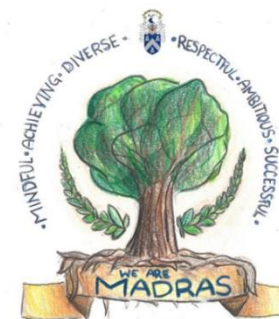


MADRAS COLLEGE Session 2021 -2024 Improvement Plan



SIP PRIORITIES 2021-22

3.1 Ensuring wellbeing, equality and inclusion

- Focus on Madras values – Diverse and Respect.
- Promoting protected characteristics and respectful relationships. Circle, positive relationships policy.
- Improved attendance and targeted approaches, including nurture.

2.3 Learning, Teaching and Assessment

- Use of data and technology to improve Learning & Teaching. BGE tracking, monitoring and moderation a priority.
- Creating a learning standard, observation and Self-Evaluation schedule. Implement Osiris and promote CLPL, professional learning.
- Curriculum development.

3.2 Raising attainment and achievement

- Literacy – implement Accelerated Reader and support reading culture. Target in line with Virtual Comparator. S4 leavers' literacy.
- Plan to address the attainment gap in terms of those Furthest from Achievement (FFA) and close the tariff gap (curriculum).
- Implement wider achievement strategy.

National Improvement Framework Priority: Improvement in Young People’s Health and Wellbeing; Closing the Attainment Gap

Focused Priority 1: 3.1 Ensuring Wellbeing, Equality & Inclusion

HGIOS4 Quality Indicators

- 2.1 Safeguarding and Child Protection
- 2.4 Personalised Support
- 3.1 Ensuring Wellbeing, Equality & Inclusion
- 3.2 Raising Attainment and Achievement



Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence)	Timescales
<ul style="list-style-type: none"> • Focus on the school values of respect and diverse. <p>Promoting protected characteristics and respectful relationships. Circle, positive relationships policy.</p> <p>The focus on respect is to implement a whole school Promoting Positive Behaviour policy followed by all staff and learners. This is to improve consistency of approach, restorative and inclusive practice. Improve relationships and focus on improving the behaviour of a few learners.</p>	<ul style="list-style-type: none"> • Trauma informed practice training for all staff. • Restorative Practice training for all teachers at collegiate sessions. • Circle training for all staff <p>Staff in the Promoting Positive Behaviour group discuss professional reading and the text by Paul Dix – <i>When the Adult Changes, Everything Changes</i>.</p> <p>This group will continue to gather feedback and review the new policy and implementation process.</p>	<p>All staff led by DHT & PTC Support. Support from Educational Psychology and SLT.</p> <p>All staff led by the Promoting Positive Behaviour SLWG.</p>	<p>Tracking and monitoring of referrals, merits and demerits on SEEMiS, surveys, focus group allow us to quantify these concerns and evidence a response.</p> <p>All staff demonstrate an awareness of the new policy and our professional responsibilities to meet learners’ needs. Majority of staff report positively on the implementation. Future development needs identified and planned for.</p>	<p>August 2021 and ongoing. Collegiate time factored into WTA for 3 sessions of Restorative Practice training.</p> <p>Implement Aug 21 – review throughout session.</p>

<ul style="list-style-type: none"> Develop and implement a Nurture provision in full. <p>There was no existing nurture provision at Madras College. The need for this was identified in session 2020-21, planned for, training and staffing in place, soft roll out leading to full implementation from 2021-22.</p>	<p>Implement the new nurture provision for a few targeted learners. Agree how to measure progress and impact for these learners.</p>	<p>New PT1 Nurture (R Gray) and PTC/ DHT Support.</p>	<p>Tracking and monitoring of referrals, merits and demerits on SEEMiS, surveys indicates that in a most cases, good progress has been made in meeting needs.</p>	<p>Implement Aug 21 – review throughout session.</p>
<ul style="list-style-type: none"> Focus on the value diverse based on a few learners who are engaging in negative behaviour affecting protected characteristics of other learners. <p>Incidents of a racist, homophobic, ableist or sexist nature have been recorded and acted upon. The aim is to create a culture where these incidents are “call outed” by the whole school community. Thereby reducing the number of such incidents. Hence, the need to focus on the value diverse. In session 2020-21 we created a section on our website to help pupils report any such incidents in confidence. We also recorded all incidents on First Contact and the Bullying module.</p>	<p>Use assemblies and lessons to highlight the diverse nature of Madras College and our legal responsibility to respect protected characteristics. With the support of the Pride group and Equalities Captains/ Committee, the local police and St Andrews University we will raise awareness of what constitutes racist, homophobic and sexist behaviours. We will create a pledge to “call out” these behaviours in a few learners.</p>	<p>All staff, pupils and parents/carers.</p>	<p>Pupil Case studies, Boxall profiling, monitoring attendance, exclusions, referrals, merits/ demerits. Pupil ratings on wellbeing webs.</p> <p>Focus groups, surveys and analysing data on the numbers of incidents recorded on First Contact. Feedback from the Pride group and Equalities captains/ committee.</p> <p>Monitor the number of incidents reported through the website/ to staff and</p>	<p>Ongoing.</p> <p>Ongoing</p>

