



Madras College
Standards and Quality Report
Summary of self-improvement through self-evaluation
Achieving Excellence and Equity

School Context

Madras College is located on two sites in St Andrews, serving S4 to S6 in the South Street building and S1 to S3 in the Kilrymont Road site. In August 2016, the pupil roll stood at 1288. There are three playing areas and a small all-weather area at Kilrymont Road, while the main playing fields are at Station Park at the main approach to St Andrews from the North West. A six-year comprehensive, the school serves a catchment area of 180 square miles with many villages and small towns each with their own distinctive character.

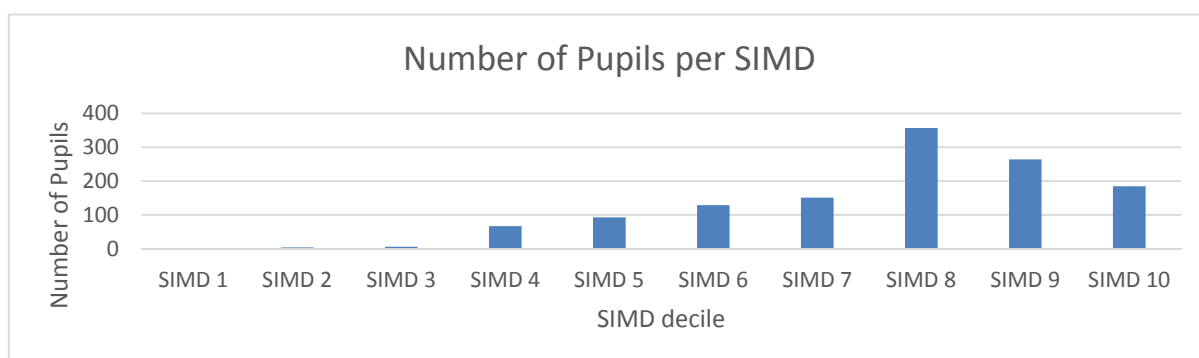
In recent years the proportion of pupils from St Andrews has dropped to one third, with two-thirds bussed daily. The range of communities and the different sizes of the associated primaries make inclusion a crucial element in the transition period. The MOD base and the University create a population of pupils who arrive throughout each session. These pupils enrich an already cosmopolitan pupil body. The Parent Council is very active in support of the school and the pupil body. In 2015, the MOD personnel and families started to change over from RAF to Army personnel and families. In 2016 the proposed new build for the school was rejected by the court of session.

School Roll :
 (September 2016)

Boys	Girls	Total
660	628	1288

S1-S3	S4-S6	Total
685	603	1288

Number of Pupils per SIMD (January 2016):



SIMD 1	SIMD 2	SIMD 3	SIMD 4	SIMD 5	SIMD 6	SIMD 7	SIMD 8	SIMD 9	SIMD 10
2	4	6	67	93	129	151	357	264	185

Impact and outcomes

The school continues to embed the core values of Respect, Endeavour, Aspiration, Achievement, Equality and Equity. We also work hard to promote a positive image in how we present ourselves, how we behave, how we attain and how we support the community. This session our pupils have supported the community through a range of supportive activities which have included:

- Assisting in Remembrance Day ceremonies
- Assisting at the Horticultural Society's annual show
- Assisting with the Community Council's Senior Citizens Christmas party
- Pipe Band performing in the community
- School choir performing in local hospital and at other locations
- Shoe Box appeal
- Toy Drive
- Sports Leader working in local Primary schools
- Attending lectures/events at University of St Andrews
- Engagement with Rotary Clubs – RYLA, WAS – giving talks to the clubs following attendance at these events
- Language Ambassadors in local primary schools and P7 Roadshows and Parent Evening engagements

We strive to improve outcomes for all but pay particular attention to those most at risk in their education. We have looked to improve Literacy, Numeracy, Support for individuals and Improved curricular opportunities.

We have initiated an early identification process for pupils most at risk in Numeracy and Literacy (through observation, AfE analysis and transition information) and established an S1 Reading Boost group, Numeracy Boost group and lunchtime drop in support facility in Kilrymont as well as the continued on-going study support in South Street and a well attended Easter school for all S4-S6 pupils.

