



ST GEORGE'S  
EDINBURGH

# School Improvement Plan

2024/25

# Strategic Pillars

## Our Strategy

To achieve our vision and purpose we will focus on four strategic pillars.

**1**

An irresistible educational offer

**2**

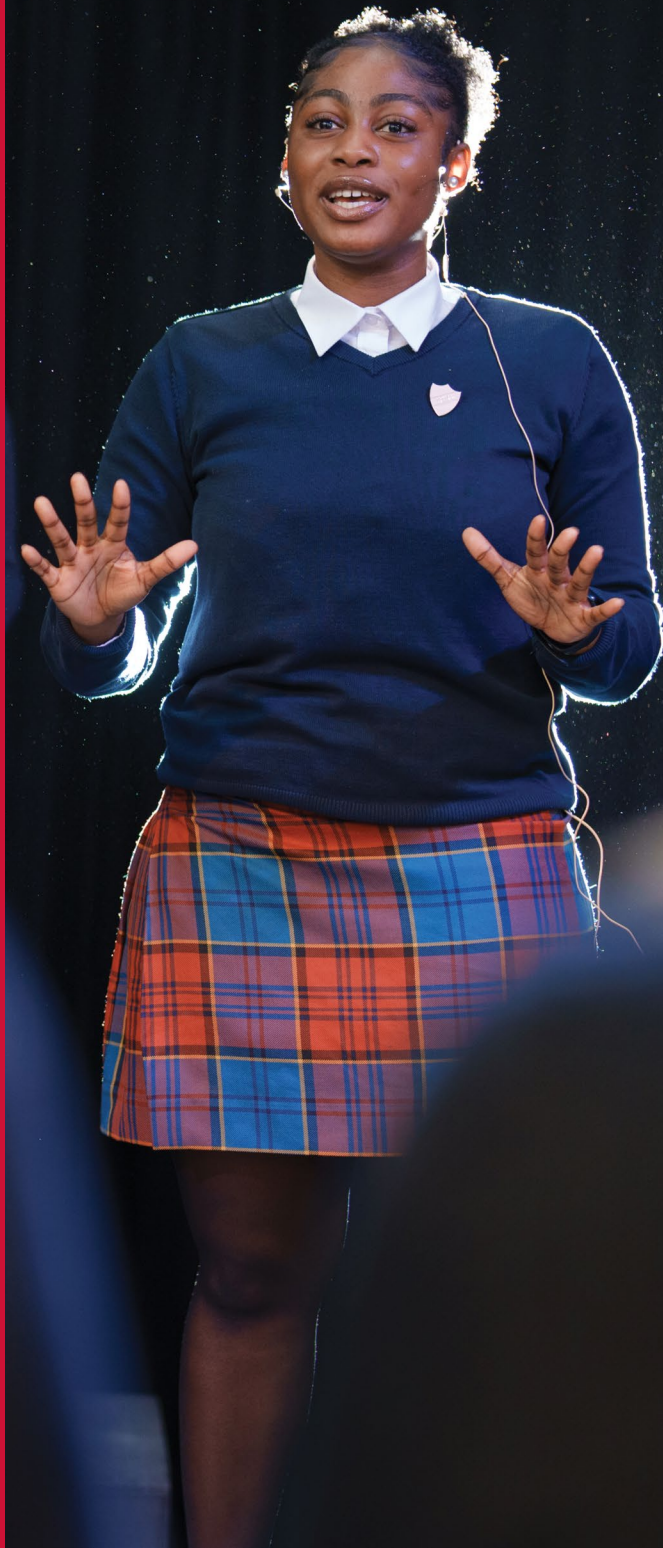
An innovative and inclusive culture

**3**

A sustainable school that reaches as many girls as possible

**4**

A school connected with its past and future



## Strategic Pillar 1

### An irresistible educational offer

1

#### What will success look like?

- A curriculum for the 21st century that equips pupils for the world beyond school in skills, aptitudes, and qualifications. A curriculum that genuinely allows for individuals to take their own pathway with support and inspiration from a passionate and expert staff.

#### How will we get there?

- Setting ourselves ambitious targets around the 'value' we add to all pupils' achievements at every stage throughout the school.
- Setting ourselves the target to ensure over 90% of our pupils reach their first-choice post-school destinations every year.
- Choosing from British and global qualification systems that provide for individual pathways and are widely recognised and respected in Scotland and internationally.

- Embedding our commitment to co-curricular activity by reviewing the impact of the programme available to 5-18 year-olds and its successful uptake by all pupils.

- Building our curriculum around threads that will prepare pupils well for their future, including collaboration, digital skills and internationalism.

- Reviewing the shape of our curriculum model around Technology, Computer Science, ICT and Design to ensure we are preparing pupils well for their future workplaces.

- Embedding our Futures and Careers programme so that it runs from 5-18, with strong female role models, and offers expertise in a range of individual pathways beyond school.

- Reviewing our timetable model to ensure we can deliver academic enrichment, co-curricular and Personal and Social Education effectively.

- Maximising the benefits of an all-through school, making further use of the vertical links between age groups and the availability of specialist facilities to the Junior School.

- Development and furthering of our expertise in supporting students to choose different destinations after leaving St George's.

- Building upon the existing partnership with Merchiston Castle School to develop the range of learning and development opportunities for our pupils.



