



# Madras College



School Improvement Plan – session 2019/20

## School Improvement Planning Session 2019 – 2020

<b>National Improvement Framework Priority:</b> Improvement in attainment, particularly in Numeracy. Closing the attainment gap.		<b>Fife Priorities/Local Plan Priorities</b>	Attainment, Equity, GIRFEC		
<b>Focused Priority 1: Raising Attainment</b>					
<b>QI (HGIOS 4)</b>		<b>HGIOELC</b>		<b>NIF Drivers</b>	
3.2 Raising Attainment and Achievement 2.3 Learning, Teaching and Assessment		N/A		Assessment of children's progress. School improvement. Performance Information	
<b>Action/Task</b>	<b>Timescale</b>	<b>Responsibilities</b>		<b>Measure of success</b>	<b>Expected Impact</b>
(a) Review our approaches taken this session on the presentation of pupils for Scottish Studies Awards – in particular look at embedding most units in English, Expressive Arts, RME and Social Subjects. Have further discussions with our External Learning Partner schools, Grove Academy and Royal high (Edinburgh) as a link to this initiative	December 2019	E. Payne / H Watson		Discussions with staff about improving delivery of outcomes. Meeting(s) with learning partner schools to discuss sharing of best practice. Widen current unit delivery to Expressive and other departments following discussion and consultation. Discuss with DHT special arrangements for additional support or individual case needs.	Improved delivery. Extended delivery. Sharing of best practice. Improved attainment outcomes. Embedded practice starting to take form.
<b>Ongoing Evaluation</b>					

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(b) Further develop our early intervention focus on accredited qualifications for our identified FFA* pupils in S2/S3	March 2020	A.Robertson / A. Massie / J. MacLaren	Review current practice and offers of Accredited qualification for the FFA group of pupils in BGE. Look at SQA list of qualifications to see if there are further appropriate qualifications. Support staff to engage with review and exploration. Engage with SEIC to seek further/better practice or offers.	Collaboration with other schools in the SEIC (or LP schools). Current practice embedded across the faculty staff. Improved outcomes for FFA “banked” in S3.	
(c) Review our current arrangements for <b>internal</b> SQA assessments	October 2019	O. Darge / B. Robertson	Create a staff working group to review current arrangements. Consult fully with staff, parent council and pupils. (Evaluation to follow in May 2020).	Working group formed. Discussion of assessment arrangement calendar. Consultation carried out. New calendar produced.	
<b>Ongoing Evaluation</b>					

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(d) Investigate further opportunities to deliver National Progression Awards	December 2019	O. Darge / L. Fraser / H. Watson	Discussion between staff with responsibility about NPA awards for a range of pupils. Identify possible NPA awards and targeted pupils. Consult with wider PTC group to see if NPA can be achieved without significant work load pressures on staff or pupils.	Identification of possible NPA award(s) and targeted pupils. PTC group made aware of identification and consulted on possible input from other faculty group in the future. (Also discussions on workload carried out). Improved outcome for targeted pupils.	
(e) Deliver in-service opportunities for all staff (but mostly PT and PTC staff) on understanding Insight data; pupil HWB initiatives; operational guidance on SQR, SIP and SEF	December 2019	H. Watson	Discuss with SLT data to be delivered. Prepare a pack of information for staff. Offer in-service training on inset days and as twilight sessions. Consult with staff on evaluation of information.	All PTC and PT staff better informed of metrics available and prioritized by school. Volunteer staff – the same. Better informed approaches to supporting attainment for school context.	
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(f) Develop a “semi-nurture” room in South Street campus to support a targeted group of “new” vulnerable S3 into S4 pupils.	October 2019 (implemented)  March 2010 (evaluated)	D. McClure / H. Watson / A. Massie / J. MacLaren		Review current rooming resources and agree a suitable room in SS. Discuss with SLT a rationale for nurture room and targeted pupils. Explain rationale to relevant staff. Consult with (relevant) pupils and parents on proposal. Examine time table input and materials for use in nurture room (not necessarily attainment materials). Implement attendance and delivery.	Rationale agreed and communicated. Targeted pupils identified and consulted. Initiative implemented, monitored and evaluated (ongoing to identify problems or best practice). Improved approach to studies and education from targeted group.
(g) Further develop opportunities to assign and deliver accredited qualifications in Social Education classes – in particular opportunities in S3	December 2019	A. Robertson / P. Jones		(See Priority 2 – promote HWB)	(See Priority 2 – promote HWB)
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(h) To promote and improve the school delivery of Inter-Disciplinary Learning	May 2020	Bruce Robertson		<p>Carry out an audit of current IDL practice across the school.</p> <p>Create a working group of staff to support the development of I.D.L. in Madras. Engage in inter school (collegiate partnerships) discussions and visits to look for current best practice.</p> <p>Research existing literature and findings on I.D.L. practices.</p> <p>Articulate an improvement agenda based on findings.</p>	<p>Create a map of current practice from S1 to S6.</p> <p>Create a draft paper on current best practice in Scotland and the SEIC and how this could be implemented in Madras – probably in stages.</p> <p>Identify any staff development needs arising from research and investigation and funding requirements.</p> <p>Prepare a pilot IDL project for 2020/2021</p>
<b>Ongoing Evaluation</b>					