We established partnerships in school with Penumbra, Clued Up, the chaplaincy team and CLD to support individuals and small groups who have shown signs of stress or other mental health issues. We also delivered an "Employability" day for all S3 into S4 pupils as part of their transition to Senior Phase programme.

We have reviewed our curricular provision in the Senior Phase to improve the opportunities for vocational preference as well as providing opportunities for wider achievement. This has included delivering N5 provision in Dance, Photography, Practical Woodwork, Creative Cake decoration, Fashion & Fabric, Computer Games Development, and N4 Childcare. We also introduced N6 statistics units, N6 performance units, in PE, Music and Drama. As well as this the suite of options on offer included N5 Skills for Work, Girls into Energy, ASDAN Leadership award, Emergency First Aid in the workplace (delivered by Skillforce – to 60 pupils) and a Professional Skills Passport relating to employability and leadership (delivered by CAPOD from St Andrews University).

Our capacity for improvement - school summary of self-improvement through self-evaluation

HOW WELL DO CHILDREN LEARN AND ACHIEVE?

QI 3.2 RAISING ATTAINMENT AND ACHIEVEMENT

School Strengths

- Relationships between young people and their teachers are very positive. Parents regularly comment very positively on how well their child responds to the hard work and commitment of their teachers. The Parent Council regularly comments on the positive relationships within the school and the pupil focus groups (including the 5-a-day) are clear that they appreciate the hard work of their teachers. Indeed they specifically comment that the age of the building has no bearing on the outcome of their learning - that it is entirely due to the relationships within the classroom(s).

The young people speak very positively of the support they receive from staff in terms of help with their studies, guidance on what/how to study, support with non-study related activities and most importantly that they feel staff care about them. Junior (BGE) pupils speak positively about the support they receive in their learning from senior pupils mentoring in class and at extra-curricular clubs. The vast majority of pupils indicated in a school based questionnaire, that they enjoy their learning and that staff encourage them to do the best they can do.

Young people are regularly assessed on their work using three key lenses: Baseline assessment data (which is taken at key stages), classwork tests at key points in each year and teacher professional evaluation of the pupil's commitment, attitude and ongoing learning (while being cognisant of each individual young person's ability and circumstances.)

The year team (and faculties) track pupil progress through ongoing assessment and monitoring. All assessment and monitoring is used to support each young person to progress, particularly at each option/transition choice stage.

In 2014 the school received an evaluation of 'Very Good' from its Education Scotland inspection in the Quality Indicator "Improvements in Performance" (HGIOS 3 QI 1.1). Since then the school's attainment has improved in outcome (and positive trend) in all seven of the established attainment measures - twice over, thus ensuring that the school improves attainment outcomes and delivers more positive opportunities for an increasing number of young people - in a wide range of potential and ability. We have sustained the very high standards and achievements of our most able young people while also delivering a much wider range of achievements which are open to all of our pupils. (such as 'Girls into Energy' N5 Skills for Work, Engineering Skills N4, First Aid in the workplace and Leadership accreditation). In several cases this range of opportunity has involved using external partners to deliver. Young people's skills in Literacy and Numeracy has improved year on year at N4 and N5 levels since its accreditation in 2014.

The school's curriculum has increased in breadth and depth and the provision of opportunities for personal achievement and experience is a major strength of our school

Aspects of the school's work we are especially proud of:

In Sport

In cross country, one S3 pupil continued his outstanding run of success when he was placed 2nd overall in the Scottish National Cross-Country Championships. He went on to

represent the East of Scotland at the U15 Inter-District Cross Country in Edinburgh and finished in 1st place. He has also been selected to join the Scottish Triathlon Foundation squad and will now represent Scotland in National competitions.

One S6 girls who was selected for Midlands U18 Girls Hockey squad returned home with a silver medal in October and then in February she returned with a winner's gold medal.

The Madras Speedway cycling team won the Fife Speedway Cup for the third year in a row.

In Music

The pupils had an excellent two weeks at the Music Festival in February with huge success for Madras. In the festival judging there is no overall group winners, the adjudicator awards Platinum, Gold, Silver and Bronze. For solo performance there is one winner and the adjudicator awards outstanding, very good, good or satisfactory.

