

School Information

School/Establishment	Forrester High School
Head Teacher	Stephen Rafferty
Link QIEO	Tony Currie

School Statement: Vision, Values & Aims, Curriculum Rationale

Vision:

Through a culture of continuous improvement, support and challenge, all staff understand their role in the change and improvement process. Forrester High school has raised attainment in the BGE and Senior Phase so that all young people make strong progress, and the school exceeds our virtual comparator across key measures. Parents, students, and staff recognise the progress the school has made and have confidence in the school's educational offer. Local Authority and Education Scotland recognise the progress the school has made in raising attainment and our capacity for continuous improvement.

Three Year School Plan for Improvement

Quality Indicator	2024-2025	2025-2026	2026-2027
1.3	√	√	√
2.3	√	√	√
3.1	√	√	√
3.2	√	√	√
Additional QIs			

Improvement Priority 1

Priority	Learning, Teaching and Assessment
Person(s) Responsible	JM
Next Steps from Standards and Quality Report	This year at Forrester we will embed moderation consistently across the whole school. We will improve pace, challenge, and aspiration for all learners. Staff will use data to plan learning. Staff will engage with CLPL to improve their practice.

<u>HGIOS 4 QIs</u>	<u>NIF Priority</u>
2,3.2 Quality of Teaching 2.3.3 Effective use of assessment 2.3.4 Planning, tracking and moderation	

Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how, when and who?)	Outcomes (what does success look like?)	Measurements (how will you know?)
Planning for Assessment	<ul style="list-style-type: none"> We will launch an assessment policy to sit alongside our Forrester in Action strategy. We will use live pupil data to plan interventions and supports after every tracking period in BGE. We will update our home learning policy. We will use learner data to plan for learning. We will use learner profiles to share and demonstrate progress. 	<ul style="list-style-type: none"> LT&A's DO's will create and share the policy between August-Oct 24. Introduction of BGE tracker. BGE link meetings termly. BGE attainment agenda to be standing item on DM's Continue Senior phase link attainment meetings. Parent consultation on Home Learning: J.M Refresh and distribute Home Learning policy New CEC tracker to provide learner data. Whole school learner profiles to be introduced. 	<ul style="list-style-type: none"> Staff will use the Assessment policy to help structure lessons and track and monitor pupil progress. Staff will identify 'At risk' and 'Highest performers' and put in early interventions. Accuracy, consistency and progression of levels will increase. Increase pace and challenge Improve flipped learning. Staff will use data to plan, monitor and intervene. Through learner conversations, pupils will know and understand next steps and current levels. 	<ul style="list-style-type: none"> BGE tracker completed for all pupils. CL's to quality assure the BGE tracker during tracking periods. Specific BGE link attainment meeting-termly. Learning Partners to focus on Assessment round 2. Whole school QA with Assessment as the focus: Feb 25 Tracking reports/BGE tracker Targeted BGE pupils will be identified earlier.
Quality of teaching	<ul style="list-style-type: none"> This year's focus will be on Challenge and Assessment Staff will take part in 3 Learner Partner experiences over the year with 3 workshop inputs. 3 themes: Engagement, Challenge and feedback (Assessment) Staff will engage with a Professional Learning Plan (PLP) and practitioner enquiry linked to Learner partner focus and whole school improvement planning LT&As DO's will lead CLPL opportunities and collegiate 	<ul style="list-style-type: none"> Mini SSEs to be introduced throughout the year starting June 24. DO's will input on 3 sessions for Engagement, Challenge and assessment. Learning partners to be shared and arranged. Staff will individually record a learning plan linked to their LP experience. CLPL will provide additional content and support for all staff linked to the SIP. Pupil trails throughout the year. 	<ul style="list-style-type: none"> The SSE will provide a shared opportunity to review data and reflect on current practice. Staff will increase their understanding of Pace and assessment and prepare pupils better in BGE. LP will allow staff to network, share and learn from colleagues. PLPs will allow staff to record their findings and evidence research. 	<ul style="list-style-type: none"> Staff will be part of improvement planning and understand key indicators that will lead to improvements. Staff will feedback on forms each session. SLT classroom visits will QA progress and feedback on areas for development. All staff will record and keep evidence of their LP visits and PLP. Discussed at PRDs. Pupil voice and pupil trail feedback.

