Forrester High School Standards and Quality Report 2022-23

The School in Context

Forrester High School is a six-year comprehensive secondary school serving an area of West Edinburgh. Forester is situated on a campus shared with St Augustine's RC High School, adjacent to the Gyle Business Park. The school roll for session 2022-23 was approximately 840 with the majority of students drawn from our four associated primary schools – Broomhouse, Carrick Knowe, Gylemuir and Murrayburn. The school roll is projected to continue to rise in the coming years, in line with the rise in populations on the West Side of the City. Although the rapid rise in school population has brought some challenges in relation to accommodation and space, increased staffing allocations have presented opportunities for a widening of provision and increased curricular choice.

Forrester High School serves a mixed catchment with areas of Local Authority tenancy, including neighbourhoods where there are high levels of social and economic deprivation, as well as owner occupied districts.

Forrester High School was originally opened in 1959 and moved to a new building, constructed on the original site under Public Private Partnership, in January 2010. The new building provides an excellent environment for learning and is exceptionally well-managed and maintained by MITIE. All classrooms and working areas are spacious and well-resourced with IT and Smart-Board technology.

At the start of session 2022-23 the school had 65.62 teachers, including those designated to support students with barriers to their learning and additional support needs. In addition, there were 5 Pupil Support Assistants, 3 School Support Assistants and two full-time PSOs (PEF). The Senior Leadership Team was comprised of the Headteacher, three Depute Head Teachers, a Business Manager and a Senior Development Officer.

At Forrester we are continuing to develop an *inclusive* culture where diversity is *respected and celebrated* and where all individuals are expected and supported to *achieve success*.

The school enjoys good links with our Cluster primary schools and students benefit from strong partnerships with *The Youth Agency*, Skills Development Scotland, and Edinburgh College. The school is very well supported by a dynamic and engaged Parent Council who are actively involved in the life of the school.

The school also benefits from Pupil Equity Funding to support improvements in attainment, closing the attainment gap and improving young people's health and wellbeing.

Staff shortages continued to be a challenge in session 2022-23, particularly with shortage subjects such as Mathematics and Craft, Design and Technology.

Additional Context

The sudden death of an S4 student, on 14th March 2023, had a profound impact on our school. This affected staff, students and their families. The response from our local community throughout this time has been overwhelmingly supportive, highlighting their collective strength and unity.

Staffing

Staffing and staff absence was challenging again in session 2022-23. The school operated for a large part of the year with 5 teachers short, as well as shortages within our support staff.

Staffing

1.3 Leadership of Change

Themes

Our Illustration

Developing a shared vision, values & aims relevant to the school and its community

- As a school community we are committed to ensure that all our young people are able to access high quality learning. Our school aims and values have been developed in collaboration with stakeholders. These are well matched to the aspirations of our communities and the professional values of our staff. We continue to develop the articulation of our values and to imbed them within the life of the school. This is supported through branding in key areas across the school and through posters in every classroom. Our values have also been incorporated into the school dress code and other school policies. These values will continue to drive improvement and inform our rationale for change. Our Better Relationships, Better Learning, Better Behaviour Framework, refreshed in January 2023, reflects and reinforces these values.

