



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

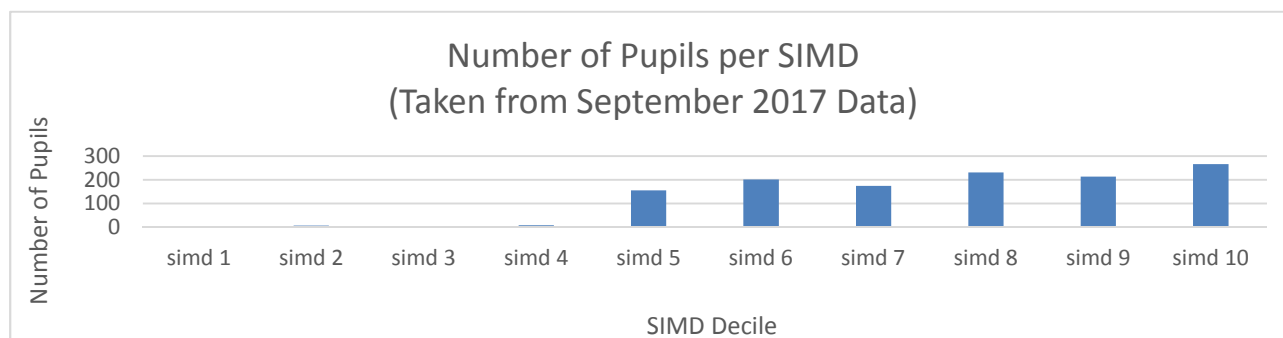
School Context

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 2017, the pupil roll stood at 1263. 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 and leave 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. In 2017 a revised proposed "new build" for the school was mooted. This is currently under consideration. For the past 3 years the school has operated on a reduced budget with £208,980 of Education Service savings removed from previous pro rata budgets for the session (2017/2018)

School Roll (Taken from the September 2017 Pupil and Staff Census) :

Boys	Girls	Total
622	641	1263



SIMD 1	SIMD 2	SIMD 3	SIMD 4	SIMD 5	SIMD 6	SIMD 7	SIMD 8	SIMD 9	SIMD 10
1	7	5	8	156	201	174	231	214	266

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 continued to look to improve Literacy, Numeracy, Support for individuals and Improved curricular opportunities.

We have continued our early identification process for pupils most at risk in Numeracy and Literacy (through observation, AfE analysis and transition information) and continued our 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 Kilrymont and in South Street and a well attended Easter school for all S4-S6 pupils.

We have established partnerships in school with 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 again delivered an "Employability" day for all S3 into S4 pupils as part of their transition to Senior Phase programme, on an improved format following consultation with our local Business partners and our S3 into S4 pupils.

We have reviewed our delivery of the curriculum in the BGE and how we organise and support our S4-S6 pupils with all the internal assessment arrangements (known to us as a WUPPA – Write Up, Portfolio, Projects and Assessments). We have started to encourage a wider range of pupils to take up N5 rather than N4 where we believe (though rigorous tracking) those pupils can attain a D award. We have continued our links with College to support the Foundation Apprenticeship courses in Engineering, Civil Engineering and Childcare and are a bub school for Madras and Waid in this respect. We also continue to link very well with St Andrews University through a wide range of activities and mutual cooperation such as the University Laidlaw "poster" event, a T.E.F.L. course for S6 pupils and a University/Madras Music event.

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. The pupil focus groups 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.

Across all the traditional measures of attainment we have raised attainment continuously over time. Almost all pupils are attaining appropriate levels and a few have exceeded these. attainment levels in literacy and numeracy, English and Mathematics are a central feature of the school's priorities for improvement and are raising attainment to a level which is significantly higher than the Fife average and the Scottish average. Indeed our S4 pupils in N5 Maths were 20% higher in attainment than the Scottish average. A very high percentage of pupils are successful in moving on to a sustained positive destination.

The school's curriculum has again increased in breadth and depth and the provision of opportunities for personal achievement and experience is a major strength of our school as can be evidenced in the aspects of our school's work which we are especially proud of (see below)

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

The Madras College Top of the Bench team triumphed in the Scottish regional final of this competition in January. They came out on top over 30 other schools which included the High school of Dundee and Websters High school in the Scottish final. They qualified for the British final in London but due to the persistent very bad weather this year, the final could not be held. Ten pupils from S4, S5 and S6 attended the regional heats in Dundee for First Lego League and won first place in the robotics and programming section.

In the British Physics Olympiad which is based on the English national Physics curriculum the Madras pupils who tackled the series of challenging problem solving questions returned a very respectable: 1 commended and 1 upper Bronze award in S6, 1 commended and 1 lower bronze award in S5 and 9 commended with 1 lower bronze award in S4.