	<p>Update the Personal Social Education Programme for all learners to include protected characteristics, various sexual orientation and relationships to raise awareness and promote greater understanding.</p> <p>Begin the journey and plan to become a Rights Respecting Secondary school.</p>	<p>Guidance Team with Equalities Captains.</p> <p>PTC Social Subjects – B Robertson lead.</p>	<p>ensure all reports are actioned.</p> <p>All PSE plans contain lessons on protected characteristics. Pupil focus groups/ surveys.</p> <p>Planning and creation of a RRSA working group of staff and pupils. Minutes of meetings/ action plan.</p>	<p>June 2022.</p> <p>School is RRSA registered. Beginning August 2021 – ongoing.</p> <p>Analyse by June 2022.</p>
<ul style="list-style-type: none"> Improve overall attendance of all learners. <p>Whole school stretch target of 91% set in August 2020 (attendance in session 19-20 was below 90%) Stretch target of >91% by 2022-23 remains.</p>	<p>Raise the profile of poor attendance with all stakeholders.</p> <p>Guidance team to track and intervene for those below 90% attendance. Develop and implement a staged intervention process with regular review points to ensure impact.</p> <p>Redevelop the PSO remit to ensure a clearer focus on responding to attendance</p>	<p>All staff responsible for recording attendance accurately.</p> <p>GTs with DHTs.</p> <p>PSO</p>	<p>Improve overall school attendance and develop an improving trend towards our stretch target.</p> <p>In all cases where attendance is less than 90%, interventions can be clearly seen.</p> <p>Target groups established for all pupils with attendance below 75%.</p>	<p>June 2022 and ongoing.</p>

	<p>concerns. Targeted approach to working closely with school and families to support attendance into school.</p> <p>Make better use of SEEMiS/GroupCall to highlight and allow key staff to action attendance concerns</p>	DHTs/GTs	<p>PSO remit is in place and developed over this session.</p> <p>Use GroupCall more effectively to highlight am/pm lates to all parents.</p>	
<ul style="list-style-type: none"> The proposed new Support and Guidance structure required. Consultation will be in line with LNCT13. <p>Self-evaluation in session 2020-21 identified the need to improve the Support structure at Madras College to meet the needs of all learners. The Guidance PTs had irregular caseloads and required more non- contact time in order to support learners. The need to improve planning in support and the use of spaces in the new build was also identified.</p>	<p>Agree and implement a support structure fit for the new Madras College building that will meet the needs of all learners. This will require liaison with Fife Council ECS senior managers, a staff consultative committee to be convened, a structure created to meet the needs of learners and align with the school budget.</p>	HT with DHT support, staff consultative committee and professional associations.	<p>SLT and Guidance team meetings held to review attendance focus.</p> <p>Evidence of LNCT 13 used and agreement signed off.</p>	January 2022 for implementation thereafter.

National Improvement Framework Priority: Improvement in attainment, particularly literacy and numeracy; Closing the Attainment Gap; Improvement in employability skills and sustained positive leaver destinations for all young people.

Focused Priority 2: 2.3 Learning, teaching and assessment.

HGIOS4 Quality Indicators

- 1.1 Self-Evaluation for Self-Improvement
- 1.2 Leadership of Learning
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment



Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence)	Timescales
<ul style="list-style-type: none"> • Improve on tracking, monitoring, reporting and moderation within the BGE. <p>Self-Evaluation in session 2020-21 identified few learners in the BGE knew the CFE levels they were working at within and across subjects.</p> <p>If learners, teachers and parents/carers do not know pupil CFE levels in the BGE, we cannot track progress. Hence, the reason why this is SIP priority. The aim to improve pupil knowledge of their CFE levels across all subjects.</p>	<p>Revisiting CFE benchmarks and Education Scotland resources to master moderation of levels and clarity of national standards expected within each curriculum area at each level. Time should be allocated in Department Meetings / In service to allow teachers to engage in professional discussion about Benchmarks and pupil “I can” statements to assist in their understanding of progress.</p> <p>Learner conversations should be ongoing in the BGE as well as Senior Phase in order that all young people know where they are in their learning.</p>	<p>Led by DHT with responsibility for QI 2.3 (OD) and all teachers.</p> <p>DHT QI 3.2 (HW) to support with SEEMiS Tracking and Monitoring – the One table, CFE declarations.</p> <p>PT/Cs to lead moderation of levels in their subjects and the self-evaluation of pupil understanding.</p>	<p>Almost all staff report increased confidence in making CFE declarations across all subjects.</p> <p>Measured through surveys, DM minutes, professional dialogue.</p> <p>Almost all BGE pupils to know their level in each subject.</p> <p>Measured via S1,2 & 3 reports and pupil focus groups to measure any increase in pupil knowledge of</p>	<p>From August 2021. This is a long-term SIP priority over the next 2-3 sessions.</p>