Strategic planning for continuous improvement

- Improvement is led by the Head Teacher, supported by three Depute Head Teachers, a Business Manager, and a Senior Development Officer (PEF). This Senior Leadership Team models strong leadership, professional integrity, and a commitment to social justice.
- The school's Working Time Agreement continues to support collegiality and the professional autonomy of teachers. Reductions in bureaucracy, including enhanced online systems and the edict tracking system, have reduced bureaucracy enabling more time to be devoted to the core business of learning, teaching and assessment. There is a need to further streamline our system of reporting so that teachers' efforts in this area are more impactful.
- The school Leadership Team was expanded in session 2022-23 to include two new Curriculum Leaders - CL Enhanced Support Base and CL Wellbeing Hub. In 2022-23, we also restructured our Leadership Team, decoupling Mathematics and Computing to create a separate CL Maths post, and a CL Business and Computing post. (This CL Maths post is currently under recruitment to begin in session 2023-24.)
- Curriculum Leaders, three Pupil Support Leaders, a Support for Learning Leader and a Library Resource Centre Coordinator support improvement across the school. In addition to faculty responsibilities, each Curriculum Leader has a specific whole-school leadership responsibility and an allocation of time to take this forward.
- The school enjoys very supportive relations with its Parent Council who have identified work-streams in line with the school's improvement plan priorities. For example, the Parent Council have been supporting the school to develop Parental Engagement and Involvement, including the organisation of the very popular Raising Teens with Confidence course.
- The professional skills and agency of individual members of staff have been enhanced through a continued engagement with the Osiris Teacher Intervention Scheme.
- The improvement planning process is now well established and understood by all, with whole-school improvement aligned to CEC priorities and the National Improvement Framework. All staff contribute to the formulation and evaluation of faculty and whole-school plans. Student and parent feedback is used to inform decision making and improvement – wide stakeholder feedback was used to inform the formulation of policy such as our refreshed Relationships, Learning and Behaviour Policy, updated Equalities, new Dress Code Policy and in the re-design of the new curriculum.

- Parental involvement continues to be strengthened through online systems, including our new school website, Group Call, Parent Pay and the Parents' Evening Booking System. Parental Engagement and Involvement, co-led by our Parent Council, continues to be a priority, focusing on, communication and family learning.
- In session 2022-23, the school agreed and implemented a refreshed Quality Improvement folder, containing a timeline and calendar. This details whole-school and faculty quality assurance processes. This now needs to be embedded within all faculties.
- Our Curriculum Leaders and wider Leadership Team have improved their use and understanding of data through their participation in two Insight Sessions and a session focussing on Edict tracking.

Implementing improvement and change

- School improvement is taken forward through School Improvement Groups. Time for these groups to meet is set aside within the CAT and in-service programmes.
- Our staff are highly committed to improving outcomes for learners and there are strong examples of collegiate working and highly effective teams within the staff. More opportunities to work collaboratively within and across faculties have been created through changes to the Working Time Agreement.
- There are very good examples of distributive leadership within faculties and across the school. Leadership is nurtured through the creation of opportunities and leadership roles. These are supported with dedicated time and mentoring by the Senior Leadership Team.
- Strong partnerships have been developed to support improvements such as those in Restorative Approaches and Learning and Teaching where work with outside providers has enhanced staff knowledge and skills in important aspects of our work.
- In Autumn 2022, two members of the Senior Leadership Team participated in the Agile School Leadership Scotland training delivered by Simon Breakspear. This methodology has been introduced to staff through the use of a Learning and Teaching KANBAN. As a school, we will continue to explore this methodology to take forward future change and improvement.

What are we going to do next?

- Further streamline Reporting within the WTA to improve impact of teachers' work.
- Improve processes related to New Staff Induction – implement Induction Timeline
- Focus on leadership development at all levels – including the profiling of leadership
- Continue to develop the wider Leadership Team

2.3 Learning, teaching and assessment

Themes
- Learning and Engagement, including use of digital technologies
- Quality of Teaching
- Effective use of Assessment
- Planning, Tracking & Monitoring

Our Illustration

Learning and Engagement, including use of digital technologies

Our school's ethos and culture reflect our commitment to equity, social justice and the belief that all our young people are entitled to engage in enjoyable experiences and make progress in their learning.

Students are encouraged and supported to aim high, believe in themselves and to be active participants in their own learning. Staff are becoming increasingly able to support independent learning where learners are given more autonomy and responsibility for their own learning. Most students are keen to learn and enjoy learning in school. A significant majority of learners are motivated, enthusiastic and actively engaged in lessons. Learners are increasingly able to exercise personalisation and choice as they progress through the curriculum. This is supported by elective/enrichment options in the BGE and by a Senior Phase structure which provides a wide range of relevant and engaging learning opportunities.

As a 1-to-1 school and recipient of the Digital Schools Scotland Award, Forrester has a strong base to support digital and online learning. Learners are supported with high quality online and blended learning.

