p>Collegiate time CPD time Faculty improvement priorities DAT time Staff to be offered and experience professional learning opportunities.</p>	<p>-Oversee professional offer and in house training -Staff evaluations</p>	<p>Aug 23 onwards</p>	
<ul style="list-style-type: none"> -Improve approaches to self-evaluation and moderation. -Faculties to develop and share Q.A calendar in line with the whole school. -Staff to undertake peer observations and feedback on Forms 	<p>CLs to share calendar with SLT link SLT link to review Stored centrally. DM time Collegiate time to be agreed One DAT for moderation per year Kanban planning Continue L&T bulletins and in house CLPL CL walks and feedback</p>	<p>-Link meetings -Mid term review -Interventions data -SQA attainment data</p>	<p>Aug 23 onwards</p>	

Improvement Priority 3	
Improvement Priority 3	3.1 Ensuring wellbeing, Equality and Inclusion
Person(s) Responsible	<i>Who will be leading the improvement? Who will they collaborate with?</i> L Coffey (DHT 3.1) ASL Team (PSLs, SfL, WBH, ESB, SDO, Attendance)
Next Steps from Standard and Quality Report	<i>Insert next steps identified in S & Q Report</i>

HGIOS 4 QIs	NIF Priority
3.1	Priority 1: Placing the human rights and needs of every child and young person at the centre of education priority 2: Improvement in children and young people's health and wellbeing

Outcomes/ What are you going to improve?	Tasks/Interventions	How Will You Measure Impact?	Timescale(s)	Progress 1 (Jan)	Progress 2 (May)
Embed Anti-bullying and Prejudice Policy through implementation of Equally Safe at School to ensure all pupils feel safe, feel a sense of belonging and have their rights as young people and people with protected characteristics upheld. Within this, the school will undertake an Inclusive Curriculum Audit to inform	Launch a whole school approach to the ESAS programme supported by the Mentors in Violence Prevention approaches. Develop an audit tool for CLs to use within departments	Anti-racism and Bullying recording Attendance and attainment Student voice – surveys, focus groups, student council and Pupil Equalities Group	Launch ESAS - October 2023 Launch Inclusive Curriculum Review – January 2024 Review Impact – June 2024		

further actions.					
Develop student voice and leadership across the school to support a sense of belonging and whole school improvement whilst developing student skills	<p>Establish a Student Council and Pupil Equalities Group.</p> <p>Continue to gain student voice across curricular areas; plan how this information will be used to further develop the curriculum</p>	<p>Selected Six feedback</p> <p>Departmental feedback</p> <p>Pupil engagement in Equalities Focus months and assemblies</p> <p>Student voice – surveys, focus groups, student council and Pupil Equalities Group</p>	August 23 - June 23		
Rights Respecting School Silver Award	Increase awareness of the Articles and embed their use into the whole school curriculum to achieve Silver Award	<p>CAT/In-service time</p> <p>Pupil and staff working group</p>	October 23		

Improvement Priority 4	
Improvement Priority 4	Curriculum
Person(s) Responsible	<i>Who will be leading the improvement? Who will they collaborate with?</i> Martin Ennis & Short-life Working Group
Next Steps from Standard and Quality Report	<i>Insert next steps identified in S & Q Report</i> <ul style="list-style-type: none"> - Review changes to curriculum structure in BGE (S2 into S3) - Continue to engage in discussion around the National debate through Collaborative Curriculum Group - Consider options to augment individual curricular choice to ensure coverage of Es and Os - Target support across younger year groups for vulnerable/at risk groups (S3) - Improve focus on 'skills' across the curriculum – in partnership with LT&A Group

HGIOS 4 QIs	NIF Priority
1.3 Strategic planning for continuous improvement 2.2 Curriculum 2.6 Transitions 3.3 Increasing Creativity and Employability	NIF Priority 3 – Closing the attainment gap between the most and least disadvantaged children and young people NIF Priority 4 – Improvement in skills and sustained, positive school-leaver destinations for all young people

Outcomes/ What are you going to improve?	Tasks/Interventions	How Will You Measure Impact?	Timescale(s)	Progress 1 (Jan)	Progress 2 (May)
Targeted support for vulnerable students in new S3	Identify student at risk of not achieving and plan a range of intervention strategies to support learning across the curriculum	PSLs identify students SLT identify opportunities Attainment Hub supports & tracks attainment in progress T&M and attainment of S3	August 2023		