In the annual disability sports Fife 7- a - side football competition, Madras College entered two teams with our senior team being crowned the competition regional champions as a result of their fantastic unbeaten run throughout the whole competition.

One of our S5 pupils received a bronze at the world coastal rowing championship and played netball for Northern Ireland.

In the Fife Burns Competition:

Madras College did extremely well again winning five out of the six instrumental and singing categories.

S1/2 singing – 1st place - MD

S3/4 singing – 1st place – CD, 2nd place – IT

S1/2 instrumental – 1st place – HB

S3/4 instrumental – 1st place – ZM, 3rd place – DM

S5/6 instrumental – 1st place – KG

In Music:

In the annual NE Fife inter school music competition between the 3 NE Fife schools, Madras pupil IG was chosen as this year's very worthy winner.

This year the pupils from Madras gave outstanding performances in solo and group classes at the Fife Festival of Music.

The individual winners and group successes at the festival were:

S1, KG, Brass Advanced Class;

S5, IG , Piano Open Class

S6, EM, Clarsach Open Class.

In the adjudicator comment section:

Senior Strings were awarded a Platinum Certificate - "A lot of hard work and years of dedication are clearly bearing fruit. Your attention to details such as style and articulation is admirable."

Senior Girls' Choir were awarded a Gold Certificate - "A lovely blend from the start, lovely expressive faces with clear diction throughout".

Mixed Choir were awarded a Gold Certificate - "Lovely musical singing, tuneful and well-presented and posture/stance was commendable from everyone".

Junior Choir were awarded a Platinum Certificate – "Words were clear and sung with expression".

Wind Band was awarded a Silver Certificate – "You set the scene very nicely. Well done for an enjoyable performance"!

Clarsach Group was awarded a Gold Certificate – "Good performance providing a very attractive programme".

Out with the Fife Music Festival, one pupil from S5 was selected for the National Youth Orchestra of Scotland and 13 Madras pupils were selected to perform in the Fife Concert Band and Fife Sinfonia concert in April

In Mathematics:

We had over 200 pupils enter the UK maths Trust challenge papers. Pupils performed well with 57 achieving a bronze award, 26 a silver award and 10 a gold award. 3 Junior gold awards winners AA, LM and KW also qualified for the junior Kangaroo paper and VW qualified for the Junior Maths Olympiad paper. In the intermediate challenge paper there was one gold award winner JM who qualified for the Intermediate Kangaroo paper and achieved a merit in the paper. In the senior challenge paper LW and WL qualified for the Senior Kangaroo and MJ qualified for the British Maths Olympiad paper. In the Scottish Mathematical Challenge we had over 50 entrants. We achieved 4 bronze, 5 silver and 4 gold awards.

In Sport:

NR, S4, competed in the Scottish Schools Swimming Championships on the 27th January and came away with two medals. a Silver in the 100 metres Breaststroke and a Bronze in the 200 metres Breaststroke.

At the Fife School Swimming Championships - November 2017

S2 AH and S4 NR brought back Gold Medals from the Fife Schools Swimming Championships held at the Michael Woods Centre, Glenrothes on Sunday 19th November and 9 other medals were won by Madras pupils which were:

S1/2 (12/13yrs)

AH: Gold 400 freestyle, Bronze 100 butterfly.

RM: Silver 400 freestyle & Silver 200 backstroke.

CG: Silver 200 backstroke, Bronze 100 butterfly.

S3/4 (14/15yrs)

NR: Gold 100 & 200 Breaststroke & Gold 400 Freestyle.

AM: Silver 200 backstroke and Bronze 100 backstroke.

CM: Bronze 100 freestyle.

MS: Bronze 200 backstroke.

AH won the Scottish cross country junior championship in March of this year despite the snow and gusting winds RS gained 3rd place in the Scottish Aquathon Championships and may well be selected for the Scottish senior team event.

In May the Madras S1 basketball squad took part in the first ever S1 Fife Cup competition and came away with the trophy, as worthy winners.

In September, 62 junior golfers from Fife and Angus took part in the Alfred Dunhill Links Schools Challenge. The winner of this competition this year was FS of Madras College. ES was selected for the Fife Schools Girls football team at U15

Supporting Charities

Once again our pupils have been outstanding in supporting a range of charities and events for charity securing:

An extremely generous response for our annual Toy drive event with an incredible amount of new toys, games and stocking fillers collected to go to children in need in our local area.