School ethos and our learners experience is enhanced by an extensive range of wider achievement opportunities and extra-curricular clubs. These include educational trips and excursions, activities week, Duke of Edinburgh, John Muir, Green Team. Students continue to contribute to the life of the school and wider community through a range of leadership opportunities.

An extensive programme of study support, including Easter Study School, supports improvements in learners' confidence and their preparation for the SQA exams.

Quality of Teaching

Our vision and values are becoming embedded within practice in all classrooms. Learning and opportunities for learners are enhanced through working with a range of partners. The development of pedagogy is being supported through the Osiris Teacher Intervention Programme.

Staff are engaging in Learning Trios, OSIRIS Teacher intervention programme and the Edinburgh Learns Teacher Charter.

Effective use of Assessment

The National Standardised Assessment (NSA) has now been fully implemented. Although this data is shared with all staff in an accessible form, there remains a need to improve our ability to use the data to make judgements about achievement at a level and as a diagnostic tool to inform intervention across faculties.

Teachers are more confident in their judgement of achievement at a level in CFE and the very good practice in moderation, using the 'Moderation Cycle', has been shared. This is formalised into a

school policy document shared with all staff. Learner conversations support learners and enhance their ability to articulate their own strengths and next steps.

Planning, Tracking & Monitoring

Student assessment information is used increasingly to inform planning. This enables staff to differentiate and meet the varying needs of learners.

The Information Hub contains information to assist planning for individual learners.

Improved tracking of students' progress in the BGE and Senior Phase through EDICT, enables targeted, staged intervention. Improved use of CFE Benchmarks within reporting is also supporting improved Learner Conversations, based on strengths and next steps for learning.

Student achievement is tracked and celebrated at subject and faculty level (through Star Boards) and at whole-school level through online assemblies and messaging.

Faculty attainment meetings focus on the analysis of data which is used to identify strengths and plan next steps. Our wider leadership team are becoming more skilled in the use of attainment data, including *Insight*, to inform change. The sharing of data ensures that teachers' planning takes account of SIMD and vulnerable groups and that timeous intervention can be made at whole-school, faculty and classroom level.

What have we done and what is working well for our learners in session 2022-23?

- Launched Forrester in Action (linked to EL charter)

- Self-evaluation built into the QA calendar at faculty and whole school level

- Forrester in Action and Edinburgh Learns Teacher Charter given prominence within revised PRD process

- Forrester High School Digital Learning Strategy updated in light of extensive evaluation

- Implemented a KANBAN system to improve L&T, giving autonomy to teachers' CLPL

- Learning has been enhanced in several departments through the introduction of Smart Screen TVs

- Two whole-school sharing classroom experiences programmes are embedded within the school self-evaluation cycle

- Staff took part in an SCE in November 22- feedback shared and new targets created as a result of feedback.

- All staff have completed a L&T survey on competence

- All staff including L,T&A in their annual PRD process. Whole school CLPL, Learning trios, OSIRIS all available. 6 more staff completed the OSIRIS programme.

- Inservice days have aligned with LT&A strategy and SCE feedback to address feedback and guidance.

- Staff now engaged with specific focussed KANBAN planning.

- Inservice in May focussed on Digital skills, AiFL and leadership of learning. This was delivered by the L&T improvement group.-Feedback very good.

- Improvements in staff's knowledge and skills were supported by a monthly Learning and Teaching Bulletin

- Staff professional reading resource developed within the school library

- Shared Staff Teams pages developed and updated

- Sharing classroom experience took place in partnership with our cluster primaries focussed on differentiation, resources, and group work.

Next Steps

- Improve response to pupil voice within learning

- Improve Assessment, Tracking and Reporting in BGE

- Align CLPL to FHS Teaching Standard

- Update Home Learning policy at whole school and departmental level

- Evaluate learning in relation to our updated digital learning strategy

- Continue to develop staff professional enquiry, including digital skills.