# Strategic Pillar 1 - An irresistible educational offer

Area of Strategic Plan	Priority	HGIOS ref (1.2, 1.1, 2,2, 2.3, 2.6, 3.2, 3.3)	Actions and responsibility	What impact will the actions have upon pupils
Setting ourselves ambitious targets around the 'value' we add to all pupils' achievement	Embed the SLIPP lesson structure (Starter, Learning Intention and Success Criteria, Pace and Challenge, Plenary) to enhance learning and engagement and quality of teaching across all areas of school and ensure stretch and challenge at all levels, with particular focus on the transition between P6, P7 and S1.	2.3, 3.2, 1.2, 2.4	<p>Promote consistency across the whole school in lesson structure, using 'Teaching Squares'* to support professional enquiry and reflection in application of SLIPP to enhance learning and teaching. Development in use of 'Teaching Squares' to provide a positive impact on professional practice. Ongoing development and use of the Learning and Teaching Hub to support pedagogy and professional development. Monitor SLIPP through Quality Assurance and Teaching Square feedback. <b>Deputy Head Academic, Academic Leaders and Teaching Staff</b></p> <p>Gather evidence of diversity of learning opportunities and experiences through SLIPP, with particular reference to transition in P6, P7 and S1 in order to share good practice. <b>Senior Leadership Team, Academic Leaders and Teaching Staff</b></p> <p><i>*Teaching Squares are cross-disciplinary, collaborative, supportive groups of teachers who use a guided structure to share and discuss a few of their approaches, assignments, and activities.</i></p>	Enhancement of the pupil learning experience and their engagement with learning in all areas of school, leading to even better pupil progress academically.
Setting ourselves ambitious targets around the 'value' we add to all pupils' achievement	Ensure feedback and assessment are used effectively in line with school practice, with feedback and tracking systems having an appropriate and positive impact on pupil progress, supporting attainment over time to enhance the overall quality of learners' achievements	2.3, 3.2	<p>All pupils receive constructive and consistent feedback in line with the guidelines for staff in Assessment, Feedback and Tracking Policy. <b>Deputy Head Academic, Academic Leaders</b></p> <p>Academic tracking data is used effectively to support pupil progress and offers proactive and early discussion with families outwith the standard reporting cycle where required. <b>Head of IT systems, Deputy Heads Academic and Pastoral, Academic Leaders, Heads of Year and Form Tutors</b></p> <p>Review the frequency and nature of feedback for families so that they have an even greater insight into their child's progress and areas for development. <b>Head of Junior School, Deputy Head of Junior School.</b></p>	All pupils are supported to progress academically through feedback and intervention, including proactive engagement with families. Consistency of feedback and language of learning used where practical. Families are confident in the educational provision their daughter's are receiving.
Maximising the benefits of an all-through school, making further use of vertical links between age groups	Complete the work started on learning progression pathways within the curriculum and then review Schemes of Work to ensure pupils benefit from the 'all-through' 3-18 curriculum. A 'Progression Pathway' is a developmental approach that maps a student's progress through stages of increasing knowledge, skills, and understanding	1.3, 2.3, 2.6, 3.2, 3.3	<p>Complete documenting progression pathways to ensure provision of an effective and coherent 'all-through' curriculum throughout the school.</p> <p>Ongoing review and update of Schemes of Work to support 'all-through' progression and development in line with progression pathways and school policy requirements. <b>Deputy Head Academic, Deputy Head Junior School and Academic Leaders</b></p>	All pupils benefit from an education that offers relevant, inspiring and appropriate progression and development across all curriculum areas. Consistency across the language of learning, building confidence in pupils and their ability to engage actively with their development.
Setting ourselves ambitious targets around the 'value' we add to all pupils' achievement	Further develop our academic tracking, analysis and interventions to ensure equity in attainment for all learners.	3.2, 2.3, 3.1	<p>Introduction of improved academic tracking system and review how follow-up actions/conversations/actions are agreed, implemented and monitored. <b>Deputy Heads Academic, Junior and Pastoral, Head of IT Systems and Academic Leaders</b></p>	All pupils are known and supported well to progress academically.

## Strategic Pillar 1 - An irresistible educational offer continued...

Area of Strategic Plan	Priority	HGIOS ref (1.2, 1.1, 2.2, 2.3, 2.6, 3.2, 3.3)	Actions and responsibility	What impact will the actions have upon pupils
Review the shape of our curriculum model to ensure we are preparing pupils well for their future workplaces	Support introduction of new courses in curriculum e.g. iGCSE Maths, OCR Science, iPQ  Keep curriculum pathways under review and ensure they are sustainable	2.3, 2.4, 2.6, 2.2	Embedding new courses for session 2024-2025 with review to ensure educational experience is relevant. Ongoing proactive review of curriculum pathways across the whole school to maintain relevance and support sustainability. <b>Senior Leadership Team and Academic Leaders</b>	All pupils receive access to a curriculum that offers breadth, balance and relevance in preparing for the future.
Build our curriculum around threads that will prepare pupils well for the future, including collaboration, digital skills and internationalism	Help pupils to improve their organisational skills (including digital) and communicate well with families about how they can support their children	2.3, 3.1	Implementation of the digital skills frameworks (general and subject) and file management protocols to support relevant and appropriate skill and organisational ability. Ongoing engagement with families about school practice and their support of their child/ren. <b>Senior Leadership Team, Digital and e-Learning Group and Teaching Staff.</b>	All pupils are supported in developing general and subject digital and organisational skills through school practice and family engagement.
Setting ourselves ambitious targets around the 'value' we add to all pupils' achievement	Ensure staff consistency in classroom management with agreed expectations and boundaries so that students understand rationale, and improve focus on learning.	2.3, 3.1	Staff are empowered in their classroom management through application of good practice supported by school policies and professional reflection using appropriate resources e.g. Tom Bennett and Bruce Robertson. All pupils understand the expectations and boundaries that are applied in the classroom and the rationale for them in line with UNCRC. <b>Senior Leadership Team, Academic Leaders and Teaching Staff</b>	All pupils understand the benefits of a calm focussed classroom and engage with achieving this. There is a consistent experience of all learning environments at school for pupils.
Build our curriculum around threads that will prepare pupils well for the future, including collaboration, digital skills and internationalism	Further embed curriculum thread of metaskills across all sections of school.	2.3, 3.1, 3.2	In Junior School create a map or e-log which builds on old Personal Learning Plan system for recording and communicating progression in learning and use of metaskills. <b>Head of Junior School and Deputy Head of Junior School</b>  Scheme of Work review in all areas of school continues to embed DEI and metaskills across all areas of school. <b>Deputy Head Academic, Deputy Head of Junior School and Academic Leaders</b>	Pupils in Junior School and their families are able to see progression in their learning through their individual record. Pupils in all areas of school develop their understanding and articulation of metaskills.
Reviewing the shape of our curriculum model around Technology, Computer Science and ICT and Design to ensure we are preparing pupils well for their future workplaces	Research curriculum models for Design, Technology, Engineering and allied subjects	2.2	Develop a model that exemplifies best practice in curriculum design for Design, Technology, Engineering and provides skills for the future. <b>Head, Deputy Head Academic and relevant Academic Leaders</b>	Pupils are provided with a curriculum framework that supports attainment and aspiration in the fields of Design, Technology and Engineering.
Reviewing our timetable model to ensure we can deliver academic enrichment, co-curricular and Personal Social Education (PSE) effectively	PSE working group to produce and implement recommendations, including a review of how the subject is timetabled and staffed.	2.2, 3.1	Maximise benefits of Tooled Up, Jigsaw and Unifrog. <b>All staff delivering PSE</b>  Whole school consideration of timetabling model and staffing to ensure best practice in provision of PSE. <b>Senior Leadership Team and all staff delivering PSE</b>	Pupils are provided with a PSE structure and programme that offers time and space for development and understanding of key issues that staff are confident delivering.