Macmillan Cancer Relief coffee morning - £624.16

Sport Relief - £685.14, the breakdown of donations being:

Staff Guess the Steps fundraiser - £90.90

Just Dance + Football tournament - £144.71

Staff vs Pupils Basketball + Mr Anderson Hair Shave - £85.29

Madras Miles Challenge - £152.44

Sport Relief Bake Sale - £166.80

S1 Walk for Sport Relief (sponsored by Sainsbury's) - £45.00

December Xmas Jumper and MND - £275.37

Talent show £603 - a charity to be decided

In Business studies:

For the third year in succession the Madras College Investment Challenge team were crowned north east of Scotland winners. The winning team of KH and SG achieved the highest fund total of any team in the 3 Scottish regional finals.

In Sailing:

EW (S3) was selected as part of the Scottish 49er sailing class Development Team and who, as one of the team of two boys (the other from Torquay in England) won both of the UK 49er class National sailing events that they have entered.

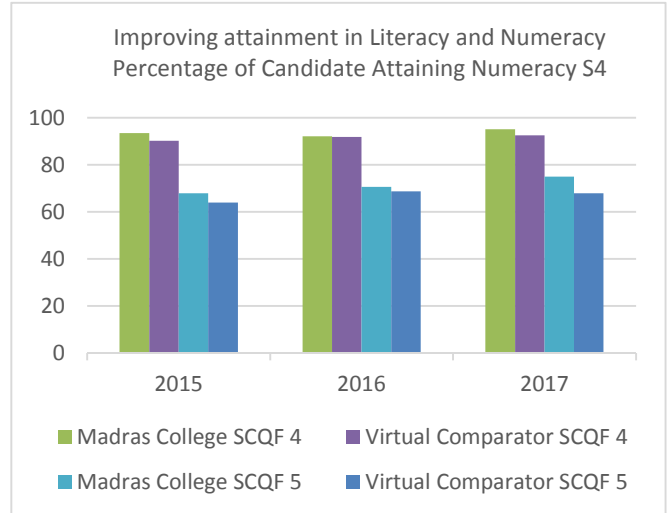
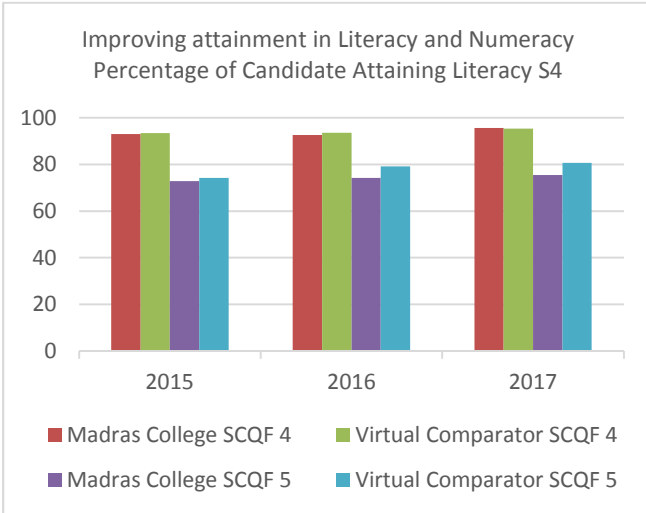
MR (S3) (who took up sailing only one year ago) has since won the Topper sailing class National competition. She was 1st overall and 1st girl.

It should be noted that all of our attainment and achievement was despite some terrible weather and a loss of school time due to a week of snow days.

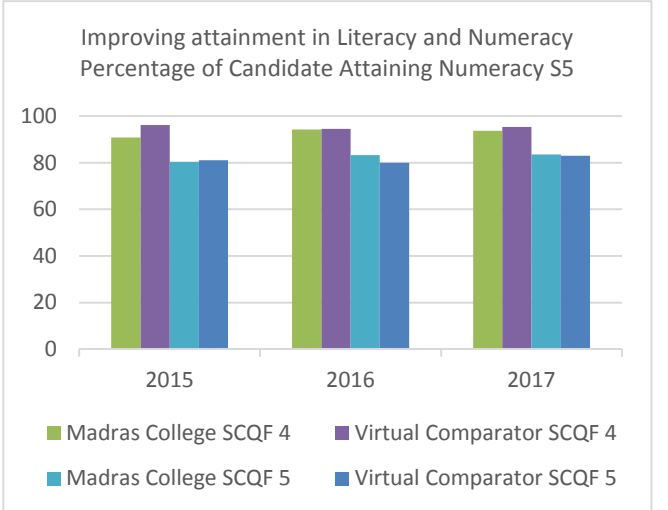
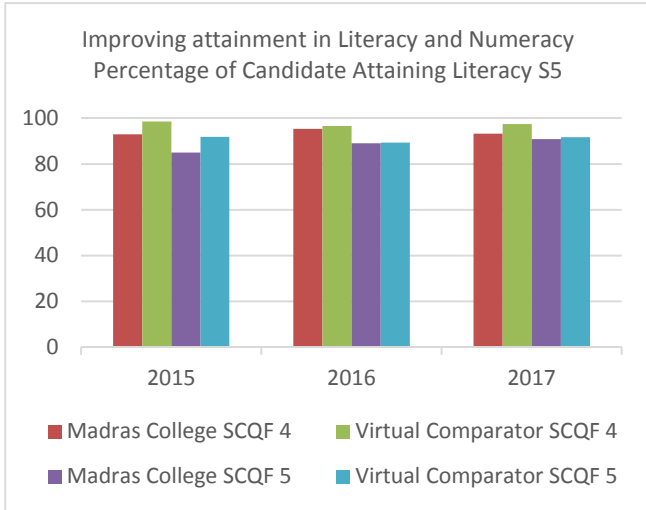
Throughout the session the opportunities for education experiences at Madras continue to be among the best in the country, and are due to the support of the staff, pupils, parents and partnerships. We have supported - for example - trips to London, Paris, Kiel, Manchester, Newcastle, Hadrians Wall, the Battlefields in Belgium, a Japanese exchange, a Spanish exchange, a French exchange, a German exchange and a tour of Old Trafford. We have supported events and courses from St Andrews University, Fife College, Local Business. A live video link to the UK parliament offices, leadership opportunities, extra classes at lunchtime and after school including a study skills initiative in December for S3 pupils and we have supported engagement from visiting. The Madras Talent show and a host of extra-curricular activities such as sport, music, raspberry pi club, science fiction movie club, Science club, World book day events, Debating and many other activities.