- Develop a skills framework linked to DYW

- Implement a staff self-evaluation toolkit to measure progress and impact, aligned to PRD

- Develop approaches to assessment and moderation

- 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

- Embed new curriculum structure in BGE

- Review changes to curriculum structure in BGE (S2 into S3)

- Evaluate student choice in relation to entitlement

- Plan learning opportunities to augment individual curricular choice

- Review curricular plans to take account of National Conversation around Senior Phase and Qualifications

3.1 Ensuring wellbeing, equality and inclusion

Themes
- Wellbeing
- Fulfilment of Statutory Duties
- Inclusion and Equality

Our Illustration

Wellbeing
- As a school, we aim to ensure that all young people are safe and that they feel valued and respected. Staff work hard to ensure positive relationships are at the heart of learning.
- Most students show consideration for others and demonstrate positive behaviour and relationships.
- All members of staff understand their role and responsibility in supporting learners' health and wellbeing.
- There is a strong focus on resilience and positive achievement through Daily Morning Tutor, assemblies and celebration events.
- Our Pupil Support team have an excellent knowledge of their students and they ensure that staff have the information they need to support young people in the classroom.
- Staff make good use of pastoral/wellbeing concern system. We listen to and involve young people in making decisions about their wellbeing, their lives and their future through surveys in some departments and whole school, through pastoral discussions and through the use of *My Views* and Edinburgh Wellbeing Indicators within the Young Person's Planning process
- There is a very strong focus on citizenship through our Youth Philanthropy Initiative (YPI) programme in S3, Mentors in Violence Prevention (MVP) programme in S6 and an extensive range of charity events across the school community.
- Students are kept engaged in learning and included through opportunities for personalisation and choice and individual learner pathways which are supported by a number of well-established partnerships
- Our school vision, values and aims are underpinned by the wellbeing indicators, inclusive practice and restorative approaches
- PSLs adapt the SE programme annually in response to student feedback and changing social context

Fulfilment of Statutory Duties
- We ensure that all staff undertake regular professional learning around legislation, statutory requirements and codes of practice.
- All Staff know and understand GIRFEC, the wellbeing indicators, and the United Nations Convention on the Rights of the Child.
- Staff knowledge of local and national documentation and guidance is refreshed regularly.

Inclusion and Equality
- We promote an ethos and culture of inclusion, participation and positive relationships across the whole learning community.
- There is a strong focus on recognising and removing barriers to learning.
- We monitor the attainment of vulnerable groups including Looked after Children, Young Carers, EAL and students with barriers to learning including economic and social and emotional barriers

- Our school celebrates diversity and ensures that the curriculum is designed to develop and promote equality and diversity, and eliminate discrimination
- Enrichment options within the BGE provide opportunities for personalisation and choice and help to engage and include learners
- ICT is used within learning to support groups of students and individuals with barriers.
- Targeted support for Literacy and Numeracy is provided by our Support for Learning department and with National Qualifications for learners 'at risk'

What have we done and what is working well for our learners in session 2022-23?

On-going support for staff well-being

- A whole staff survey of well-being identified four key areas which were impacting staff well-being. This was shared and discussed at an October in-service session and two key priorities for improvement were identified: pupil behaviour and workload. These two areas became the focus of the next in-service session in January. SLT introduced the concept of Kanban prioritising to reduce workload by focusing on one personalised and self-selected aspect of improvement in learning and teaching for each member of staff. SLT also developed a clear mobile phone policy and consistently promoted and supported its implementation in all classrooms. 'Hotspots' were identified for duty head and CL walkarounds to target. House teams began to share regular summaries of action so that staff could better understand what was happening 'behind the scenes' for our highest tariff pupils.
- Following the death of an S4 pupil on school grounds, support information has been shared with all staff and an opportunity was created for all staff to come together collectively on a Friday afternoon to provide collective support.
- The next in-service session included an afternoon of health and well-being activities e.g. yoga, walking, smoothie making and a range of other activities which staff will engage in.