## School Improvement Planning Session 2019 – 2020

<b>National Improvement Framework Priority:</b> Improvement in children and young people's health and wellbeing		<b>Fife Priorities/Local Plan Priorities</b>	Wellbeing, GIRFEC, Parental Engagement		
<b>Focused Priority 2:</b> To create an ethos of health and wellbeing					
<b>QI (HGIOS 4)</b>		<b>HGIOELC</b>		<b>NIF Drivers</b>	
3.1 Ensuring Wellbeing, Equality and Inclusion		N/A		School Leadership. Teacher Professionalism. Parental engagement. Assessment of children's progress	
<b>Action/Task</b>	<b>Timescale</b>	<b>Responsibilities</b>		<b>Measure of success</b>	<b>Expected Impact</b>
(a) Digital technology: raising awareness of potential issues for young people and their parents/carers.	December 2019	A Robertson / K Wishart		Consultation with parent/carers regarding need. Implement an awareness programme based on this.	Parent/carers more confident when approaching issues relating to online technology
(b) Parental engagement: working with parent/carers to identify health and wellbeing concerns	December 2019	A.R. / K.W. / M. OJ / B.S. / A.M.		Parental engagement through surveys and consultation.  Priorities identified	Programme created in line with identified priorities.
(c) Consultation and creation of Madras College Health and Wellbeing policy	October 2019	A.R. / Working group		Views of stakeholders gathered. Policy document created to include issues relevant to Madras college context.	All stakeholders aware of expectations, priorities and support linked to Health and Wellbeing.
<b>Ongoing Evaluation</b>					

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(d) Organization and implementation of health and wellbeing event	June 2019	A.R. / K.W. / L.F. / L.C. / P.J. / M.S. / B.R. / T.B. / S.D.		Pupils engaging with staff and wellbeing partners on a range of activities and tasks related to health (and Wellbeing).	Pupils equipped with tools to support aspects of their health and wellbeing. Stronger links with partners.
(e) Organisation and implementation of social education revised programme to deliver accredited qualification.	January 2020	A.R. / M.S. / P.J.		Creation and implementation of social education programme to meet requirements of accredited SE qualification.	Pupils better equipped to cope with pressure of Senior Phase. Pupils gain SE qualification.
(f) Deliver and evaluate revised assembly programme.	January 2020	A.R. / C.M.		Themed and coordinated assembly plan to address year group and context specific issues.	Increased breadth and depth of support linked to pupil feedback.
<b>Ongoing Evaluation</b>					