Attainment in Literacy and Numeracy:

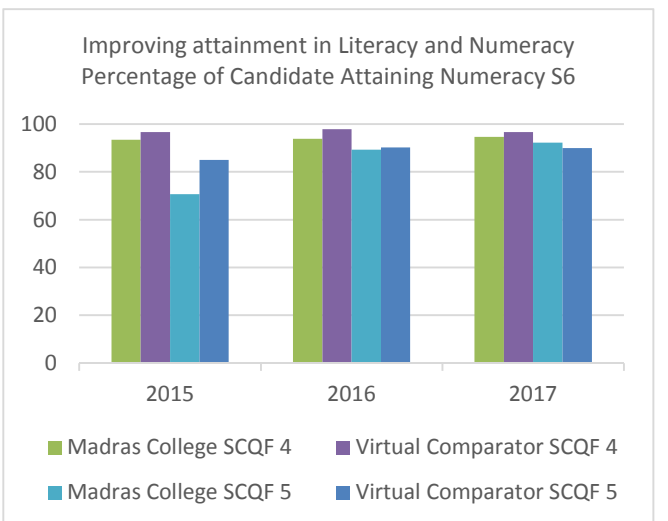
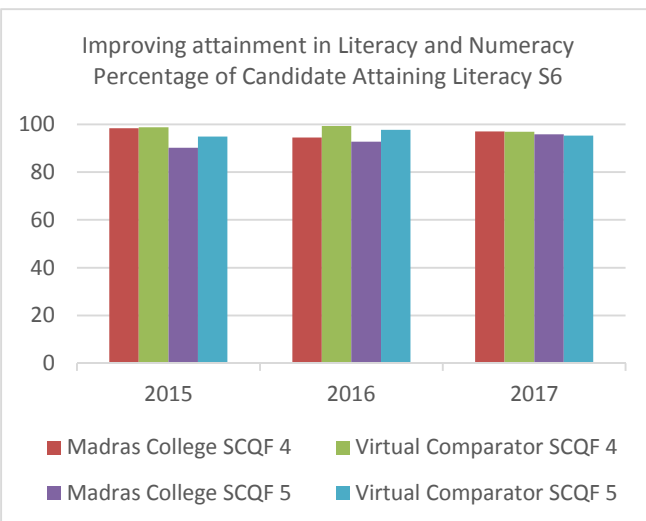
S4



S5

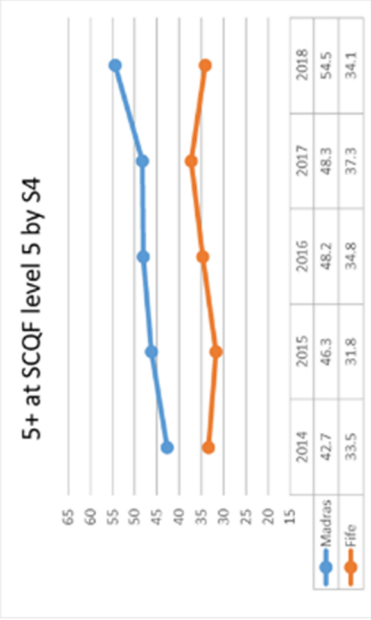
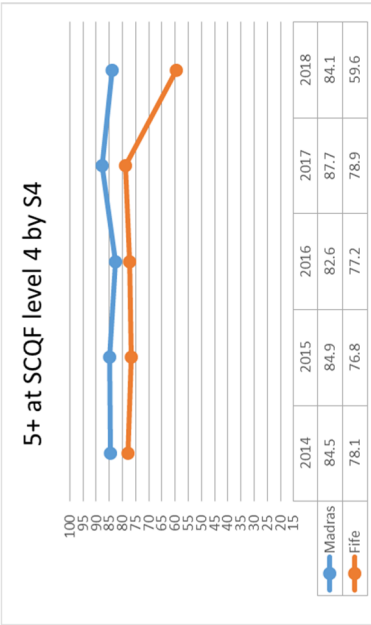