Enhanced Support Base

- The DHT and CL for the ESB have been involved in CEC level planning for transitions to ESB. Transition planning continues to be individualised to suit the needs of the pupil but includes the primary school, parent/carer and child in the planning. Staff from primary schools have visited the ESB to ensure they understand the resource that they are transitioning the child to and to ensure effective partnership working.
- The curriculum and pupil timetables continue to be planned and differentiated to meet individual needs, which are identified through thorough preparation of pupil IEPs. All staff in the base have a good knowledge of each pupil and are involved in planning individual and group curricular activities.
- The ESB CL worked with PSLs to support S2 pupils through course choice.
- Initial plans for the senior phase are being discussed. The CL ESB and SfLL are beginning to work in partnership to ensure all pupils have a senior phase plan which provides support and challenge.
- Parental engagement is strong following creative and determined approaches from the CL this session. The ESB team plan regular YPPMs with parents/carers and hold termly coffee meetings to allow pupils to showcase their work and parents/carers to meet one another and get to know the staff and pupils better.
- Following an initial six month working period, SLT and the CL for the WBH have created and begun planning for a clearer and more focused vision for the role and workings of the hub. This will launch at the new timetable on May 29th and is the outcome of significant looking inwards and outwards.

The Well-being Hub

- The WBH staff have attended a range of CLPL opportunities provided by CEC and have accessed additional training in Nurture and LIAM. They have also looked outwards and visited WBHs in other schools in order to develop best practice in our setting.
- SLT have learned from early mistakes in identifying young people and recognise that a more targeted group of young people should be referred for support. The referral system has become more transparent with young people now referred via the ASL weekly meeting. The CL is working with her team to develop appropriate interventions and supports which develop social and emotional skills alongside opportunities to achieve qualifications.
- Development of the Well-being Award in S5 and S6 means that senior students are now able to mentor students in the well-being hub. This is in the early stages and will need evaluation and further planning but has been well-received by hub pupils and their mentors. Some staff also volunteer within the hub.
- The CL is developing links with partners. Pets as Therapy are a regular partner in the hub and staff will launch TYLA later this term. The well-being hub will also have it's first excursion this term, supported by Outward Bound and funded through PEF.
- Planning for pupils who are moving into senior phase has been a priority this term. Pupils who are transitioning out of the base into S4 classes will remain as buddies and mentors for the younger pupils and will continue to receive support in this way.
- The CEC policy has been personalised and adapted for the Forrester High School setting. A small group of staff took part in consultation on the policy to ensure informed changes. The policy was shared with the Parent Council and the wider staff body and is now available on the school website. Whole school review will link with an Inclusive Curriculum Audit next session.

Equalities and Anti-bullying and prejudice

- CEC processes for recording incidents of racism and/or bullying has been shared with the SLT and ASL team. To ensure a thorough and consistent approach in the early stages, all entries were shared and discussed at the weekly ASL team meeting. The team is now sufficiently confident in the process.
- The staff Equalities group remain proactive in ensuring a whole school monthly focus on a range of protected characteristics. The school is on track to achieve our Silver LGBT+ Award.
- Due to staffing constraints, this was not developed as extensively as hoped. The staff lead is collating pupil voice activities within faculties.
- Through the Rights Respecting School initiative, a 'selected six' group of pupils are able to provide weekly feedback on learning and teaching which is shared across the school.

Develop Student Voice Across the School

- Rights respecting School has been re-launched this session. Due to the need to focus on staff health and well-being, we have not been able to develop this as thoroughly as hoped; in-service and CAT time has been limited and staff have not had capacity to engage in a working group. The CL WBH has progressed a range of RRS approaches around the UNCRC and will continue to drive this forward next session.

Support for mental health

- Counselling provision has been enhanced extensively this session. Alongside two CEC funded counsellors, we have also accessed an additional day of counselling from Granton Youth and continue to fund half a day with a Creative Therapist who has a particular specialism in working with children with ASD. The school continues to work in partnership with The Youth Agency who provide 1:1 and group supports. They also input into PSE programmes and run a weekly health

clinic with the school nursing service. The school also now has two members of staff who are trained in LIAM. The ASL team has a strong, open and collaborative approach to identifying referred pupils to each of these supports through the weekly meeting.