			CFE levels. Records of learner conversations.	
<ul style="list-style-type: none"> • Create a whole school learning standard through collaboration with all stakeholders. <p>This will reflect what makes excellent learning and teaching at Madras College. This standard will be used to measure impact on learners and their learning experience. The aim is to improve consistency of learning and teaching – there has not been a programme of classroom observations and feedback as part of the school’s calendar for a few years.</p>	<p>Lesson observations are now included in the school calendar in line with LNCT 14. This will be implemented and underpinned by self-evaluation of QI 2.3 to include scheduled lesson observations, department QI 2.3 evaluations (staff voice), pupil voice, parent/ carer voice and leadership of learning. Reports will be issued to departments once evidence is triangulated. Departments will undertake this process too to assist with evaluations of QI 2.3.</p>	<p>DHT with QI 2.3 (O Darge) to lead with working group and all stakeholders.</p> <p>DHT with QI 2.3 (O Darge) to create a Madras lesson observation policy based on LNCT 14 with Rector (KC) and professional associations. Thereafter, implemented.</p>	<p>Evidence of stakeholder consultation and process e.g. surveys, minutes of SLWG, inset/ collegiate and DM evidence.</p> <p>Minutes of meetings with professional associations, lesson observations, evidence of staff, pupil and parent/ carer voice used to create the final departmental 2.3 reports with all evidence triangulated.</p>	<p>First working draft by January 2022.</p> <p>Conducted throughout session with all department QI 2.3 returns by May 2022 and whole school / department 2.3 reports returned in line with dept observations as per school calendar.</p>

<ul style="list-style-type: none"> Orisis OTI intervention will be used to train the first cohort of 10 teachers. <p>The expected impact is to refocus on the craft of learning and teaching for practitioners after 2 years of Covid disruption and the SQA ACM.</p>	<p>The Osiris programme was signed up to in December 2020 to be implemented from January/ Feb 2022. The 10 teachers have been selected with the aim of being OTI trained and developing a cascade model with subsequent cohorts. The core professional reading is <i>“Outstanding Teaching: Teaching Backwards”</i> by Andy Griffith.</p>	<p>DHT with QI 2.3 (O Darge) to lead with Carmel Bones of Osiris and the first cohort of 10 teachers.</p>	<p>Osiris training programme and all evidence generated from professional learning, engagement and observations. Pupil feedback.</p>	<p>Begins Jan/ Feb 2022 onwards.</p>
<ul style="list-style-type: none"> Career Long Professional Learning (CLPL) programme for session 2021-22 to be created and rolled out. <p>A professional learning library for staff was created in session 2020-21 and should be built upon moving forward. The impact of this will be on staff development, leadership and should be seen in delivery to learners.</p>	<p>By developing and implementing a CLPL programme supported with professional reading, this will meet the needs of teachers and support staff which in turn will affect all learners.</p>	<p>DHT with responsibility for staff development (K Wishart) to lead identifying staff need and those offering CLPL sessions.</p>	<p>Measured by monitoring staff engagement/ uptake and feedback on CLPL sessions, how well used the professional learning library is and pupil focus groups.</p>	<p>By May 2022.</p>

<ul style="list-style-type: none"> Self-evaluation 2020-21 identified the need to review our curricular offer in order to meet national expectations (Education Scotland) and meet the needs of all learners. <p>Madras College in session 2020-21 signed up to be a SCQF Ambassador school, created a curriculum rationale and began the process of evaluating pupil curricular needs and positive destinations.</p>	<p>Create a working group to analyse the existing curriculum offer and new school day. Then adapt to meet the needs of all learners and meet national expectations.</p>	<p>Led by Rector and DHTs with responsibility for QI 2.2 curriculum.</p>	<p>Key messages identified - measured by using baseline evidence of current curricular and school day structure analysed against national expectations. SLWG minutes, survey evidence from stakeholders.</p>	<p>Initial finding and next steps by August 2022</p>
---	---	--	--	--

National Improvement Framework Priority: Improvement in attainment, particularly literacy and numeracy; Closing the Attainment Gap; Improvement in employability skills and sustained positive leaver destinations for all young people.