S6

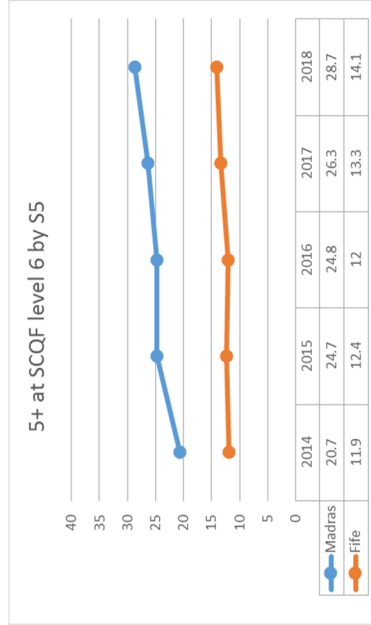
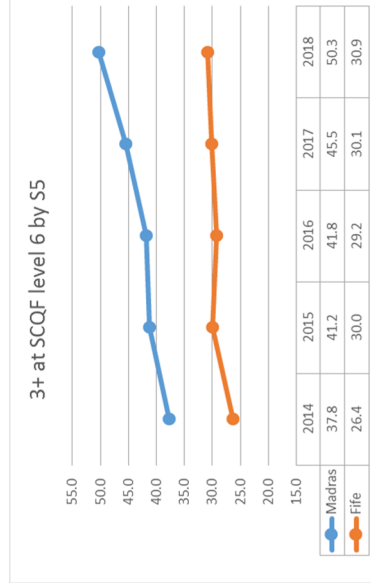
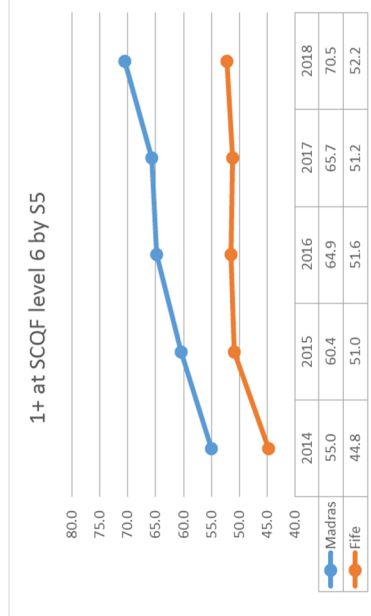


Improvement trends in key attainment measures:

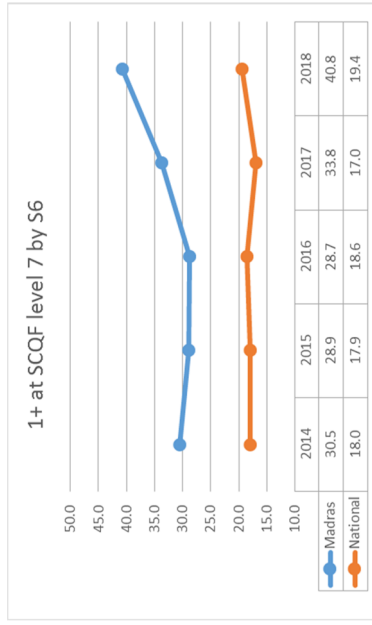
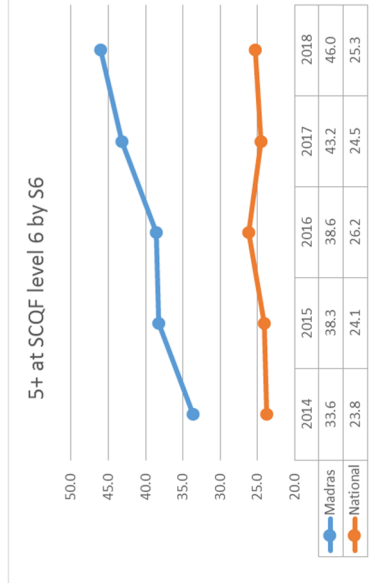
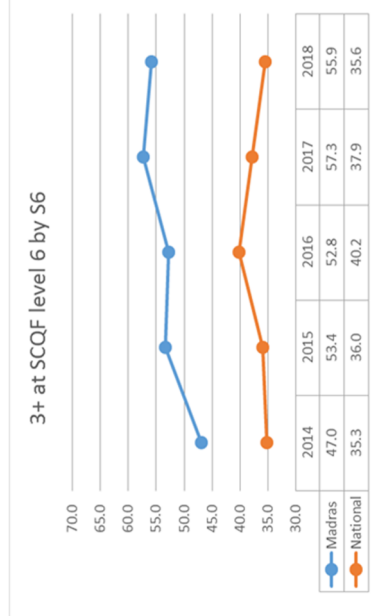
S4