- Counsellors are now active across the learning community with time in each primary school.
- SfL and, more recently, the WBH, run nurture groups and social communication groups. We have also worked with partners to deliver conflict management groups.
- A group of senior pupils have completed the Well-Being Award and are now Ambassadors who mentor young people in the WBH. The well-being hub has provided a safe place for young people and has established good practice in the use of mindfulness and self-regulation and continues to develop its role in supporting mental health.
- Following the death of a pupil, the school quickly developed close links with the pastoral team from the local church and identified pupils who benefitted from 1:1 and group support in the early stages of grief. The school also linked with the school nursing team and EP who worked with identified groups of young people. Support materials were sent home for parents/carers and an information session was provided for parents to help them support their child with grief. PSLs adapted the PSE programme to ensure bereavement support was provided to all young people and to provide opportunities to remember and/or talk and share.

Positive praise systems
- Star of the week continues to be an effective way of sharing practice in school and via Twitter.
- House teams meet with pupils following reporting periods to recognise pupils who are performing well across the school

Improve attendance in all year groups
- The learning community has benefited this session from the appointment of an EWO to support attendance. The EWO has worked closely with the PSO attendance and the transition teacher to connect with pupils and families and promote and support improved attendance. The PSO role has developed extensively and the PSO now works closely with a number of young people and families, and links effectively with the ASL team in school to ensure support is in place. House teams discuss attendance as part of the meeting programme. PSLs meet regularly with the EWO and PSO to review support and house teams endeavour to invite the attendance team to relevant house meetings. In this way, communication is effective and enables the team around each child to target support effectively.
- All learning community schools are now sharing the same 'Every Day Counts' infographic with families on a regular basis to promote attendance and show the community approach and expectations.
- Individual pupil attendance is now shared, along with the infographic and lates, on a termly basis with parents/carers.
- Analysis of data during session 22 – 23 identified that, while specific groups were not impacted by low attendance, attendance declines during S3 and S4. We have reviewed and developed our curriculum for S3 (23 – 24) and S4 (24 – 25) and will monitor the long-term impact of this improved curricular offer on attendance.
- Transition teacher work – intervention groups, information sharing, additional supports (5th June enterprise activity and Active Schools), class lists day.
- We have a PSG each term which focuses solely on the progress and well-being of our care experienced and previously care experienced young people. Through this process, we ensure timely and appropriate support for young people.

- This year, we have piloted engagement with Columba 1400. This has had mixed success, as can be the case with a pilot, but we can identify young people who have benefited emotionally and in terms of skills development due to this pilot.
- We have actively engaged with applications for the care-experienced fund. All care-experienced young people were offered and the majority of our applications were successful.
- Two of our young people in S3/4 are engaging with an Outdoor Education programme led by the ASL team.
- We are an MCR Pathways school and engage very successfully with the YET team. A number of our young people have mentor support through this project. The key worker attends PSG and links with the PSL team as appropriate.

What are we going to do next?

- At the end of this session, SLT will ask all staff to complete another short survey to review health and well-being at this stage. The outcomes of this follow up will determine next steps.
- The HWB group and SLT will consider ways in which health and well-being for staff can be embedded into future in-service sessions.
- We will continue to use the Kanban process to help teachers to manage their workload and will continue to review policies and practice to support pupil behaviour.
- Transition processes continue to be developed in line with CEC advice and the needs of each young person.
- Practice around IEPs and monitoring and tracking has been strengthened and will be embedded next session, as will practice around parental engagement.
- ESB staff will continue to develop close links with SfL in order to meet the needs of young people across the school and to ensure young people are integrated into mainstream schooling through integrated group work.
- The process for course choice from S2 into S3 will be formalised to ensure clarity of roles and communication for pupils, parents/carers and staff.
- The first nurture groups will run in summer term 2023 and will include pupils who are not currently referred to the hub alongside hub pupils. The PSO will trial LIAM with one pupil and will look to increase this provision as her confidence and experience in this grows.
- The CL will create a more structured timetable of supports which will allow the well-being hub to provide targeted support for a more significant number of young people. Through provision of targeted support, it is expected that there will be more significant impact for young people in both their social and emotional skills and their attainment.
- As the WBH becomes more established, the CL and her team will take on the role of lead professional for some young people within the hub. To ensure strong partnership working within the school community, systems will be developed and implemented to ensure communication with House Teams is effective and ensures the best possible support for each young person.
- We will develop more formal processes for monitoring and tracking impact of WBH time and interventions. This will include the views of young people and staff in the WBH and will encompass all supports accessed by the young person. Longer term, parent/carer views will become part of this.
- Review and evaluate use of the racism and bullying recording systems.
- Identify and set up a Pupil Equalities Group.