Focused Priority 3: Raising attainment and achievement

HGIOS4 Quality Indicators

- 1.1 Self-Evaluation for Self-Improvement
- 3.2 Raising attainment and achievement



Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence)	Timescales
<ul style="list-style-type: none"> • Self-evaluation from session 2020-21 and analysis of Insight and BGE declarations identified the need to improve literacy levels at Madras College. This has been identified as a LIF target. <p>The identified professional reading is “Closing the reading gap” by Alex Quigley.</p> <p>The following from Insight:</p> <p>Insight data for Literacy:</p> <p>83.18% of leavers from Madras attained Level 5 Literacy in 2020 against 88.79% for our virtual comparator. A gap of over 5%. This gap has grown over the past three years.</p> <p>92.99% of leavers attained Level 4 Literacy at Madras in 2020 against 96.50% for our virtual comparator. A</p>	<p>There is a need to improve upon literacy and specifically the S4 leavers who are underperforming and below their virtual comparator.</p> <p>Accelerated Reader programme was purchased for the English Department to implement. This will be implemented from session 2021-22 with the aim of tracking improvement in reading.</p> <p>PTC English will form part of the cluster team focusing on transition and literacy to ensure approaches to R, W & L&T are based on locality wide approaches and have impact.</p>	<p>PTC English with DHT faculty link and DHT with responsibility for QI 3.2 to retain overview.</p>	<p>Evidence from SEEMiS tracking, minutes of attainment review meetings, DHT/ PTC 1:1 meetings and ultimately evidence entered in SQA Connect reflected in Insight.</p> <p>Stretch targets aligned to the NIF for the BGE are required and a target of 89%</p>	<p>Session 2021-22 and beyond.</p>

<p>smaller gap than for Level 5 but one that has increased over the past four years.</p> <p>Performance in Literacy at Level 5 in 2020 is highlighted as significantly lower than our virtual comparator in Insight.</p> <p>If we look specifically at the literacy of S4 leavers a cohort which averages 26 over the past five years last session 37.50% of Madras S4 leavers achieved level 5 while our virtual comparator achieved 49.69% on the same measure. This is a significant gap.</p> <ul style="list-style-type: none"> From self-evaluation 2020-21, in terms of bridging the poverty related attainment gap – evidence suggests this gap has widened in recent years between the total/ complementary tariff scores for those in deciles 1-3 compared to SIMD 8-10. In 2019-20 the gap <p>Difference between SIMD decile 1 was 68 (National 652) and 1361 in decile 10 (1369 National) total tariff. The intended aim and impact are to narrow the poverty related and ability related attainment gap.</p>	<p>Implement the post of DYW support co-ordinator to assist with a bespoke curricular offer for those pupils returning in S5 who are furthest from achievement. These learners will be closely tracked in order to maximise their attainment and tariff scores before leaving school and to support them into a positive destination.</p> <p>Identify early in session 2021-22 learners in deciles 1-3 and those in the 30% furthest from achievement to track their progress and intervene to support them to attain their best outcomes before leaving school.</p>	<p>DHT with Opportunities for All responsibility (O Darge) with N Smith, V Birmingham, SDS and the SLWG.</p> <p>DHT QI 3.2 (H Watson) with DHT and PTC Support, all staff.</p>	<p>of leavers attaining level 5 literacy, 97% of leavers attaining level 4 literacy and 50% of S4 leavers attaining level 5 literacy.</p> <p>Use of insight (to measure tariff gaps) and seemis tracking to monitor identified cohort of pupils who are at risk of leaving school with least qualifications to support a positive destination. Analyse leavers' data to identify trends i.e. unemployed not seeking employment and intervening.</p>	<p>Identify groups by September 2021 and implement interventions. Tracking ongoing throughout session 2021-22.</p>
---	--	---	---	--

<ul style="list-style-type: none"> Self-evaluation in session 2020-21 identified there was no wider achievement strategy at Madras College. This impacts on the school's evaluation of QI 3.2 theme 3 – overall quality of learners' achievements. The aim for session 2021-22 was to implement a wider achievement strategy and framework, but also a way to track achievements and identify gaps for groups of learners who are not engaging in any wider achievement. 	<p>Wider achievement strategy and tracking methodology have been created.</p> <p>Moving forwards, the aim is to develop a diverse programme of timetabled, extra-curricular and leadership opportunities for all learners. This included creating to role of Young Carers champion to support an identified group of vulnerable young people. The Young Carers champion was appointed in session 2020-21 and will have time protected (one afternoon per week) to work with our young carers and support them, track and monitor their progress.</p>	<p>PT 1 Wider achievement (DL and KW) with all staff.</p> <p>Overview of QI HW.</p> <p>Young carer champion MMc with DHT Support.</p>	<p>Wider achievement tracking, monitoring, interventions. Social media and celebration of wider achievement.</p> <p>Stakeholder surveys/focus groups.</p> <p>Tracking of Young Carers and case studies.</p>	<p>Review progress in February 2022.</p>
---	--	---	---	--