Winning awards in Music were

- One S3 girl won the Advanced Woodwind Class and was awarded an Outstanding award.
- One S6 boy won the Open Wood Wind Class. Winning the Open class means the pupil is automatically entered for the prestigious Young Musician competition on the last night of the Festival.
- One S3 girl also competed in the Open String class and was awarded an Outstanding award.
- One S6 boy played in the Piano Open class and received an Outstanding award and an invitation to perform in the Young Musician Class.
- The Junior girls choir, the Senior girls choir and the Mixed choir each received a Platinum award for their outstanding performances.
- The Wind Band received a Silver award.
- One S6 girl performed in the Open Clarsach Class and was awarded an Outstanding award plus an invitation to participate in the Young Musician Class.
- Two S6 pupils played a piano duet in the Ensemble class and received a Platinum award.

On the Friday evening when the Young Musician Class took place, out of the six finalists, three pupils were from Madras. The Young Musician trophy for Fife was awarded to a Madras S6 boy.

In the Fife School Burns competition there were impressive achievements from our pupils.

S1/2 speaking - 1st and 3rd

S3/4 speaking - 1st

S1/2 singing - 2nd

S3/4 singing - 2nd

S5/6 singing - 2nd

S1/2 instrumental - 2nd

S3/4 instrumental - 1st and 3rd

S5/6 instrumental - 2nd (bagpipes) and 2nd (harp)

In the Mathematics San Frontieres competition both our S4 team and S5 team were placed in the top 10 rating in Scotland.

In the UK Maths Challenge our pupils from S1 to S6 won 8 Gold, 35 Silver and 66 Bronze awards with 5 pupils winning a place in the World Maths Challenge Kangaroo competition - you can only achieve entry to this level if you achieve 100% or 99% in the Regional (UK) challenge.

Top of the Bench Chemistry Team

In April, the Madras team won the Scottish regional final of Top of the Bench Quiz. Held at the Chemistry department of the University of St Andrews, this is a national competition organised by the Royal Society of Chemistry. The team led throughout, and finished the eight rounds, in First Place as Scottish Regional winners - for the second year running [Please note that if you win the Regional final, you cannot take part the next year - so this was a completely different team to last year's winners.]

Beyond the school individual success

- One S3 boy became the Scottish U14 Karate champion
- Two S1 boys represented Scotland in the National Feva class Sailing squad championships - coming 5th in a field of mostly 16/17 year olds.
- One S1 boy went on to secure a gold medal at the British Youth Sailing championships.
- Following a conversation with Jane Rimmer (SQA), the Scottish Qualifications Music verification team asked if we would share our S6 Advanced Higher pupil work as exemplar material for the rest of Scotland.
- One S2 girl who currently plays for the Scottish U16 Girls Ice Hockey team has now also been selected to play in the GB U18 Girls Ice Hockey squad.
- One S5 boy was selected to play the Tuba for the National Youth Orchestra of Scotland.
- One S3 girl received the Young Scot of the Year award for her outstanding fundraising for Movember and MND charities, and was invited to meet the Queen.

Charities

As in previous years, our pupils and staff have worked very well in organising charity fundraising events and have secured:

MND (Charity golf day)	-	£6517.00
Children in need	-	£908.00
Sport Relief	-	£923.00
Christmas Jumper day	-	£500.00
Text Santa	-	£175.65
Worldwide Cancer Research	-	£175.50

Total £9,199.15

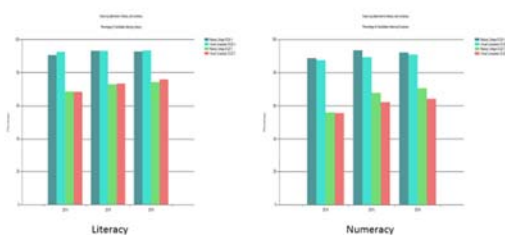
- and Christmas Toy drive from S1-S3
- and Helping at Pensioner Christmas Lunch event
- and Shoe Box appeal
- and supported a wide range of local community events with musical items and Madras College Pipe Band performances