## Strategic Pillar 1 - An irresistible educational offer continued...

Area of Strategic Plan	Priority	HGIOS ref (1.2, 1.1, 2,2, 2.3, 2.6, 3.2, 3.3)	Actions and responsibility	What impact will the actions have upon pupils
Reviewing our timetable model to ensure we can deliver academic enrichment, co-curricular and Personal Social Education (PSE) effectively	Introduce Saltire Award for Upper 6th students in order to provide a framework and motivation for community service	2.2, 3.2	Implementation of new Upper Six model for community service, including Saltire Award, with review, to ensure design is relevant and appropriate for students in their final year of school education. <b>Head of Sixth Form and Deputy Head Academic</b>	Upper Sixth students develop personal skills and qualities from their participation in community service and the Saltire award.
Setting ourselves ambitious targets around the 'value' we add to all pupils' achievement	Scholarships- implementing the programme for scholars and reviewing its success	1.3, 2.4	Introduce academic/sport/muic and art scholarship programmes in Lower Four and Lower Sixth, with a view to rolling out across all year groups over time, offering stretch and challenge and role modelling. <b>Head, Deputy Head Academic, Directos of Sport and Music and Head of Art.</b>  Review the success of the programme with pupils and families annually. <b>Head</b>	There is the opportunity to apply for aspirational scholarship programmes for those pupils looking for additional stretch and challenge.
Embedding our commitment to co-curricular activity by reviewing the impact of the programme available to 5-18 year olds and its successful uptake by all pupils	Co-curriculum - monitor participation at all levels to further understand the quality and extent of learners' achievement and to ensure equity for all in wider achievement	3.2	Ensure that staff leading clubs and co-curricular are supported to record participation accurately on SOCS and that students are encouraged to explore the wide range of opportunities available <b>Senior Deputy Head</b>  Monitor pupil behaviour and engagement within clubs to ensure consistency of experience <b>Head and DHT Juniors</b>	There are effective and well implemented systems for tracking pupil engagement in the co-curriculum, so that any issues negatively affecting this can be positively adressed for the benefit of each pupil.
Build upon the existing partnership with Merchiston Castle School to develop the range of learning and development opportunities for our pupils	Develop oportunities for musical collaboration that will extend opportunities for pupils in both schools	2.7	Introduction of a 'Play in a day' added to the education opportunities for Lower School year groups. <b>Head of Lower School.</b>  Explore musical opportunities for further collaboration between the schools and parent community. <b>Lower School Music Co-ordinator</b>	Breath of educational and social experience for our pupils



## Strategic Pillar 2

## An innovative and inclusive culture

# 2

### What will success look like?

- A welcoming school community that attracts and retains talented and committed staff in order to provide an open-minded and inspiring environment for our pupils to learn and grow.

### How will we get there?

- Supporting our staff to take up opportunities for professional development, especially those uniquely provided by our international links.
- Developing and implementing a digital and e-learning strategy that is sector-leading and supports the smooth running of the school.
- Making our work on Diversity, Equity and Inclusion more visible, staying accountable for it and welcoming feedback.
- Pastoral and wellbeing provision that enables all of our students to be supported during their time at school.

- Creating a competitive package for staff, including pay, benefits, welfare, pensions and family-friendly policies which attracts and retains excellent staff.
- Promoting greater engagement with families, alumnae and the local community through the development of the Foundation Office activities.