- The Equally Safe at School (ESAS) programme has been identified by the support team as a priority for ensuring a safe and inclusive culture across the school community and will be developed and implemented in session 23 – 24.
- Link policy with whole school inclusive practice review to raise awareness and further develop good practice.
- Time will be given to RRS next session in terms of in-service/CAT time and working group time.
- The feedback from the selected six will be collated and evaluated with next steps planned accordingly.
- SLT will create a structured plan to develop pupil voice, including a pupil council, pupil led assemblies and pupil equalities group.
- The WBH will further develop resources and partnerships to support emotional regulation and well-being. The Well-being Ambassadors programme will continue next session and begin to be embedded into practice.
- Universal support for bereavement will continue through the PSE programme. Universal support will enable PSLs to identify pupils who require more targeted support as they move through their grief. Memorial activities will also support young people.
- Planning across the learning community to develop transition processes for pupils receiving counselling in P7.
- Launch Class Charts to provide an efficient way for all staff to recognise positives.
- Improve consistency of approach/actions in response to reports within House teams.
- House teams will continue to use the Policy and Practice document to ensure early communication with home through the standard letters.

3.2 Raising Attainment and Achievement

This section will be updated separately in August to include data from SQA exams.

Quality Indicator Grades

Quality Indicator	Overall School Grade
Leadership of Change	4
Learning, Teaching & Assessment	4
Wellbeing, Equity and Inclusion	4
Raising Attainment & Achievement	4

Renewal Plan Session 2023-24

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

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.

Values:

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:

Together we…

Respect – **Believe** – **Achieve**

Aims:

At Forrester we aim to:
- 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	*Stephen Rafferty, Eilidh McLaren, CLs*
Next Steps from Standard and Quality Report	*Insert next steps identified in S & Q Report* • 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
1.1, 2.2, 3.2,	**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**

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	*J. MacPhie and L&T improvement group* *S.M and E.B to lead group* *A.S as transition teacher*
Next Steps from Standard and Quality Report	• *Embed L,T&A framework 'Forrester in Action' across all faculties- Continue to sample classrooms and gain student voice* • *Continue to develop CLPL in line with staff PRD and school improvement priorities.* • *Staff will continue with practitioner enquiry through Kanban planning.* • *All facilities to develop and share a quality assurance calendar with a particular focus on assessment and moderation.* • *Continue to audit digital learning.* • Increase CLPL resources in line with areas for development.

HGIOS 4 QIs	NIF Priority
1.3 Strategic planning for continuous improvement 2.3 Effective use of assessment 2.3 Teaching, Learning and Assessment 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 NIF Priority 5 – Improvement in attainment, particularly in literacy and numeracy

Outcomes/ What are you going to improve?	Tasks/Interventions	How Will You Measure impact?	Timescale(s)	Progress 2 (May)
- Improve classroom ethos, relationships and learning experiences through pupil and staff feedback.	L&T leads to gather pupil & Staff feedback on their classroom experience. Share feedback with CLs Class time D.M time	Reviewing feedback Align faculty improvement plans with Whole school. Pupil engagement	Sept 23-Aug 24	
- Engage in high quality CLPL to align with Forrester in Action **Main focus:** - Pace and Challenge - Differentiation	Collegiate time CPD time Faculty improvement priorities DAT time	-Oversee professional offer and in house training -Staff evaluations	Aug 23 onwards	