And staff

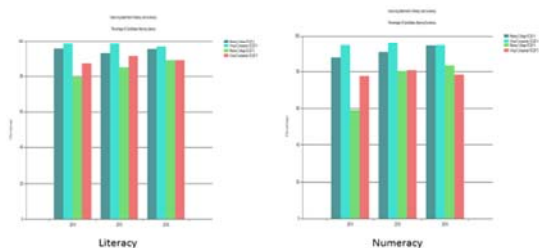
Congratulations to the Chemistry department for receiving an award for having the best scholar use in S6 Chemistry in Fife - and for that the staff involved each received a handshake from the Rector and a framed certificate from SCHOLAR.

Attainment in Literacy and Numeracy:

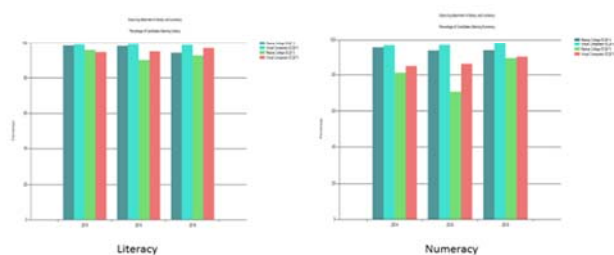
Literacy and Numeracy – S4



Literacy and Numeracy - S5

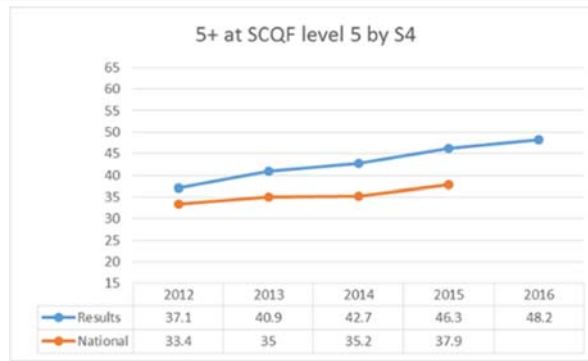


Literacy and Numeracy – S6

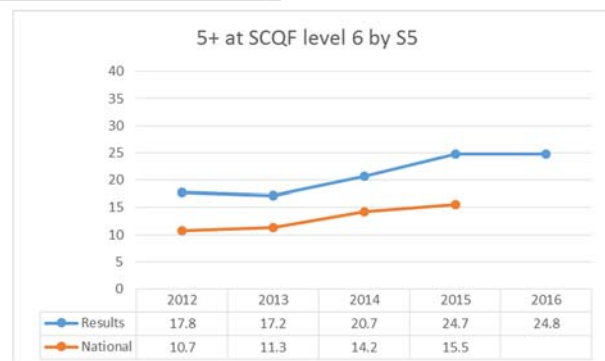
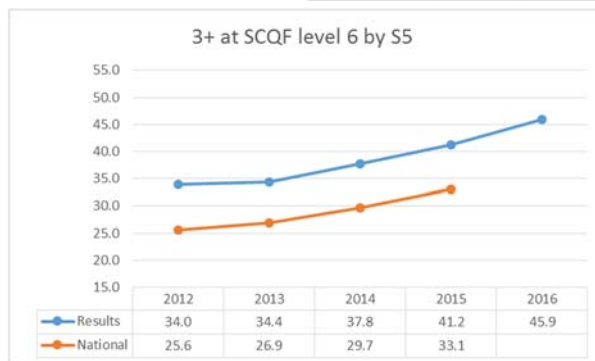
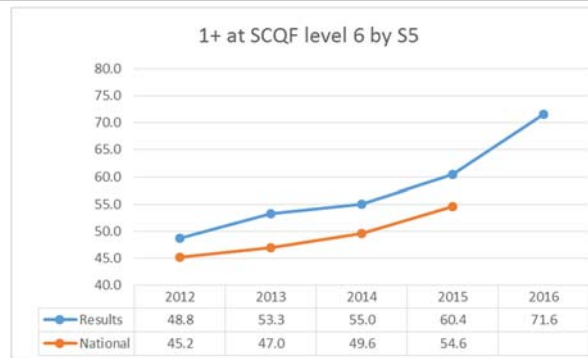