## Strategic Pillar 2 - An innovative and inclusive culture

Area	Priority	HGIOS ref (from 2.1, 2.4, 2.5, 3.1)	Actions and responsibility	What impact will the actions have upon pupils
Pastoral and wellbeing provision that enables all of our students to be supported in their time at school	Support all members of the school community in identifying and developing strategies that support emotional resilience	2.5, 3.1	<p>Support pastoral, boarding and academic staff to signpost Tooled Up to families for information relating to issues, as they arise <b>Deputy Head Pastoral, Heads of Lower School and Juniors, Heads of Year/Section</b></p> <p>Agree ways to raise the awareness of Support for Learning provision, approaches and expertise amongst current and prospective families (eg information sessions, highlighting case studies in school communications) <b>Head of Support for Learning + Deputy Head Pastoral, Heads of Lower School and Juniors + Head of Marketing</b></p> <p>Make the channels of communication for families to raise queries or concerns clearer and even more explicit and monitor the effectiveness of responses from school <b>Head</b></p>	Pupils and families will understand the range of support and expertise available in school and be able to access wider expertise through Tooled Up to help support at home, communication between school and home will further improve for the benefit of pupils.
Pastoral and wellbeing provision that enables all of our students to be supported in their time at school	Revisit and refresh role of the tutor and its role in the pastoral system, and ensure it reflects the school ethos that we value and know every child and communicate this well with families	2.4, 2.5, 3.1	<p>Establish the routine of a termly 1:1 check in between each tutee and tutors, and record in database <b>Deputy Head Pastoral, Head of Lower School and Heads of Year</b></p> <p>Facilitate and support further informal positive feedback for families from staff (weekly email initiative) <b>Head of Juniors, Lower School and Head</b></p> <p>Empower and support tutors to be involved in academic tracking, co-curricular participation tracking and post-exam meetings by ensuring they have easy access to the key information on ISAMs and SOCs <b>Head of IT systems, Data team, Deputy Heads</b></p>	Pupils feel well known, appreciated and supported by their tutor/class teachers. Interventions to support academic progress and co-curricular involvement are timely and positive.
<p>Pastoral and wellbeing provision that enables all of our students to be supported in their time at school</p> <p>Retain excellent staff</p>	Ensure the responsibilities for action when dealing with a concern (attendance, academic or pastoral) are clear, that sharing of information is effective and that the systems are sustainable for staff and genuinely support each individual pupil.	2.1, 2.2, 3.1, 3.2	<p>Create a flowchart of actions and communication when dealing with a concern relating to a pupil (eg friendship/'bullying'), in order to clarify staff responsibilities and inform families how any queries or concerns will be dealt with. Engage with all the relevant staff to ensure the process is viable before publication. <b>Head +Head of Lower School and Head of Juniors</b></p>	Concerns are raised and dealt with positively and effectively and workload is not duplicated or unclear for staff. Issues are quickly and effectively resolved for the benefit of pupils. Where appropriate follow up conversations with parents are timely and sensitive to the nature of the concern.



## Strategic Pillar 2 - An innovative and inclusive culture **continued...**

Area	Priority	HGIOS ref (from 2.1, 2.4, 2.5, 3.1)	Actions and responsibility	What impact will the actions have upon pupils
<p>Pastoral and wellbeing provision that enables all of our students to be supported in their time at school</p> <p>Retain excellent staff</p>	Identify, implement and deploy effective tracking systems for academic achievement, wider achievement, co-curricular involvement and pastoral/safeguarding trends and train and support staff in using them.	1.1, 2.3 and 3.2	<p>Evaluate the relative merits of ISAMs vs CPOMS as the pastoral/safeguarding platform and format and tagging supports the tracking of trends and the allocation of actions that can be monitored and addressed. <b>Head of IT systems and Pastoral team working group</b></p> <p>Ensure permissions on the platform are extended so that the relevant staff have access to the information they need in order to best support each pupil (including tutors and class teachers) <b>Head of IT systems and Pastoral team working group</b></p> <p>Ensure that staff leading clubs and co-curricular are supported to record participation in co-curricular accurately on SOCS <b>Senior Deputy Head</b></p> <p>Produce pastoral, co-curricular participation, attendance and academic tracking reports that are useful to the pastoral and leadership teams for identifying trends and acting on them <b>Head of IT systems</b></p> <p>Devise specific system for tracking progress of care experienced students <b>Deputy Head Pastoral and Head of IT systems</b></p> <p>Issue clear guidance on responsibilities for providing work and following up when pupils are absent for more than a week in Lower and Upper School and add to the staff handbook, and monitor its implementation <b>Deputy Heads Pastoral and Academic</b></p>	There are effective and well implemented systems for tracking pupil engagement and engagement in all areas of school life, so that any issues negatively affecting this can be positively addressed for the benefit of each pupil.
Making our work on Diversity, Equity and Inclusion more visible, staying accountable for it and welcoming feedback	Continue to review school policies and practice in wider school life, through the lens of inclusion and UN Convention of the Rights of the Child (UNCRC)	2.4, 3.2	<p>As school policies are reviewed, ensure that the principles of UNCRC are embedded in policy and practice. <b>Senior Leadership Team</b></p> <p>Develop the work of the PSHE working party to feed into the work done in this area. <b>Deputy Head Pastoral + DHT Juniors</b></p> <p>Develop timeline for achieving next level of RRSA at all levels of the school and resource it adequately. <b>Deputy Head of Juniors + Head</b></p> <p>Build upon the work that has already been completed in curriculum planning to audit the inclusivity of the topics and resources. <b>Curriculum Leaders</b></p>	The UNCRC is embedded in the life of the school for the benefit of all pupils.
Promoting greater engagement with families, alumnae and the local community	Seek parental feedback on how to further build social networks, and arrange information parent events which focus on areas which are of use to them e.g. Sfl, digital awareness, school strategy	1.3, 2.5	<p>Use the Parent Teacher Forum channels (PTF) to better understand the areas in which it would be beneficial to have more engagement and information events and implement these <b>Head</b></p> <p>Work with the PTF social committee to extend the range of social events and networks available <b>Head/Lower School administrator</b></p>	Families and school work together to develop a strong school community for the benefit of all.
Pastoral and wellbeing provision that enables all of our students to be supported in their time at school	Implement, embed and review 'phone-free campus' for pupils in order to support better focus on learning and support strategies to achieve good mental health	2.4, 2.1	Address any issues raised by pupils and families into the final mobile phone policy, implement 'phone free campus' and keep its impact and success under review, using school councils to work with pupils <b>Senior Leadership Team and all staff</b>	School environment more conducive to pupils developing social and conversational skills, improved focus and concentration in school day.