S5



S6



Areas for improvement

- Look to encourage more uptake of D awards at N5 and start a focus on the N4/N5 Scottish Studies Award.
- Continue to connect with Parents, particularly with P7/S1 parents (through open evening information/interaction events).
- Continue to evaluate impact of Maths/English focus group(s) learning and feedback progress to LS team.
- Continue to develop our moderation process of Numeracy attainment in BGE (3rd level) (across elements of the school curriculum) and further improve attainment in Mathematics and Numeracy.
- Continue to engage a Secure Learning initiative for S4-S6.

QI evaluation (HGIOS4):

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 and an Active Learning 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).

Our 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 was backed up with AfE scores, language and numeracy tests as well as MIDYIS (October of S1) and SOSCA (end of S2) scores but will now be supported by the new SNSA data

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.
- Continue to develop our Health and WellBeing education, which includes Mental Health.
- Continue to address the impact of inequity on learning and achievement through Targeted support, to include an earlier intervention focus on appropriate accreditation courses.
- Provide increased flexible learner pathways using timetable options and attainment analysis.
- Develop an informed understanding of the attainment/achievement pattern of the Furthest From Achieving (FFA) group (in S4-S6) to support our early intervention focus.
- Further develop our Assessment Policy to support the delivery of internal assessment arrangements.
- Introduce the accredited Scottish Studies Award for all.

QI evaluation 2.2 and 2.4 (HGIOS4):

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 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. This is effective in all Faculties.
- Learner voice is developing in the school through pupil representative councils, senior pupil office bearers, committees, pupil group discussions and pupil questionnaires.
- 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. However, severe budget cuts have meant these activities have to be prioritised.
- 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.
- All staff have consistently high expectations of all pupils and have a clear understanding of our community. The vision of the school is clear and focuses on improvements in outcomes for all. All staff are clear on the areas for development and senior leaders guide the strategic direction and pace of change in the school to ensure the school sustains its positive drive and outcomes for all pupils.
- 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









- Continue to support CPD opportunities with a prioritised focus on understanding standards and sharing best practice.
- Further develop the promotion of professional reading.
- Continue to manage the significant challenge of severe budget cuts.



QI (HGIOS 4):




School Improvement Plan Priorities (2017/18) – Evaluation



Improvement Priority linked to QI and NIF	Expected outcome/impact	How will the priority be monitored and measured	Evaluation Outcome)
<ul style="list-style-type: none"> Raising attainment (3.2) Leading Change (1.2) Improve Learning (KP1) <p>by facilitating a further focus on Mathematics and Numeracy</p>	Introduce “Ninja” Maths into Form Time for all S1-S3	Focused format for Ninja Maths produced (BY) to fit into 20 minute Form Time Slot	Complete 
		Information for staff (and pupils delivered)	Complete 
		Support in Form Time given through S3 prefects	Complete 
		Focus group(s) of pupils and staff selected at points in the year to discuss impact and delivery of this initiative	Complete 
	Introduce a N5 Maths focus group for identified “below the line” Maths pupils.	Identify two groups of pupils who could benefit from extra time to secure their core N5 Maths skills	Complete 
		Create space on the timetable for staff and pupils to engage	Complete 
		Discuss a core skills and practice strategy and secure identified resources	Complete 
	Monitor S3 Maths class progress	Discussion of strategy and resources for monitoring S3 Level 4 class progress	Complete 
		Implement resources and monitoring strategy	Complete 
	1.1 / 2.2 Evaluating and improving our BGE	Reach an agreed rationale – produce clear statement of aims	Staff feedback. Data collected and Rationale created and disseminated
Courses reviewed and amended in line with requirements of skill base required for senior phase		Review S1-S3 Experience Curriculum faculties review S1-S3 course to ensure that we are providing challenge and secure learning. Consolidate a consistent approach.	Complete 
3.2 Skills Focus	Staff and pupils aware of skills being developed across the curriculum	Identify transferable skills and encourage explicit teaching of them.	On-going 