Improvement trends in key attainment measures:

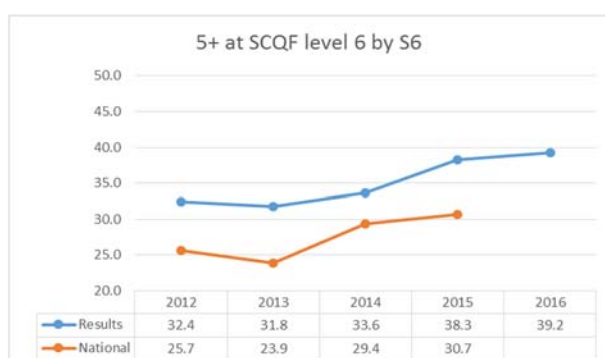
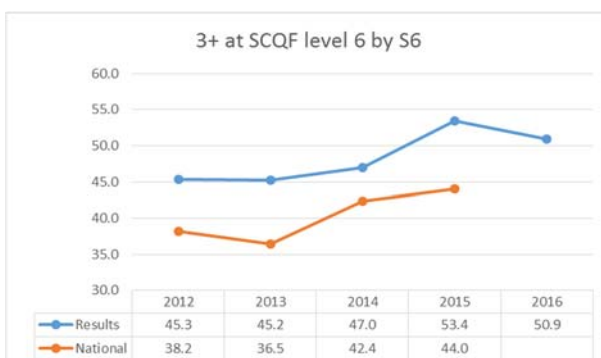
S4



S5



S6



Areas for improvement

- Consolidate our tracking procedures and evaluation of course choices and options to ensure we continue to offer our young people the best opportunities for them as individuals.
- Further develop our P7/S1 transition programme to include the transfer (both ways) of young people's ability (and secure learning) in the most core elements of Numeracy.
- Continue to support the development of staff expertise in Learning and Teaching.

QI evaluation (HGIOS4): Very Good

HOW WELL DOES THE SCHOOL HELP CHILDREN TO LEARN?

QI 2.2 CURRICULUM

QI 2.4 PERSONALISED SUPPORT

School Strengths

- Our Curriculum has a set of well thought through pathways to support the progression and ultimate move to a (sustained) positive destination for all pupils. The pathways can be defined in general terms as universal, targeted and enhanced, although every young person's pathway can be tailored to their individual circumstances and strengths. The framework which supports this is based on a very strong P7/S1 transition programme, into a supportive BGE followed by an integrated Senior Phase where S4, S5 and S6 pupils can pick from a wide range of courses set out for stage progression and opportunity for achievement rather than the simpler model of age progression. For example: In S5/6 a number of pupils act as peer tutors in a variety of subjects for S1-S4 pupils, giving them the opportunity to lead learning with younger pupils; in Learning Support young people are offered a Youth Achievement option.

In S3 there are approximately 80 S3 prefects who support learning in S1 Form Time and who have the opportunity to represent (and support) the school in a range of parent evenings and community linked activities (for example: St Andrews beach clean).

Young people's curriculum is enhanced by visitors and partners who contribute to the engagement in (and learning of) subject content. For example, close links with St Andrews University has offered in class and extra achievement opportunities to pupils from S1 to S6.

In DAS, staff have established a positive ethos which helps young people feel happy, secure and respected. There is a very good sense of community; staff take pride in the young people's achievements and as a result, the young people feel valued. The curriculum is relevant to the needs of the young people, varied and wherever possible linked to mainstream classes.

Arrangements to identify learning needs, address them and keep them under review are strong. Learning needs are predominantly identified during primary school liaison where SfL staff and S1 guidance staff visit primary schools to discuss issues with staff there and become alerted to particular vulnerabilities.

This information is backed up with AfE scores, language and numeracy tests as well as MIDYIS (October of S1) and SOSCA (end of S2) scores.

Guidance staff know their caseload well, meet with them regularly and confer (rigorously) at change of year team times. PSAs are used very effectively in supporting young people individually and in small groups across the school, in support and in identified classes.