## Strategic Pillar 2 - An innovative and inclusive culture **continued...**

Area	Priority	HGIOS ref (from 2.1, 2.4, 2.5, 3.1)	Actions and responsibility	What impact will the actions have upon pupils
Pastoral and wellbeing provision that enables all of our students to be supported in their time at school	Identify wellbeing spaces in Upper and Lower school and modify them in order to create spaces that are available to pupils that need them and can be more efficiently staffed by the pastoral teams	2.1, 3.1	Identify and equip quiet spaces, including for prayer, on campus and work with the wider pastoral team to ensure they are effectively staffed and publicised to pupils. <b>Deputy Head Pastoral, Head of Lower School, Head of Estates and Operations, Head Librarian</b>	Pupils have access to quiet space to de-compress throughout the school day and know how to access support.
Pastoral and wellbeing provision that enables all of our students to be supported in their time at school	Increase the opportunities for older students to lead and support activities for younger students	1.3, 2.2, 2.6, 3.1, (3.3)	Communication between the different sections of the school to enable more presence and participation by older students in activities and events for the younger pupils (eg helping with junior clubs, sport/music/art and co-curricular activities) <b>Directors of Music and Sport, Head of Juniors, Head of Lower School and Heads of Year</b>	Even better links between the different sections of the school, providing role modelling and leadership skill development.
Promoting greater engagement with families, alumnae and the local community	Ensure families are well-informed about what is on offer in future academic years and pathways - especially in Juniors and Nursery	2.5, 2.2	Make better use of 'parents' previous experience at 'Moving Up' events to talk about experience and share 'top tips for families' e.g. Moving up to secondary education <b>Senior Leaders with responsibility for each event</b>  Introduce 1:1 meetings for families with the Head in Autumn Term of Remove, prior to the step up into Lower Four. <b>Head</b>  Review format of Parents Evenings for L5 to ensure enough opportunity to meet in person with families whilst keeping accessible for boarding families <b>Deputy Head Academic/Senior Deputy Head</b>	Communication between home and school, to support every pupil, is even better
Pastoral and wellbeing provision that enables all of our students to be supported in their time at school  Promoting greater engagement with families, alumnae and the local community	Update systems and processes in Boarding for benefit of all stakeholders and increase the visibility of communication with families and guardians	2.1, 2.4, 3.1	Ensure that boarders' Care Plans, with their permission, are shared with relevant members of school staff as well as families and guardians, and added to iSAMS. <b>Houldsworth House Staff</b>  Share the academic tracking data for boarders with Houldsworth House staff as well as Heads of Year so that effective support can be provided in the House <b>Senior Deputy Head/Heads of Year</b>	Even better links between school, Houldsworth House, families and guardians for the benefit of boarders and their academic progress.
Pastoral and wellbeing provision that enables all of our students to be supported in their time at school	Ensure that the Estate plan takes consideration of further developing the outdoor play equipment for Primary 3-Senior 1 pupils in Junior and Lower School to promote active physical development and play	1.1, 1.5, 3.1	Review outdoor play spaces and equipment to ensure active play is prioritised and develop a plan to fund any necessary developments <b>Head of Estates and Operations, Head of Juniors/Lower School and Business Director, Uniform Exchange</b>  Keep the school uniform provision under review to ensure it does not inhibit pupils from being active unintentionally <b>Head of Junior School, Lower School and Pastoral Deputy Head</b>	Pupils will have plentiful opportunities to enjoy outdoor active play

## Strategic Pillar 2 - An innovative and inclusive culture **continued...**

Area	Priority	HGIOS ref (from 2.1, 2.4, 2.5, 3.1)	Actions and responsibility	What impact will the actions have upon pupils
Pastoral and wellbeing provision that enables all of our students to be supported in their time at school	Review effectiveness of transition strategy from Junior School to Lower School	1.1, 1.3, 2.4, 2.6, 3.1	<p>Senior and Junior school subject representatives meet regularly to ensure progression between junior and senior curriculum is progressive and maximises the impact of an all-through education <b>Head of Juniors and Deputy Head Academic</b></p> <p>Continue developing a shared language and approach to learning across the whole school <b>Deputy Head Academic, Head and DHT Juniors and Lower School, ACL</b>.</p> <p>Implement the new enhanced transition information-sharing between Primary Five, Primary Six and Remove teachers. <b>Head of Juniors and Lower School</b></p> <p>Offer all Primary Five families a chance for a 1:1 meeting with the Head of Lower School prior to the move into Lower School. <b>Head of Lower School</b></p>	Pupils have access to an all through curriculum that is planned, progressive and ambitious for the development of all. Pupils can feel confident about their progress as learners through this united curriculum approach. Parents have confidence in the school to deliver strong academic results, and know that we will communicate openly and early if intervention/support is required.
Developing and implementing a digital and e-Learning strategy that is sector-leading and supports the smooth running of the school	Students and staff are supported in digital skill development with reference to the e-Learning Strategy and digital skills frameworks (general and subject specific) and progression to becoming a Microsoft Showcase School. Ensure use of AI, plagiarism and malpractice are understood across all areas of school.	2.3	<p>Implementation of digital skills frameworks (general and subject specific) and the wider e-Learning strategy for development and progression of students and staff <b>Academic Leaders, Deputy Head Juniors, E-Learning co-ordinators</b></p> <p>Implement work to support progression to becoming a Microsoft Showcase School <b>Digital and e-Learning Group</b></p> <p>Introduce St George's Artificial Intelligence Policy for use within the whole school and support students and families in understanding plagiarism and malpractice and staff in their overview of plagiarism and malpractice. <b>Deputy Head Academic and Digital and e-Learning Group</b></p>	
Supporting our staff to take up opportunities for professional development, especially those uniquely provided by our international links	Seek out opportunities for collaboration, working group membership, professional research and training; streamline the PRD (Professional Review and Development) process	1.2	<p>Ensure that opportunities for professional development are promoted to all staff and that learning is shared. <b>Senior Deputy Head, Line Managers</b></p> <p>Improve the PRD paperwork so that is clearer and better supports the process for reflection and review <b>Senior Deputy Head</b></p> <p>Make more frequent use of working groups that involve a greater range of staff to drive improvement in school and provide professional development <b>Senior Leadership Team</b></p>	
Create a competitive package for staff, including pay, benefits, welfare, pensions and family-friendly policies which attracts and retains excellent staff	Increase staff awareness of benefits of working at St George's and increase uptake: buddies; EAP; staff benefits; events for staff; shout-outs	1.4	<p>Review the current package available and maintain dialogue with the Staff Consultative Committee about what is available and what uptake is <b>Head of HR, Senior Deputy Head, HR committee</b></p>	

