

Forrester High School Standards and Quality Report 2024/25

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 2024-25 was approximately 830 which has increased to 844 for 2025-26. We work closely with our four associated primary schools – Broomhouse, Carrick Knowe, Gylemuir and Murrayburn.

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 school 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 2024-25 the school has 60 Full Time Equivalent (FTE) teaching staff. In addition, there were 5 Pupil Support Assistants, 2 School Support Assistants and three full-time Pupil Support Officers. The Senior Leadership Team is comprised of the Headteacher, three Depute Head Teachers, a Business Manager and a Senior Development Officer.

During February 2024-25 the school was revisited by Education Scotland following publication of the previous visit in March 2024. The visiting team found that as a school we have been successfully addressing the priority areas of improving the consistency of high-quality learning and teaching and ensuring a strategic overview of progress and attainment. Each of these areas were also validated during a City of Edinburgh Council self-evaluation visit in December 2024.

The last priority area identified was around raising the attainment of young people in National Qualifications where the team recognised that there were plans embedded to ensure this, but more time was needed at the time of the visit to see the impact of these and a follow up report will be published by City of Edinburgh Council (CEC) following the publication of exam results for session 2025-26. Following on from the visit the results in August 2025 showed significant improvement in attainment in National Qualifications (NQs) with the following achieved:

Measurement	August 2025	Improvement from August 2024
S4 – 5 or more National 5s	36%	+16%
S5 – 5 or more Highers	7%	+1%
S5 – 3 or more Highers	21%	+9%
S5 – 1 or more Highers	41%	+7%
S6 – 5 or more Highers	14%	+3%

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. We have seen improvements in attendance this year with the number of learners in S1-S4 with attendance below 85% dropping from 28.7% to 22.7%, a 6% decrease thanks to the range of interventions in place by our wider support faculty. The wide variety of National Progression Awards (NPAs) and additional qualifications on offer is continuing to support our learners throughout the senior phase ensure their attainment is strong and offers progression for a greater number of learners.

SCQF (Scottish Credit and Qualifications Framework) Attainment:

Measurement	August 2025	Change from August 2024
S4 – 5 or more Level 5 NQs	55%	-5%
S5 – 5 or more Level 6 NQs	27%	+4%
S5 – 3 or more Level 6 NQs	45%	+8%
S5 – 1 or more Level 6 NQs	64%	+5%

The school enjoys good links with our associated primary schools, and students benefit from strong partnerships with *The Youth Agency*, Skills Development Scotland, Educational Wellbeing Service, 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.

Summary of grades and statements in support

Following on from our self-evaluation this year, the feedback from both City of Edinburgh Council (CEC) and Education Scotland visits and the results from the SQA examination diet our current position is:

Quality Indicator	Overall School Grade
1.3 Leadership of Change	4 (Good)
2.3 Learning, Teaching & Assessment	4 (Good)
3.1 Wellbeing, Equity and Inclusion	4 (Good)
3.2 Raising Attainment & Achievement	3 (Satisfactory)
2.2 Curriculum	4 (Good)

Summary of Priorities from 2024-25

Quality Indicator	Priority	How did we do?
1.3 Leadership of Change	<p>Introduction of Curriculum Leaders for Whole School Learning and Teaching</p> <p>All staff engaged in practitioner enquiry</p> <p>Alignment of improvement plans from faculty level through to whole school</p> <p>Gather feedback from stakeholders to inform new policies around learning and teaching and assessment</p>	<p>All staff actively engaged in professional learning</p> <p>Increase in the number of lessons felt to be good or better. Ratified by CEC visit and Education Scotland return inspection</p> <p>92% of staff reported that they felt they were a better practitioner</p> <p>Continuing strong partnership with parent council supporting the school. Publication of Learning and Teaching policy and Moderation policy</p>

	Improve use and understanding of data to lead improvements	Increase in SQA attainment across N5 and Higher at all stages
2.3 Learning, Teaching and Assessment	<p>Embed 'Forrester in Action' and the 'Forrester Way' policies in the life of the school</p> <p>Develop greater consistency in high quality learning and teaching visible across the school</p> <p>Deliver effective feedback and formative assessment</p> <p>Increase use of data to inform planning, monitoring and assessment</p>	<p>Faculty mini-reviews/Faculty Self-Evaluation (FSE) introduced. Increasing proportion of lessons observed to be good or better. Forrester In Action visible in almost all classrooms.</p> <p>CEC review and Education Scotland return inspection</p> <p>85% of learners reported that they are working harder in class</p> <p>Staff feedback on CAT sessions positive. Increasing consistency of Achievement in Curriculum for Excellence Levels (ACEL) trends in literacy and numeracy. Reduction in learners not making progress in the Broad General Education (BGE).</p>
3.1 Ensuring wellbeing, equality and inclusion	<p>Promoting equalities through a range of approaches</p> <p>Embed practice linked to CEC Maximise Attendance Policy</p> <p>Widen support staff through counselling and Pupil Support Officer (PSO) roles</p> <p>Further develop learner voice across the school</p> <p>Introduce transition teacher and September welcome evening to support transition to S1</p>	<p>Launched Pupil Council, Equalities events held throughout the year</p> <p>6% reduction in learners in S1-4 with attendance below 85%</p> <p>Increase in counselling allocation to support mental health and wellbeing e.g. Granton Youth</p> <p>Departmental approaches launched to capture learner voice more regularly</p>
3.2 Raising attainment and achievement	<p>Increase proportion of learners overtaking 5 or more SQA qualifications at N5 and Higher</p> <p>Increase proportion of learners overtaking a N5 qualification in English and Maths</p> <p>Staged roll out of Applications of Maths</p>	<p>5@5 N5 in S4 increased by 16% to 36%. Attainment at Higher increased to 7% 5+ Highers, 21% 3+ Highers and 41% 1+ Highers</p> <p>N5 Maths and Applications of Maths – 14% increase N5 English – 5% increase</p>

	<p>Focus on numeracy as part of Learning Community improvement plan</p> <p>Introduce 7 subjects in S4</p> <p>Improve positive destinations above Virtual Comparator (VC)</p>	<p>Increase in SQA N5 attainment as outlined above</p> <p>English attainment now above 50% of cohort achieving N5 English in S4 moving closer to number achieving L5 Literacy (in 2024 67.5% achieved this)</p> <p>4% increase in leavers moving onto a positive destination showcasing clear progression. Figure now 0.5% below VC.</p>
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