Staff and partners carry out professional development on a regular basis; there is a comprehensive child protection strategy in place (updated annually) where staff training is provided along with a whole staff annual reminder of procedures. CLD staff contribute to a small number of activities where the predominant focus is on vulnerable young people.

Areas for improvement

- Further develop our work on employability.
- Develop a more cohesive approach to pupils recognising and “linking” learned skills.

QI evaluation (HGIOS4): Very Good

HOW WELL DOES THE SCHOOL IMPROVE THE QUALITY OF ITS WORK?

QI 1.1 SELF-EVALUATION FOR SELF-IMPROVEMENT

QI 1.3 LEADERSHIP OF CHANGE

School Strengths







- The Head Teacher and Depute Heads have a very clear vision for school improvement and give this a high priority in the school's day to day work. The vision is regularly communicated and staff and learners support this vision. (This is evidenced in the Fife Staffwise survey). As a result there is a very strong culture of continuous improvement and an ongoing drive to raise and maintain very high standards of attainment and positive destination for all.
- The school has very thorough processes of self evaluation through tracking, monitoring and ongoing analysis of outcomes and performance. Senior managers have developed an on-going culture of self-evaluation in which all staff are engaged in reflective practices; almost all very effectively.
- Learner voice is developing in the school through pupil representative councils, senior pupil office bearers, committees and the Rector and SLT pupil group discussions.
- The school improvement plan is focussed and is developed with parents and partners (e.g. parent focus group). There is a growing culture of professional learning throughout the school; staff collaborate very well to improve their understanding of standards for the new qualifications and are starting to review their BGE courses to support this.
- There are regular PTC, PT, Faculty and Staff meetings throughout the session where there is a strong focus on vision, values and priorities as well as opportunities to visit other establishments, to collaborate with others in Fife and outwith Fife (as well as in the school), sharing ideas and best practice.
- There is a robust calendar of self-evaluation events/practices in place to ensure there is an on-going focussed improvement agenda. Regular conversations take place to discuss on-going needs of the pupils and gauge the impact of what is being delivered. There is a range of parent (and pupil) engagement evenings which includes all cluster P7 pupils and parents as well as local employer and partner engagements. There is a range of pupil leadership opportunities across the school which includes S3 being selected as prefects and an activity where senior pupils deliver “heart start” to S1 pupils - enabling senior pupils to gain a (skill force delivered) leadership qualification and S1 pupils a heart start certificate of competence.
- The Head Teacher and senior managers (and some middle managers) are very visible around the school and both staff and pupils are clear in their support of this strategy which is designed to be helpful as well as showing that the school values pupils and staff and the work they do.






Areas for improvement

- Further develop and support CPD opportunities with a continued emphasis on understanding standards and sharing best practice.
- Further develop the promotion of professional reading.
- Further work is required on developing PT and staff understanding of the ‘Insight’ tool.
- Carry out a review of our BGE in light of improved information and understanding of Senior Phase demands and Primary cluster transfer information.

QI (HGIOS 4): Very Good (5)

School Improvement Plan Priorities (2015/16) - Evaluation

Improvement Priority	Expected Outcome	Evaluation Comments	Evaluation Outcome
Raising Attainment	Realign tracking and monitoring to SEEMiS (and GLOW where appropriate)	Whole School Tracking and monitoring realigned	New Systems engaged 
	Continue to give quality feedback to pupils	Introduced use of scan sheets to support feedback - checked by Faculty Heads and use of focus groups	Feedback continues to improve 
Further develop CfE programmes	Form Time in BGE	Planners checked and pupil focus groups asked about engagement - mixed responses	Review Form Time materials 
	Development of new courses	Extra funds allocated (£100,000), CPD and staff visits supported. Professional discussions and extra staff brought in.	CfE courses well supported and developed 
	Improve S5/6 Activities Column	New offers made into column 6 and activities chosen earlier. Pupils all registered now.	Organise choice to be twice in the year and continue to monitor pupil registration 
	Develop an employability agenda	Links made with local business and Education Service. Delivered a DYW day and overview of all DYW activities.	Looking to engage Career Ready and other Education Service programmes next session 
	Develop a Numeracy Policy and Toolkit	Draft document produced and consulted on by all	More engagement with primary staff