## Strategic Pillar 3

### A sustainable school that reaches as many girls as possible

3

#### What will success look like?

- A beautiful campus with sympathetically modernised sustainable buildings and facilities that support our ambitions for the curriculum, co-curriculum and outreach activities.
- A well-resourced bursary fund with a programme of support for its recipients and their families.

#### How will we get there?

- Completing a ten-year Estates Development Strategy that encompasses upgrade, refurbishment and development of the Campus, based upon condition surveys and future curriculum plans.
- Launching a Development and Fundraising strategy to contribute funds towards bursaries and Estates development.
- Including a project within the Estates Development Strategy which brings together technology, design and digital skills, with the potential to open it to girls from the local area as a sector leading example of empowering girls in under-represented industries/employment areas.
- Maintaining a portion of at least 5% of fee income towards bursaries and devising a programme of inclusion for recipients.

- Expanding and developing our partnerships and outreach partnerships, focusing particularly on those that support girls and young women in our connected communities (locally, nationally and globally).
- Developing our facilities to support lettings whilst remaining a good neighbour.



## Strategic Pillar 3 - A sustainable school that reaches as many girls as possible

Area	Priority	HGIOS ref (from 1.5, 2.7)	Actions and responsibility	What impact will the actions have upon pupils
Expanding and developing our partnerships and outreach, focussing particularly on those that support girls and young women in our connected communities	Develop and extend the range of subject-led partnership activities which enrich students' learning	2.7	Each Faculty/team to consider which existing activities might be opened up to girls in the local community and propose activities for the calendar for oversight by the Senior Deputy Head <b>Heads of Faculty + Academic Deputy; Subject leads+ Deputy Head of Juniors; Housemistress</b>  Continue to develop and expand our partnerships with groups, industries and partners that share our ethos in championing girls and young women <b>Head, Head of Lower School, Head of Development and Alumnae Relations</b>	Pupils will benefit from opportunities to develop team-working and problem solving skills and the chance to work with external experts
Expanding and developing our partnerships and outreach, focussing particularly on those that support girls and young women in our connected communities	In order to showcase our expertise in girls, host three major events a year that bring in other schools and families (like Women in Computing 2023/2024)	2.7	Plan, host and evaluate three major events showcasing our expertise in opportunities for girls and young women: <b>Autumn:</b> Careers in Space Design <b>Head of Careers + event team</b>  <b>Spring:</b> TEDx with Boroughmuir High School <b>Academic Deputy plus event team</b>  <b>Summer:</b> AN Other TBC possibly Music, Sport or Art <b>Senior Leader plus Head of Faculty</b>	Pupils will benefit from working with external experts, and develop skills such as public speaking, problem solving and team-working
Expanding and developing our partnerships and outreach, focussing particularly on those that support girls and young women in our connected communities	Work to establish ourselves as a leader in specialist girls' education in Scotland and as leaders in the areas of girls and women in sport, music and STEM	2.7	Pilot EPQ in Artificial Intelligence with a view to seeking support and input from industry partners <b>Computing teacher plus support from Academic Deputy</b>  Plan showcase event or initiatives that highlight female role models in Music and Sport that are open to the wider community <b>Directors of Music and Sport, Head of Marketing</b>	Pupils benefit from excellent female role models who exemplify what is possible, profile of St George's as a leader in this area continues to increase.
Launch a Development and Fundraising strategy to contribute funds towards bursaries and Estates development	Finalise and publish fundraising narratives and flesh out the development strategy for future years	1.5	Appoint a Head of Development and Alumnae Relations <b>Head</b>  Agree and embed the fund-raising narratives and strategy for the next two years <b>Head of Development and Alumnae Relations and Development Committee</b>  Embark on quiet phase of fund-raising, improve the data, functionality and usefulness of Toucan Tech for the Foundation team <b>Head of Development and Alumnae Relations</b>	Alternative income stream to contribute to the funding of bursary places and estate developments that will benefit all pupils
Completing a ten-year Estates Development Strategy that encompasses upgrade, refurbishment and development of the Campus based upon condition surveys and future curriculum plans	Introduce the Estate Development Strategy to all stakeholders and engage them in discussion about next steps.  Introduce broad proposals for this project to all stakeholders and engage them as we embark on the design stage.	1.3	Launch the major Estates Development Project with all stakeholders <b>Head and Business Director</b>  Hold stakeholder workshops to engage all stakeholders in the planning and design process <b>Project Team</b>  Plan and prepare for associated improvements and renovations on campus in line with the Site Maintenance Plan and Major Project Plan <b>Head of Estates and Operations</b>	Pupils will benefit from enhanced teaching and pastoral facilities and the educational opportunities that are made possible by them.