	time aligned to our key priorities.			
Moderation	<ul style="list-style-type: none"> All staff will engage in 6 hours of moderation within their faculties through DATs We will engage with Edinburgh Learns to improve planning for learning and how we measure progress 	<ul style="list-style-type: none"> All staff engaged with Moderation training and one hour additional time with CLs. (L.S May 24) Staff will ring fence 6 hours of moderation throughout the year (DAT time). 	<ul style="list-style-type: none"> Moderation will build greater confidence in teacher judgement and deeper understanding of content and progression of learning. Improves quality assurance. Aligns expectations and judgements. 	<ul style="list-style-type: none"> We will monitor and review DAT time with CLs through link meetings. Lessons will be more progressive and paced better. More evidence of assessment strategies. Classroom visits

Evaluation (January, May)

Improvement Priority 2	
Priority	Meeting Learners' Needs
Person(s) Responsible	Lisa Coffey
Next Steps from Standards and Quality Report	This year at Forrester all classrooms will provide an inclusive environment which will meet the needs of all learners. This will support a community focus, including all stakeholders, on improving attendance and timekeeping. Support to meet all learners' needs will be targeted strategically with the use of data and context. Systems will be developed to monitor the impact of interventions.

<u>HGIOS 4 QIs</u>	<u>NIF Priority</u>
3.1.1 Wellbeing 3.1.3 Inclusion and Equality	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

Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how, when and who?)	Outcomes (what does success look like?)	Measurements (how will you know?)
Inclusion	<ul style="list-style-type: none"> All classrooms will be inclusive learning environments through proactive use of the CIRCLE document We will provide training, guidance and support to ensure staff have a clear understanding of how to achieve this 	<ul style="list-style-type: none"> SLT engagement with Inclusive Classroom Scale Whole staff session on using the CIRCLE document, with a priority on the Physical Environment within the Inclusive Classroom Scale Staff action to develop identified priorities within their classroom. 	<ul style="list-style-type: none"> Almost all classrooms are tailored to the needs of young people. Space and accessibility are adequate; sensory conditions are controlled; visual supports are excellent and; objects to support learning are available 	<ul style="list-style-type: none"> Almost all classrooms are scoring 1 on the Inclusive Classroom Scale
Attendance	<ul style="list-style-type: none"> We will ensure all staff understand and can undertake their role in monitoring and improving attendance at faculty and whole-school level We will develop a whole school strategy to reduce late-coming, with a particular focus on period 1 	<ul style="list-style-type: none"> Whole school engagement with CEC Maximising Attendance Policy and Procedures Identification of strategies and next steps to identify period truancy at departmental level 	<ul style="list-style-type: none"> The majority of young people maintain good attendance across the school year A reduction in young people out of classes/'lappers' 	<ul style="list-style-type: none"> The majority of young people have attendance above 90% Minimal duty calls to support period truancy A reduction in period absence texts
Targeted Support	<ul style="list-style-type: none"> Using CEC guidance, we will develop a strategy for Enhanced Support Provision to target the needs of young people working at Early and First Level in the BGE We will take a strategic approach to planning interventions; SIMD/FME, Attainment and Attendance data, Care-Experienced data and our knowledge of young people and their families will ensure the right support at the right time. 	<ul style="list-style-type: none"> ESP team Identification of definition and development of this resource: Identification of pupil: interventions and staff to support ESP team support to class teachers to meet the needs of young people working at early and first level ASL team use of tracker (Angus or in-school) to identify young people ASL/SLT use of pupil voice, qualitative and quantitative data to evaluate impact 	<ul style="list-style-type: none"> Young people are receiving the right support, at the right time Staff and resources are used efficiently to meet the needs of young people Young people progress through the curriculum at the right pace for them Staff have a good understanding of who our most at risk and Care Experienced learners are and can implement appropriate interventions to 	<ul style="list-style-type: none"> Quantifiable improvements in attendance, attainment and engagement, identified through pupil tracking and reports and close monitoring of impact following interventions

		<ul style="list-style-type: none">• Attainment hub staffing increased to support expansion in numbers and need• Regular updates on our Care Experienced Learners, The Promise and those at risk. Discussion of CE learners at CE PSG and close tracking of wellbeing and attainment	ensure they have all they need to thrive.	
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Evaluation (January, May)				

Improvement Priority 3	
Priority	Attainment and Achievement
Person(s) Responsible	Stephen Rafferty/John MacPhie
Next Steps from Standards and Quality Report	Through the implementation of an Attainment & Achievement Strategy, all staff will understand their roles and responsibilities relating to raising attainment for all. Ambitious targets will be introduced at whole-school and faculty level, based on identified core measures. We will improve the consistency of assessment, tracking and interventions which support improved attainment.