Senior Phase curricular offer	<p>Consult with CEC re a move to 7 subjects, in light of National debate</p> <p>Decide on structure of new school day</p> <p>Review timetabling model to accommodate 7 subjects across S4 and impact on S5&6</p> <p>Create resources to implement new structure</p> <p>Develop further opportunities for vocational pathways</p>	<p>Through Curriculum WG</p> <p>Discussion with CEC staff</p> <p>Use of other school models</p> <p>SQA & Attainment data</p> <p>Student use & feedback</p> <p>Parental feedback</p> <p>DM discussion</p> <p>SLT/CL meetings</p> <p>Analysis of FHS provision against CEC</p>	<p>June 2023</p> <p>August 2023</p> <p>November 2023</p> <p>March 2024</p> <p>Aug-December 2023</p>		
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Improvement Priority PEF	
Improvement Priority PEF	
Person(s) Responsible	<i>Who will be leading the improvement? Who will they collaborate with?</i> Eilidh McLaren PEF PSO Sarah Ross/Lisa Thomson Attainment Working Group
Next Steps from Standard and Quality Report	<i>Insert next steps identified in S & Q Report</i> <ul style="list-style-type: none"> • Further use of data to track and monitor pupil progress. (SNSA, CFE Levels, EdICT tracking) • Increase parental engagement • Targeted support for S3 students at risk of not attaining • Improve attainment for all in the senior phase • Continue to foster strong partnerships with external organizations and community partners, exploring new opportunities to enrich the curriculum and support learners' personal achievements. • Further enhance and diversify the learning pathways available to learners, ensuring that they remain relevant and responsive to learners' needs and interests. • Regularly review and evaluate the effectiveness of parental engagement initiatives and strategies, using feedback and data to inform ongoing improvements.

HGIOS 4 QIs	NIF Priority
2.4 Personalised Support 2.7 Partnerships	NIF Priority 3 – Closing the attainment gap between the most and least disadvantaged children and young people NIF Priority 4 – Improvement in skills and sustained, positive school-leaver destinations for all young people NIF Priority 5 – Improvement in attainment, particularly in literacy and numeracy

<p>3.1 Ensuring Wellbeing, Equality and Inclusion</p> <p>3.2 Raising Attainment and Achievement.</p> <p>3.3 Increasing Creativity and Employability</p>	
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Outcomes/ What are you going to improve?	Tasks/Interventions	How Will You Measure Impact?	Timescale(s)	Progress 1 (Jan)	Progress 2 (May)
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?		
Improve overall attainment for pupils in S3 and 4, particularly those deemed "at risk" of not achieving	<p>Identify S3 and 4 target groups to support and communicate to staff.</p> <p>Attainment hub interventions – S4 non attender groups, S4 core groups and S3 group</p> <p>At risk tracker</p> <p>Particular focus on S3 attainment hub this year to prepare for starting S4</p> <p>Consider alternative awards that can be completed during core subjects/attainment hub</p> <p>Attainment improvement group to run study skills "off timetable" days for S3 and S4</p>	<p>Monitoring of at risk tracker to show progression</p> <p>Monitoring of attendance of "at risk" pupils to show improvement</p> <p>Insight data analysis</p> <p>Pupil voice surveys to determine impact of study skills days</p>	June 23-June 26		

<p>Continue to improve attendance of target students through seeking out opportunities for wider achievement/alternative programmes to promote positive mental wellbeing, improvement in attainment and sustained positive destinations.</p>	<p>Seeking out/engaging with external organisations which provide courses</p> <p>Courses for BGE pupils – Green Team/The Youth Agency/SHE SCOTLAND/Scholar</p> <p>Courses for senior school – RUTS/Street League/Space @ Broomhouse Hub/Action for Children/Barnardos</p> <p>Building and improving on Activities week</p> <p>Align Friday work experience with accreditation – potentially Level 5 Preparation for Employment, building on previously offered Level 4 Employability Award</p> <p>Track wider achievement across the school and offer targeted opportunities</p>	<p>Increased positive and sustained destinations/leavers data from SDS</p> <p>Attendance records of target students</p> <p>Pupil/Parent voice surveys</p>	<p>June 23 - June 24</p>		
<p>Improve support for our Care experienced/Kinship Care pupils and Young carers</p>	<p>Meet with and explain CE to each pupil with consent</p> <p>Engage with Who Cares to be contact with pupils</p> <p>Regular updates to staff regarding CE and kinship pupils</p> <p>Microsoft Forms used for each CE pupil to determine pathways and supports needed</p>	<p>Pupil voice feedback</p>	<p>June 23 – June 24</p>		

	Provide Check ins Link in with Supports on offer locally CE pupils to be targeted for wider achievement opportunities				
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School Improvement Priorities 2023/24

1. Raising Attainment and Achievement (3.2)

- Target 5@5 at whole school level in S4: 41% of students to achieve 5@5
- Each subject to have a clear target for SQA attainment data
- By the end of S3, all students to have gathered robust evidence of L3 & L4 across all their chosen subjects

2. Teaching, Learning and Assessment (2.3)

- Improve classroom ethos, relationships and learning experiences through pupil and staff feedback.
- Improve approaches to self-evaluation and moderations: faculties to develop and share QA calendar in line with whole school; staff to undertake peer observations and feedback on Forms.
- Engage in high quality CLPL to align with Forrester in Action. Focus:
 - Pace and Challenge
 - Differentiation

3. Wellbeing, Equality and Inclusion (3.1)

- Embed Anti-Bullying and Prejudice policy through implementation of Equally Safe and School and an inclusive curriculum audit
- Develop student voice and leadership across the school
- Rights Respecting School: Silver Award

4. Curriculum Pathways and Design (2.2, 2.6)

- Provide targeted support for vulnerable students in S3
- Update senior phase curricular offer & structure (create pathway to 7 subjects)