## Strategic Pillar 3 - A sustainable school that reaches as many girls as possible continued...

Area	Priority	HGIOS ref (from 1.5, 2.7)	Actions and responsibility	What impact will the actions have upon pupils
Completing a ten-year Estates Development Strategy that encompasses upgrade, refurbishment and development of the Campus based upon condition surveys and future curriculum plans	Ensure the Estates plan holds true to the identities of each section of the school, and continue to proactively demonstrate close working relationships between the sections of the schools - develop measures made this year	1.3	Agree the order of remaining priorities in the ten-year Estates Development Strategy and publish the plan, keeping under review based upon outcome of condition surveys <b>Property and Finance Committees</b>	Pupils will enjoy a campus and facilities fit for a high quality educational experience
Completing a ten-year Estates Development Strategy that encompasses upgrade, refurbishment and development of the Campus based upon condition surveys and future curriculum plans	Embed best practice processes and procedures within Estates which ensure campus is safe, that development and maintenance needs are prioritised effectively, and that we are working towards a sustainable site	3.1	Review traffic management on site, in light of relocation of pupils due to the Estate Development Project <b>Head of Estates and Operations</b>  Review outdoor play spaces and equipment to ensure active play is prioritised and develop a plan to fund any necessary developments <b>Head of Estates and Operations, Head of Juniors/Lower School and Business Director</b>  Continue dialogue over Right of Way with relevant authorities <b>Head of Facilities and Operations + Business Director</b>  Implement measures as directed by Martyn's Law (Protection against terrorism) once codified in law <b>Senior Leadership Team and Head of Estates and Operations</b>	Pupils will live and learn on a safe beautiful campus
Developing our facilities to support lettings whilst remaining a good neighbour	Continue to bring all letting arrangements into the new framework and introduce a tender process for camps in October, Easter and Summer	1.5	Maintain and strengthen relationships with long-standing clubs and organisations whilst moving all users into our new framework. Seek a committed organisation who shares the same values to lead and run an excellent provision of opportunities during the school holidays. <b>Head of Lower School and Head of Estates and Operations</b>  Review the format and nature of Holiday Club, alongside holiday lettings to ensure it meets the needs of families and is sustainable and covers costs. <b>Deputy Head and Head of Juniors + Business Director</b>	Alternative income stream to support school running costs and opportunities available to pupils.  Range of opportunities for pupils to explore during the school holidays.
Operational improvements for sustainability	Embed the use of systems that save time and improve communication eg. Registration, SOCs and MSP, into school life, extend the capacity of those systems to save further administration time eg trips and After School Club	1.1	Communicate, implement the school Attendance Policy, produce regular attendance reports and follow up any issues/patterns arising from the reports, with pupils and families <b>Deputy Head Pastoral, Head of Lower School, Housemistress and Deputy Head Juniors</b>  Embed the routines and communication of information in SOCS for peripatetic music lessons <b>Director of Music/ IT Systems team</b>  Introduce and embed the pupil app for My School Portal for accessing timetable and schedule <b>Head of IT systems/ E-learning co-ordinators</b>  Investigate, plan for and implement a move to My School Portal for booking and payment of Wrap-around care and School trips and expeditions <b>Head of IT systems, Senior Leadership Team and Finance team</b>	It will be easier for pupils and their families to access accurate and timely information about the school week and to organise it.  Appropriate pastoral support will be in place where attendance issues may be affecting performance in school.



### Strategic Pillar 3 - A sustainable school that reaches as many girls as possible continued...

Area	Priority	HGIOS ref (from 1.5, 2.7)	Actions and responsibility	What impact will the actions have upon pupils
Operational improvements for sustainability	Work with Thomas Franks to act on the feedback on lunches from pupils and families, keep compulsory nature under review	1.3	<p>Develop the dialogue between pupil food committees and Thomas Franks team to address common issues arising and enable student voice <b>Deputy Head Pastoral + Heads of Lower and Junior Schools + Head of Estates and Operations</b></p> <p>Provide further opportunities for families to experience school lunches and feedback <b>Senior Deputy Head, Heads of Juniors + Lower School, Catering Manager Thomas Franks</b></p> <p>Review the implications of removing compulsory nature of lunch for contract and billing and welfare of students and communicate outcomes of review with families <b>Business Director + Senior Deputy Head</b></p> <p>Work with Thomas Franks to improve the communication of weekly menus to families <b>Head of Estates and Operations + Senior Deputy Head</b></p>	Pupils enjoy a delicious and nutritious lunch which adequately fuels them for learning throughout the day. The offering is well understood and communicated. Families trust that their children are being well provided for during the school day.
Operational improvements for sustainability	Review the naming of school year groups to ensure it is best serving our purposes (eg Lower 4, Upper 5 )		Consult stakeholders on their views about this potential change and if supportive, begin to implement this throughout school documentation (with the exception of Remove) <b>Head of Lower School and Head of Marketing</b>	The structure of school is less confusing to prospective and new joiners (pupils, staff and families). The structure of the school is better understood by existing families, easing the transitions between Junior/ Lower and Upper school.
Operational improvements for sustainability	Facilitate effective handover of Chair of Council to incumbent and review appropriateness of committee structure. Ensure necessary skills and experience are covered within Council and that members have appropriate knowledge of the School	1.4	<p>Implement thorough handover and transfer of information and key introductions <b>Head and Chair of Council</b></p> <p>Plan ahead for key committee and Council retirements and recruitments <b>Chair of Council + Business Director</b></p>	The school is effectively led and communication between Council and the school is excellent for the benefit of all pupils

## Strategic Pillar 4

### A school connected with its past and future

4

#### What will success look like?

- A thriving Foundation office which remains connected to former pupils and staff, and offers opportunities for current and past pupils to network and support each other.
- An outward-looking, future-focussed approach which resonates with our founding story as pioneers in girls' education.

#### How will we get there?

- Mapping out a strategy for the 'Old Girls Association' in collaboration with alumnae with a tangible set of benefits, attractive to graduates from St George's.
- Building a thriving Friends of St George's group that drives community social events and philanthropy.
- Creating a legacies society that creates a sense of belonging to our community for those who choose to leave us a gift in their wills.
- Supporting the organisation and digitalisation of the valuable school archive to bring the school's history to life.
- Linking with local history and archive groups to raise awareness of the school's history and build community links.