	Staff to be offered and experience professional learning opportunities.			
-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**	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	-Link meetings -Mid term review -Interventions data -SQA attainment data	Aug 23 onwards	

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

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	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	Launch ESAS - October 2023 Launch Inclusive Curriculum Review – January 2024 Review Impact –		

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will undertake an Inclusive Curriculum Audit to inform further actions.		Pupil Equalities Group	June 2024		
Develop **student voice and leadership** across the school to support a sense of belonging and whole school improvement whilst developing student skills	Establish a Student Council and Pupil Equalities Group. Continue to gain student voice across curricular areas; plan how this information will be used to further develop the curriculum	Selected Six feedback Departmental feedback Pupil engagement in Equalities Focus months and assemblies Student voice – surveys, focus groups, student council and Pupil Equalities Group	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	CAT/In-service time Pupil and staff working group	October 23		

Improvement Priority 4	
Improvement Priority 4	**Curriculum**
Person(s) Responsible	*Who will be leading the improvement? Who will they collaborate with?* Martin Ennis & Short-life Working Group
Next Steps from Standard and Quality Report	*Insert next steps identified in S & Q Report* - 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	August 2023		

		S3			
Senior Phase curricular offer	Consult with CEC re a move to 7 subjects, in light of National debate	Through Curriculum WG Discussion with CEC staff	June 2023		
	Decide on structure of new school day	Use of other school models	August 2023		
	Review timetabling model to accommodate 7 subjects across S4 and impact on S5&6	SQA & Attainment data	November 2023		
	Create resources to implement new structure	Student use & feedback Parental feedback	March 2024		
	Develop further opportunities for vocational pathways	DM discussion SLT/CL meetings Analysis of FHS provision against CEC	Aug-December 2023		

Improvement Priority PEF	
Improvement Priority PEF	
Person(s) Responsible	*Who will be leading the improvement? Who will they collaborate with?* *Eilidh McLaren* *PEF PSO Sarah Ross/Lisa Thomson* *Attainment Working Group*
Next Steps from Standard and Quality Report	*Insert next steps identified in S & Q Report* • 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**

3.1 Ensuring Wellbeing, Equality and Inclusion

3.2 Raising Attainment and Achievement.

3.3 Increasing Creativity and Employability

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	Identify S3 and 4 target groups to support and communicate to staff. Attainment hub interventions – S4 non attender groups, S4 core groups and S3 group At risk tracker Particular focus on S3 attainment hub this year to prepare for starting S4 Consider alternative awards that can be completed during core subjects/attainment hub Attainment improvement group to run study skills "off timetable" days for S3 and S4	Monitoring of at risk tracker to show progression Monitoring of attendance of "at risk" pupils to show improvement Insight data analysis Pupil voice surveys to determine impact of study skills days	June 23-June 26		

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.	Seeking out/engaging with external organisations which provide courses Courses for BGE pupils – Green Team/The Youth Agency/SHE SCOTLAND/Scholar Courses for senior school – RUTS/Street League/Space @ Broomhouse Hub/Action for Children/Barnardos Building and improving on Activities week Align Friday work experience with accreditation – potentially Level 5 Preparation for Employment, building on previously offered Level 4 Employability Award Track wider achievement across the school and offer targeted opportunities	Increased positive and sustained destinations/leavers data from SDS Attendance records of target students Pupil/Parent voice surveys	June 23 - June 24		

Improve support for our Care experienced/Kinship Care pupils and Young carers	Meet with and explain CE to each pupil with consent	Pupil voice feedback	June 23 – June 24		
	Engage with Who Cares to be contact with pupils				
	Regular updates to staff regarding CE and kinship pupils				
	Microsoft Forms used for each CE pupil to determine pathways and supports needed				
	Provide Check ins				
	Link in with Supports on offer locally				
	CE pupils to be targeted for wider achievement opportunities				

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)