<u>HGIOS 4 QIs</u>	<u>NIF Priority</u>
3.2 Raising Attainment and Achievement 3.2.1 Attainment in literacy and numeracy 3.2.2 Attainment over time 3.2.3 Overall quality of learners' achievement 3.2.4 Equity for all learners	Priority 3: Closing the attainment gap between the most and least disadvantaged children and young people. Priority 4: Improvement in skills and sustained, positive school-leaver destinations for all young people. Priority 5: Improvement in attainment, particularly in literacy and numeracy.

Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how, when and who?)	Outcomes (what does success look like?)	Measurements (how will you know?)
Attainment and Achievement Strategy:	<ul style="list-style-type: none"> We will develop an Attainment Strategy for Forrester High School. We will develop a Numeracy and literacy strategy. We will build clear expectations of staff roles and responsibilities within raising attainment for all. We will introduce a targeted winter leavers package to support all learners to continue to achieve. We will increase additionality in the curriculum through a targeted approach We will continue to track wider achievement, increasing participation and supporting young people to articulate the skills they develop through achievements. 	<ul style="list-style-type: none"> By SLT for August 24. Num & Lit strategy by Oct 24 S.B and LC. Staff roles will be identified in the attainment strategy. June 2024 Staff appointed to run Christmas leaver courses (x3 L5/6 qualifications and a work placement) (EM,LC,ME) June-Dec 2024 Attendance of Christmas leavers monitored by SDO and PSOs, contact home made for concerns (EM & PSOs)) June 2024-May 2025 Staff appointed to run L6 Awards through Wider Achievement opportunities and supported to deliver courses (EM/ME) June 2024-May 2025 Wider Achievement survey to be relaunched through assemblies with a refocus on skills. (EM) 	<ul style="list-style-type: none"> Improvement of tariff points within our Christmas leaver cohort (S5 L20) Increased positive destinations for this target group, with students feeling more work ready Improvement of our @5 and @6 measures across all S5 through delivery of L5/6 awards in wider achievement (L6 NPA Youth Work, L6 First Aid, L5 Mental Health etc) Students are able to articulate the skills they are developing through wider achievement participation 	Insight data SDS/16+ data SQA results Staff, pupil and parent feedback
Ambitious, data-informed targets	<ul style="list-style-type: none"> We will set ambitious, data-informed targets for cohorts and leavers We will improve our systems and processes for capturing naturally occurring evidence in S3 at SCQF L3 and L4. 	<ul style="list-style-type: none"> Quality assurance calendar with meeting dates. Our wider achievement survey will be relaunched and will help us continue to identify and encourage those not benefitting from involvement. There will be a 	<ul style="list-style-type: none"> We will increase S4 5@5 to 44%. We will increase our S4 middle 60% total tariff from 270 to 286 to be in line with our VC. We will ensure % achieve 5@L4 by the end of S3. 	BGE Assessment data Wider achievement survey results and follow up results Attainment vs Deprivation graph on insight

	<ul style="list-style-type: none"> We will increase participation in wider achievement 	<ul style="list-style-type: none"> particular focus on Q1, FSM and CE learners. We will monitor attainment and provide appropriate interventions for those at risk of underachieving in SIMD 6, 9 and 10 where our biggest gap is, as well as continuing to support out Q1 learners. 	<ul style="list-style-type: none"> Increase participation in wider achievement to 95% 70% of S4 learners will complete courses in 7 subjects. We will bring the attainment of all leavers in line with the VC across all SIMD 	
Tracking and monitoring	<ul style="list-style-type: none"> We will introduce a BGE Tracker for all pupils. SLT will build staff capacity to use data effectively to support interventions, through the new CEC tracking system and student information hub. We will improve use of BGE data to review pupil progress after each tracking period 	<ul style="list-style-type: none"> By August 24 all departments will have a BGE tracker stored centrally on Teams. Further training to take place for the CEC tracker in September. We will introduce an electronic Pupil Profile for each learner in Teams. 	<p>Teacher judgement is based on robust assessment in relation to the Benchmarks.</p> <p>Through link BGE meetings, targeted learners can be identified.</p> <p>Pupil profiles will allow each learner to know their levels in each subject and measure progress throughout the BGE.</p>	<ul style="list-style-type: none"> BGE link meetings Interventions and contact home. QA Learner profiles and learner conversations

Evaluation (January, May)

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Improvement Priority 4	
Priority	Curriculum Pathways
Person(s) Responsible	Martin Ennis
Next Steps from Standards and Quality Report	This year at Forrester we will ensure coherent pathways which provide progression from primary through to senior phase. We will provide an inclusive offer which supports young people to access a greater breadth of qualifications at level 5 and 6. A senior phase leavers' policy will provide a package of support which ensures all young people access and sustain a positive destination.