- Building links with businesses, industries, universities and external partners to ensure we fully understand the skills and qualities our pupils will need.
- Using these links to create unique educational and co-curricular opportunities for our own pupils, staff and local girls, for example in sport, debating, technology, creative and performing arts and teacher training.
- Developing further our communications and marketing strategy to articulate and evidence the benefits of a St George's education for girls in the 21st century and our place in the local community.



## Strategic Pillar 4 - A school connected with its past and future

Area	Priority	HGIOS ref (from: 1.3, 1.4)	Actions and responsibility	What impact will the actions have upon pupils
Supporting the organisation and digitalisation of the valuable school archive to bring the school's history to life	Develop the digitalisation strategy for the archives and raise awareness of school's unique history amongst the school community	1.3, 2.7	Budget for annual digitalisation of archival material and liaise with volunteer archivist about material selection <b>Head of Development and Alumnae</b> Raise awareness of digitalisation amongst alumnae and interested parties and encourage donations for further digitalisation <b>Head of Development and Alumnae</b>	Pupils will have access to digitalised archival material and this will enable a greater understanding of the history ethos and significance of their school.
Linking with local history and archive groups to raise awareness of the school's history and build community links	Ensure the Estates Plan incorporates the possibility of an archives exhibition facility that is more accessible to the community and public	2.7	Enable Volunteer Archivist to input into the design of future archive storage and display plans in the new development, seeking expert advice if required, in order to find a long term solution for the school archive <b>Project Team</b>	Pupils will have access to digitalised archival material and this will enable a greater understanding of the history, ethos and significance of their school.
Build a thriving Friends of St George's group that drives community social events and philanthropy	Support the PTF social committee to develop the range of events to include a range of different social groups. Support and promote the community link with the Soul Food Project. Use of a range of communication channels to promote these events.		Support PTF social committee with expanding the range of social and fundraising events for the school community including a Festive Fair and Family Ceilidh <b>Head and Lower School Administrator</b>  Support the introduction of hosting a weekly Soul Food meal for the local community <b>Thomas Franks, Head of Estates and Operations, Lower School Administrator</b>	There is a strong wider school community and all families feel included and welcome. This is also visible to external families through some of the communication methods/channels.
Mapping out a strategy for the 'Old Girls' Association in collaboration with alumnae with a tangible set of benefits, attractive to graduates of St George's	Finalise the financial arrangements for membership of the OGA now it has been brought 'in-house', agree and publicise the calendar of events and benefits that are part of being a St George's alumna Use alumnae events (London and 10 year reunions) to market school activities more visibly		Finalise annual programme of events and costings and work with finance team to establish budget, publicise this to alumnae using Toucan Tech <b>Head of Development and Alumnae</b>  Formulate an Alumnae engagement plan and agree timelines <b>Foundation Office/Head</b>	Pupils will benefit from engagement with inspiring alumnae and will benefit from the advantages of being a St George's alumna once they graduate.
A thriving Foundation Office which remains connected to former pupils and staff	Review the resourcing of the Foundation Office to ensure it is adequate to support the Development Strategy		Appoint a new Head of Development and Alumnae Relations <b>Head + Business Director</b>	Pupils will benefit from engagement with inspiring alumnae and will benefit from the advantages of being a St George's alumna once they graduate.
An outward-looking future-focussed approach which resonates with our founding story as pioneers in girls' education	Review the school's brand positioning with existing families and prospective families to ensure it best serves the school		Commission research and focus groups from within the school community to review the school's brand positioning and ensure it is serving the needs of the school and is appealing. <b>Head of Marketing</b>	School identity is strong and our staff, pupils and families are proud to belong to St George's and act as ambassadors for the school
Develop further our communications and marketing strategy to articulate and evidence the benefits of a St George's education for girls in the 21st century and our place in the local community	Review the Marketing plan to ensure all parts of the school are well represented through marketing and social media channels, including the benefits of our campus throughout the year		Ensure photo permissions are up to date and data easily accessed by staff <b>Head of IT systems</b>  Continue to develop and enhance the social media plan as part of the overall marketing plan, including scheduling posts for the holiday periods. <b>Marketing team</b>	School identity is strong and our staff, pupils and families are proud to belong to St George's and act as ambassadors for the school

## Strategic Pillar 4 - A school connected with its past and future continued...

Area	Priority	HGIOS ref (from 1.5, 2.7)	Actions and responsibility	What impact will the actions have upon pupils
Develop further our communications and marketing strategy to articulate and evidence the benefits of a St George's education for girls in the 21st century and our place in the local community	Devote sufficient time and resource to the specific nature of boarding at St George's and further understanding the current market, with the marketing, admissions, boarding and ESOL team working together to achieve this.		Establish a working group to focus on the communications strategy and marketing around boarding that brings together Marketing, Admissions, Houldsworth and ESOL to devise and implement a plan based on research and market intelligence <b>Senior Deputy Head and Head of Marketing+ Admissions</b>	Interest in and enrolment for boarding is healthy and positive relationships with agents and families continue to grow and develop, resulting in a vibrant boarding community
Develop further our communications and marketing strategy to articulate and evidence the benefits of a St George's education for girls in the 21st century and our place in the local community	Ensure the admissions and exit journey for staff, families and pupils is exemplary and reflects our values of a personalised and warm experience for families		Develop further ways to seek out honest and constructive feedback at all stages of the admissions pipeline and exit journey to fully understand the family's experience of it and implement and changes or refinements to improve a family's experience <b>Marketing and Admissions Team for admissions pipeline and Senior Leadership Team for exit journey</b>	Pupils and families experience a personalised, seamless and warm experience in joining and attending the school and any improvements needed are implemented.

Find out more about St George's Future Plans: [www.stge.org.uk/future-plans](http://www.stge.org.uk/future-plans)



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