		Use Assemblies to support pupil awareness of transferable skills.	Complete 
3.1 Ensuring wellbeing, equality and inclusion	Improvements in health and wellbeing in BGE	Focus groups Social education programme improvement Using data from survey monkey survey	Survey ready but GDPR needs to be addressed. Email parents 
	Supporting Mental Health	Feedback from pupils involved in various group initiatives including 7 Habits. Discussion with guidance teams and SLT regarding changes to curriculum and assemblies to support mental health issues. Partnership working Feedback	Complete Soc Ed programme updated. 
	In response to feedback from parents, through Parentwise survey, we are going to offer a twilight session on how to keep children safe online.	Evaluation and feedback on future Parentwise surveys.	Complete. Next step to arrange a date. 
3.2 Raising attainment by continuing to improve our tracking of progress	Further develop equity through time-table options and pathways	Produce a report on the attainment of pupils in deciles 1-4	Complete 
		Review post S4 exams column analysis of subject performance and compare to previous scans	Complete 
		Identify target groups early in S4 and support these individuals with regular intervention from year team	Complete 
		Share report tracking data and baseline indicators with PTs for use in subject departments.	Complete 




<ul style="list-style-type: none"> Raising attainment (3.2) Improve Learning (2.3) <p>by engaging a “secure learning” initiative for S5-S6 (KP1)</p>	<p>Identify the group of S5/S5 pupils who have 2 or more study periods on their timetable</p>	<p>Pupils identified from SEEMiS. Staff informed of all pupils on study periods and asked to ensure these pupils have meaningful work from their subject areas for study.</p>	<p>Complete</p> 
	<p>Inform pupils of focus and importance of “secure” use of study periods</p>	<p>Inform pupils of drive for secure learning in study time at Assembly (and other)</p>	<p>Complete</p> 
	<p>Make study classes on T/T a key point for regular classroom visits during South Street MBWA</p>	<p>Visit classes and ensure staff and pupils see the importance of secure learning in study time.</p>	<p>Complete</p> 
<p>1.2 Leadership of Learning</p>	<p>Staff supported to engage in PRD and PU.</p>	<p>Opportunities for PRD/CPD activities will be shared with all staff.</p> <p>An audit of which courses have been attended will be carried out.</p> <p>Staff in their PU year will be supported to ensure their update goes through smoothly.</p>	<p>Complete</p> <p>No audit but tighter criteria before agreement</p> <p>Complete</p>   
<p>1.2 Leadership of Learning</p>	<p>A Leadership of Learning group will be set up within the school.</p> <p>Activities will be designed to allow group members to discuss theoretical works and policy documents relating to leadership of learning.</p>	<p>Regularly scheduled meetings will take place. The timings for these will be negotiated by the group but should be at least once per calendar month.</p> <p>Group members will engage with and discuss theoretical works and policy documents. Members will present to the group on topics of their choosing. Collaborative networks could be established by members of the group to share their experiences and ideas.</p>	<p>Complete</p> <p>Complete</p>  

1.1 Self-evaluation for self-improvement	A new format will be used for faculties/departments to analyse and evaluate their exam results.	PTCs (and PTs) will engage with the self-evaluation questions and discuss their results with members of the SLT.	Complete	
	Updates to INSIGHT system will be shared with faculties.	Faculties will discuss means for improving exam results and share these with SLT. Faculties will be able to use Course Comparator module of INSIGHT to aid their self-evaluation.	Complete	

3.3 Increasing Creativity and Employability	Continue to develop further qualifications which will link directly to employability	Raise awareness of F.A. courses being offered at Madras College (hub).	Complete	
		Encourage Guidance staff to promote (to most appropriate pupils) the F.A. qualification.	Complete	
		Monitor pupil uptake and progress	Complete	

	Continue to build on Employer contacts and link to speakers into (and outside) school regarding employment opportunities in our local area/context	Further Employer links/contacts made.	Complete	
		Speakers on employment opportunities engaged.	Complete but ongoing	

	Refine school "DYW map of activities, experiences and opportunities.	Refined "DYW Map" completed and issued to staff. Awareness of "DYW Map" raised with pupils and parents.	Complete	
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<ul style="list-style-type: none"> Raising attainment (3.2) Leading Change (1.2) Closing the gap (KP2) <p>by reviewing the Department Attainment Review Process</p>	Simplify and Focus (for greater impact on key areas) the Department attainment Review process.	Discussion at SLT on previous department reviews. Look to simplify the process to achieve greater impact.	Complete	
		Discuss at EMT (start of term) proposals	Complete	
		Carry out changed process and review engagement	Complete	