		stakeholders. Policy and Toolkit on website	and P6/7 parents next session. 
Continue to work towards an ICT vision and leadership programme	Engage staff	New systems in place and staff CPD given (SEEMiS, GLOW, Windows 7)	Staff engaged
	Engage in a PTC Leadership programme	Introduction to Insight delivered and all staff given information on Dashboard, school data and department data	Staff engaged and able to “quote” Insight - Need to revisit annually 
Continue to improve school image and ethos	Continue to embed school standards	Behaviour, learning and uniform constantly monitored	Standards raised - continue with priority 
Further improve our self-evaluation	Evaluate and improve course choice column options	Column attainment analysed. Improvements in N5 options and introduced new N4 options.	Good uptake of new options and increased attainment in all measures 
	Use scan sheets to support tracking	(See raising attainment)	
	Develop a simplified QA model and timeline	Working group established. Consultation carried out. New model and timeline adopted.	Model defined and agreed. (Monitor use next session) 

Improvement Plan Priorities

Improvement Priority linked to QI 2016-17	Expected outcome/Impact	Responsible Person	How will the priority be monitored and measured	Appropriate Timescales	Evidence of improvement/impact gathered and recorded throughout the session (2015/16)
3.2 Raising attainment by further developing pupil ability in core elements of Numeracy	Develop an agreed set of differentiated S1-S2 starter questions to support identified “gaps”	B Young	Starter questions (differentiated for “banded” sets) produced for S1, piloted with feedback taken.	Christmas 2016	
	Engage with all primary cluster teachers regarding “gaps” in Level 2 Numeracy	D McClure	Whole cluster staff inset on Numeracy gaps	August 2016	
	Establish a primary cluster HT working group on Numeracy	D McClure	Working group established and meet regularly to discuss Numeracy.	On-going	
	Find a way forward for cluster staff on an improved approach to secure learning in Numeracy	D McClure	(linking to HTworking group discussion) Follow up by Primary HTs on best way forward	On-going	
	Engage with P6/7 parents on how they can help their children become “secure” in their Numeracy	D McClure	Use Primary Roadshows to engage P6/7 parents	November 2016	

Improvement Plan Priorities

Improvement Priority linked to QI 2016-17	Expected outcome/Impact	Responsible Person	How will the priority be monitored and measured	Appropriate Timescales	Evidence of improvement/impact gathered and recorded throughout the session (2015/16)
3.2 Raising attainment by further developing pupil ability in core elements of Numeracy	Develop and carry out a Numeracy across Learning audit (S1-S3)	D McClure	Audit tool organised and audit carried out	March 2017	
	Develop a Numeracy (Level 2) skills toolkit	D McClure	Toolkit drafted and developed	May 2017	

Improvement Plan Priorities

Improvement Priority linked to QI 2016-17	Expected outcome/Impact	Responsible Person	How will the priority be monitored and measured	Appropriate Timescales	Evidence of improvement/impact gathered and recorded throughout the session (2015/16)
1.1 / 2.2 Evaluating and improving our BGE	Reach an agreed rationale – produce clear statement of aims	A. Robertson	Focus Groups Staff feedback Rationale created and disseminated	Dec 2016	
	Courses reviewed and amended in line with requirements of skill base required for senior phase	A. Robertson	Review S1-S3 Experience Curriculum faculties review S1-S3 course to ensure that we are providing challenge and secure learning	Nov 2016	
3.2 Skills Focus	Staff and pupils aware of skills being developed across the curriculum	A. Robertson	Identify transferable skills and encourage explicit teaching of them	Feb 2017	

Improvement Plan Priorities

Improvement Priority linked to QI 2016-17	Expected outcome/Impact	Responsible Person	How will the priority be monitored and measured	Appropriate Timescales	Evidence of improvement/impact gathered and recorded throughout the session (2015/16)
3.2 Raising Attainment by continuing to improve our tracking of progress	Make adjustments to our S4 tracking by S4 year team to identify and support pupil progress	H Watson	Review post S4 exams for “column analysis” of subject performance and compare to previous September scans	October 2016	
			Look to continue to improve our option choice programme using exam feedback “intelligence” to support secure learning	Ongoing	
			Introduce an “Improvement “column in tracking to give early identification of pupil problems	October 2016	
			Speak to PTs and then staff on reliability of pupil Working Grades in Reports.	October 2016	