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(g) Continue to engage with pupil voice to co-create the learning experience for young people.	Ongoing	A.R. / K.W. / P.J.		<p>Pupils engaged with process and feel confident that their opinions count.</p> <p>Strengthened communication links between staff and pupils</p> <p>Develop a HWB monitor and tracking system (also linking to subject progress) to identify early intervention for individuals plus give an overview of school intervention need to help identify and support general HWB issues (based on pupil HWB self-evaluation)</p>	<p>Use data to implement changes where possible and feed back issues to staff as appropriate.</p> <p>Create and populate a HWB tracking spreadsheet based on pupil self-evaluations. Identify individuals and target groups to be supported.</p> <p>Develop a group of S3 HWB ambassadors to support the HWB agenda (and support development of pupil leadership)</p>
<b>Ongoing Evaluation</b>					

## School Improvement Planning Session 2019 – 2020

<b>National Improvement Framework Priority:</b> All four priorities		<b>Fife Priorities/Local Plan Priorities</b>	School leadership, Parental engagement, Pupil Voice		
<b>Focused Priority 3: Engage Leadership of Change</b>					
<b>QI (HGIOS 4)</b>		<b>HGIOELC</b>		<b>NIF Drivers</b>	
1.3 Leadership of change		N/A		School leadership. Parental engagement. School improvement	
<b>Action/Task</b>	<b>Timescale</b>	<b>Responsibilities</b>		<b>Measure of success</b>	<b>Expected Impact</b>
(a) Address the staff issues raised from responses to 2018 Staffwise Survey	October 2018	D. McClure / PTC group		PTC group made aware of issues raised. Review of practices and responsibilities carried out. Changes to practices and responsibilities engaged.	Staff aware of efforts being made to improve communication. Staff more aware of current inclusion legislation and school approaches to supporting pupils. Staff aware of changes within school to address challenges.
(b) Monitor and support the changes to our Administration Team(s) to try to minimize stress and loss of outcomes	Ongoing throughout the session.	D. McClure		Regular discussions with Admin Coordinator. Problems highlighted and attempts made to address the challenges.	Admin team feel supported by the school.
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(c) Continue to be creative in looking to find further savings, or further funding, to support the current zero allocations of budgets to classroom resources and staff absence cover		April 2020		D. McClure / H. Watson / P. C.		Explore further saving opportunities through future management reviews for a single site. Explore avenues of funding opportunities such as Parent Council involvement and external grant sources. Discuss with Mr Watson time table efficiencies which could lead to savings.	Produce a document listing areas of possible funding savings or sources.
(d) Continue to support the development of the new school build process.		April 2020		D. McClure / A Cummings		Explore options for a school week which would be delivered on a single site.	Produce a paper which shows the range of options discussed (if a range can be found) ready for consultation.
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(e) Develop school (consistent) self-evaluation toolkit model, phased in as a basic model and an Extended model	June 2020	D.McClure / SLT / EMT		<p>Draft a paper outlining expectations of “two” models to be delivered. Basic model should be in place by February 2020 with departments looking at ways to implement the extended model by June 2020.</p> <p>Discuss models with PTC and EMT groups and ask that the information be rolled out to all staff. Initial evidence of Basic model activity should be in place by October 2019. Further implementation evidence to be monitored and evaluated by DHT faculty link as we progress through the session.</p>	<p>All faculty areas to be implementing model A (Basic) self-evaluation toolkit with evidence by February 2020.</p> <p>All faculty areas to have discussed approaches for model B (extended) by June 2020.</p>
<b>Ongoing Evaluation</b>					

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(f) Develop a school (consistent) self-evaluation toolkit model, phased in as a basic model and an Extended model	February 2020	D. McClure / SLT / EMT		<p>Draft a paper outlining expectations of “two” models to be delivered. Basic model should be in place by February 2020 with departments looking at ways to implement the extended model by June 2020.</p> <p>Discuss models with PTC and EMT groups and ask that the information be rolled out to all staff. Initial evidence of Basic model activity should be in place by October 2019. Further implementation evidence to be monitored and evaluated by DHT faculty link as we progress through the session.</p>	<p>All faculty areas to be implementing model A (Basic) self-evaluation toolkit with evidence by February 2020.</p> <p>All faculty areas to have discussed approaches for model B (extended) by June 2020.</p>
<b>Ongoing Evaluation</b>					