<u>HGIOS 4 QIs</u>	<u>NIF Priority</u>
2.2.2 Development of the Curriculum 2.2.3 Curriculum Pathways	Priority 4: Improvement in skills and sustained, positive school-leaver destinations for all young people

Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how, when and who?)	Outcomes (what does success look like?)	Measurements (how will you know?)
Coherent Curricular Pathways	<ul style="list-style-type: none"> We will ensure faculties review learner pathways from primary, through BGE into the senior phase ensuring coherence and progression We will review the 'free' choice approach to progression into S3 We will implement and review the wider senior phase curricular offer, with a particular focus on the success of the new NPA courses and their impact on our attainment targets. We will implement our senior phase 'pathways' plan to raise aspiration and expectation 	<p>Aug – Dec 24 All CLs through attainment meetings</p> <p>June 2024 (ME & CLs) Evaluation of choice % satisfaction.</p> <p>May 2025 (ME & CLs) Evaluation of completion rate and attainment success</p> <p>June 2025 (ME & PSLs) All young people to select coursing requirements form our new pathways document</p>	<p>Learner journey planned from P7 transition right through to senior phase offer</p> <p>Students more engaged in learning that is personalised and relevant to pathway progression</p> <p>More young people achieving at a higher level than previous, due to new and enhanced offer</p> <p>More students engaged in full time courses, raising aspiration and expectation</p>	<p>Written plans / graphics that show young person's journey that supports a progressive pathway through all stages</p> <p>S3 Tracking showing better tracked progress through assessment, with more intended alignment to senior phase</p> <p>Attainment measures</p> <p>Attainment measures</p>
Inclusive Curriculum	<ul style="list-style-type: none"> We will create a suitable curricular pathway plan for our ESB pupils. We will identify opportunities within our new curricular structure to offer exciting experiences for all. We will capture wider achievement and consider the impact on our attainment targets and the successes of young people. We will create a pupil working group to lead our school in the SCQF 	<p>June 2024 (LC/MF/ME) Coursing completed for senior phase transition</p> <p>June-August 2024 (ME/EM) Look for opportunities to enhance curricular experience for S4/S5 students</p> <p>August – October 2024 (ME/ ANO) Work with Donnie Wood SCQF to support development of this</p>	<p>ESB students included in courses and classrooms throughout the school</p> <p>More young people achieving and attaining beyond the standard curriculum, as well as improvement in skills</p> <p>Our school community (including parents) better understand the framework and</p>	<p>Young people included in mainstream classes, supported by ESB and other staffing</p> <p>Additionality grown and supported through curricular experiences during timetabled blocks of classes</p> <p>Our young people, staff and parents understand that all qualifications hold equal weighting and feel able to select</p>

	Ambassador programme, raising awareness of the wider qualifications on offer across our school.	programme with a group of senior staff	parity of esteem between qualifications.	courses that relate to their individual pathway
Positive Destinations	<ul style="list-style-type: none"> We will have a renewed focus on Career Education Standards faculty-wide We will create an Early Intervention Strategy which supports vulnerable young people to access positive and sustained destinations, ensuring 95% Of 24/25 leavers achieve this. We will develop our partnership with Access to Industry to provide appropriate supports for a targeted group of young people. 	<ul style="list-style-type: none"> Strategic linking with SDS to ensure early identification of young people at risk; strategic planning at school and CEC level to provide support ASL team engagement with Access to Industry, through 16+ meetings and regular communication, to maximise supports offered to young people Early engagement with parents/carers to support planning 	<ul style="list-style-type: none"> Pupils and parents/carers will engage with school and SDS/Access to Industry Young people will feel prepared to access next steps 	95% of leavers PSD 2024-25 Pupil Voice

Evaluation (January, May)

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