Improvement Plan Priorities

Improvement Priority linked to QI 2016-17	Expected outcome/Impact	Responsible Person	How will the priority be monitored and measured	Appropriate Timescales	Evidence of improvement/impact gathered and recorded throughout the session (2015/16)
1.2 Leadership of Learning	Continue to develop the Developing Middle Leadership” programme	K Wishart	<p>“Pilot staff “ will engage with external provider in order to evaluate a self-evaluation exercise.</p> <p>A follow up programme could be implemented which will allow PTCs to investigate their own skills and qualities; evaluate their own roles and their understanding of how these fit into the Standards for Middle Leadership.</p>	November 2016	
1.1 Self-evaluation for self-improvement	<p>Continue to develop PTCs capacity for using Insight in order to inform self-evaluation.</p> <p>Create scheme of work that will help all staff to use Insight to inform their self-evaluation.</p>	K Wishart	<p>PTCs will use Insight data, in addition to data provided by SEEMiS to analyse their faculty’s/departments exam results to inform their own improvement planning.</p> <p>Insight data will form part of the Faculty/department reviews held by SLT.</p> <p>All staff will be comfortable using Insight in order to examine their performance and the performance of the school.</p>	Ongoing throughout the session	

Improvement Plan Priorities

Improvement Priority linked to QI 2016-17	Expected outcome/Impact	Responsible Person	How will the priority be monitored and measured	Appropriate Timescales	Evidence of improvement/ impact gathered and recorded throughout the session (2015/16)
1.2 Leadership of Learning	Staff supported to engage in PRD and PU.	K Wishart	<p>Opportunities will be shared with all appropriate staff.</p> <p>A record will be kept of which courses have been offered and which staff have engaged with opportunities provided. understanding of how these fit into the Standards for Middle Leadership.</p>	On-going throughout the session	

Improvement Plan Priorities

Improvement Priority linked to QI 2016-17	Expected outcome/Impact	Responsible Person	How will the priority be monitored and measured	Appropriate Timescales	Evidence of improvement/impact gathered and recorded throughout the session (2015/16)
3.3 Increasing Creativity and Employability	Establish an Employability Working Group	OD	Group Established	September 2016	
	Employability Audit of curriculum S1-3	OD	Audit produced	December 2016	
	Map employability with reference to Universal, Focused, Targeted S1-3. Establish more links to employers and create a directory for Faculties to use	Group	Directory produced and group expanded. Links made with Faculties	December 2016	
	Build on current Employer Contacts. Through this contact link Speakers and Organisations with each year group from S1-3	Group	Speakers to come into Assemblies/ Soc Ed /Faculties	June 2017	
	Raise awareness of Employability Skills with staff and pupils	Group	Short Units of awareness raising produced for Form Time and Soc Ed. Assembly Talks to link to Form time Employability	March 2016	

Improvement Plan Priorities

Improvement Priority linked to QI 2016-17	Expected outcome/Impact	Responsible Person	How will the priority be monitored and measured	Appropriate Timescales	Evidence of improvement/impact gathered and recorded throughout the session (2015/16)
3.3 Increasing Creativity and Employability	Refine and extend Employability Day Programme for S3s	OD	More Carousels to support smaller pupil groups	June 2017	
1.2 Leadership of Learning	Professional Reading Group established	OD	Staff Meeting Invitation Group Established	October 2017	
	Texts selected after initial meeting	Group	Group decides what docs/ texts/ areas to discuss.	Ongoing	



Fife common vision (2014-2017)

What we stand for

Improving
life chances
for all

- Improved educational outcomes for all learners.
- Learners and clients have better employability skills.
- Educational inequity will be significantly reduced.
- Vulnerable groups and individuals have enhanced opportunities to break the cycle of disadvantage.
- Our most vulnerable individuals are safe and nurtured.
- Public and staff confidence in the services we provide for children and families is highly regarded.

Madras Core Priorities (Summary) (2016-2017)