## School Improvement Planning Session 2019 – 2020

<b>National Improvement Framework Priority:</b> Improvement in employability skills and sustained, positive school leaver destinations for all young people		<b>Fife Priorities/Local Plan Priorities</b>	Employability, Attainment						
<b>Focused Priority 4: Improving employability skills for our young people</b>									
<b>QI (HGIOS 4)</b>		<b>HGIOELC</b>		<b>NIF Drivers</b>					
1.2 Leadership of Learning 3.3 Creativity and Employability		N/A		School leadership, school improvement					
<b>Action/Task</b>		<b>Timescale</b>		<b>Responsibilities</b>		<b>Measure of success</b>		<b>Expected Impact</b>	
(a) Continue to develop our DYW support from employer engagements (linking to our DYW dashboard item 7)		Ongoing		O.Darge / N. Smith		Continue to seek to make further local business contacts to support the existing DYW programme in the school, through the further contacts suggested by existing partners and local knowledge.		Further contacts successfully made and increased engagement with our programme established.	
(b) Develop a “Mentors in Violence” programme for our senior pupils as leaders of learning		December / March 2019		O.Darge		Discuss initiative with SLT and Guidance teams and explore what is involved in such a programme. S5/6 team liaise with BGE teams and school captains and hopefully appoint a few mentors as a pilot this session.		Have clarity on what “M in V” programme would entail.  Appoint a few senior pupils and monitor progress. Review progress for future use.	
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(c) Look to develop National Qualifications in Mentoring, Work Experience (and possibly Leadership).		April 2020		N. Smith/O Darge		Investigate accredited qualification criteria for the listed elements (possibly linking to SEIC collaborative meetings). Identify which pupils would be eligible for the qualifications this session. (Linking with SfL department – Cambo?).  Implement the requirements to qualify for accreditation and entry for awards for June 2020 cohort (where possible).  Review findings and draft a report on best practice (to date).		Accredited qualifications identified. Criteria for accreditation identified.  Group(s) of pupils identified for accreditation this session and presented for qualifications.  Draft report on best practice (to date) presented to SLT for discussion.	
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(d) Investigate partnership programmes with third sector, college or employers to support offers of work/progression for S4 pupils FFA (job market in particular)	April 2020	H. Watson/J. MacLaren /A. Massie	<p>Create a small working group to discuss the best way forward for this priority, using suggested contacts from our DYW Dashboard and any current best practice from other schools.</p> <p>Identify initial set of partnership contacts and requests of support and FFA group identified.</p> <p>Meet with initial set of partnership contacts and organise support for August 2020.</p>	<p>Working group established and best way forward discussed.</p> <p>Meetings with identified partners and other schools (for advice) implemented and FFA S4 group identified.</p> <p>Programme for FFA (job market) ready to be implemented for S4 in August 2020.</p>	
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<b>Action/Task</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Measure of success</b>	<b>Expected Impact</b>
(e) Continue to embed DYW in our curriculum by ensuring we have in place BGE pupils' understanding of MyWoW as well as their current knowledge of career pathways.	September 2019	A.R. / J.McLaren / H.Watson / D.Mc	<p>Reorganize S2 curriculum to engage an extra element of MyWoW IT in S2.</p> <p>Create a new ITC suite on third floor to accommodate IT input and redesign S2 timetable to support this delivery.</p> <p>Become familiar with the IT programme and ensure that all S2 are engaged in MyWoW programme.</p>	<p>IT suite created (using WiFi), S2 curriculum changes made and staff changes communicated and engaged.</p> <p>IT programme undersattod by staff delivering it and time on the timetable created.</p> <p>All S2 pupils engaged in IT suite. Supporting MyWoW.</p>
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(f) Increase our employer engagement with faculties (by one more this session) to bring our total to 8 out of 9.		February 2020	O.Darge / J.Maclaren / A. Massie	Engage by one or more employer groups, with our Support for Learning Faculty.  This should be focused on delivering employer contextualized learning experiences for our SfL young people.	We will engage one or more employers with our SfL faculty to deliver contextualized learning experiences for our SfL young people.  Pupils within the SfL faculty will have an improved understanding of employment needs and experiences for a small range of businesses and/or colleges
<b>Ongoing Evaluation</b>					