Improvement Priority linked to QI 2018-19	Expected outcome/impact	Responsible person	How will the priority be monitored and measured	Appropriate time scales	Evidence of improvement/impact gathered and recorded throughout the session (2017/18)
<p>Leadership of change</p> <p>Address current extra budget saving of £266,000</p>	<p>a) Move to a consistent 60 minute teaching unit across whole school (both sites) for June 2019 timetable.</p>	<p>D McClure</p>	<ul style="list-style-type: none"> • Consult with Parent Council • Consult with pupils (all S4-S6 + BGE PRC group) • Consult with Staff <p>Ensuring everyone is aware of Rationale for change and impact of change</p> <ul style="list-style-type: none"> • Following full consultation. Inform all stakeholders of outcome • Contact bus companies and attempt to negotiate a slight change to bus times giving 58 day notification 	<p>June 2019</p>	

Improvement Priority linked to QI 2018-19	Expected outcome/impact	Responsible person	How will the priority be monitored and measured	Appropriate time scales	Evidence of improvement/impact gathered and recorded throughout the session (2017/18)
	b) Carry out a whole school managing change exercise for teaching staff.	D McClure	<ul style="list-style-type: none"> • Carry out a full draft job-sizing exercise for all promoted staff (trying to deliver a consistency of approach across all faculties) • Create a draft Management (school) structure as a “going forward” structure • Liaise with Education Service as part of Fife-Wide managing change exercise. • Consult with all teaching staff on transparent model • Speak individually with staff personally impacted by change exercise • Consult with Parent Council on changes and impact 	January 2019	

Improvement Priority linked to QI 2018-19	Expected outcome/impact	Responsible person	How will the priority be monitored and measured	Appropriate time scales	Evidence of improvement/impact gathered and recorded throughout the session (2017/18)
	c) Look at other areas of delivery for further saving	D McClure	<ul style="list-style-type: none"> Discussions with SLT and BM to try to identify other possible areas for savings. Inform identified areas of potential change and manage these changes. 	January 2019	
<u>Leadership of change</u> Investigate next phase of proposed budget savings – possibly (£75,000)	Consider further changes to school week/day. Possibly going to an Assymmetric week.	D McClure	<ul style="list-style-type: none"> Discuss possible approach with SLT and BM to secure a transparent rationale with information on outcomes and impact initial stages of consultation/ information could be considered 	June 2019	
Leadership of Change Changes to school Admin team structure	Support the management change exercise carried out with school Admin staff.	D McClure	<ul style="list-style-type: none"> Consult with Admin Co-ordinator and BM and SLT on a proposed Administration structure Submit proposed structure to Fife Education Service. Support staff through changes 	October 2018	

			<ul style="list-style-type: none">• Support new team with changes (and lack of expertise/training)• Inform Parent Council and school staff of changes and subsequent challenges			
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Improvement Priority linked to QI 2018-19	Expected outcome/impact	Responsible person	How will the priority be monitored and measured	Appropriate time scales	Evidence of improvement/impact gathered and recorded throughout the session (2017/18)
<u>Leadership of Change</u> New Build	Progress on Madras College New Build	D McClure SLT BM	Continue to monitor and support new build progress. <ul style="list-style-type: none"> • Support on-going discussions • Support exchange of information • Look at possible future management structure change and incorporate where possible, changes into existing structure models/plans 	On-going	
<u>Raising Attainment</u> Learning Partnerships	Review of Cross-Authority Learning Partnership focus.	D McClure A Robertson	<ul style="list-style-type: none"> • Discuss with L.P. schools (Grove/RHS) current partnership focus, outcomes and support • Discuss with SLT review of focus and impact • Draft Learning Partnership focus 	May 2019	

Improvement Priority linked to QI 2018-19	Expected outcome/impact	Responsible person	How will the priority be monitored and measured	Appropriate time scales	Evidence of improvement/impact gathered and recorded throughout the session (2017/18)
<u>Raising Attainment</u> Introduce new accredited courses (N5 and SfL)	Attainment Raised for S4 "target" groups at N5/N4 and RPA for N3/N4 target pupils in S3	D McClure A Massie	<ul style="list-style-type: none"> Discuss further development of courses with SLT and appropriate PTc(s) to implement Scottish Studies Award programme SfL accredited course programme for S3 "target" group 	May 2019	
<u>Raising Attainment</u> Support changes to tracking system	Investigate alternatives to previous baseline assessment data	D McClure H Watson	<ul style="list-style-type: none"> Look at SNSA information for 2017/18 at S3 and investigate a correlation to previous baseline data (SOSCA, AfE, MidYis) Check how proposed correlation matches to internal (subject) data Draft a correlated format for PTc/PT/SLT/Support Review outcomes from SQA (2019) data for evaluative accuracy and impact. 		

Improvement Priority linked to QI 2018-19	Expected outcome/impact	Responsible person	How will the priority be monitored and measured	Appropriate time scales	Evidence of improvement/impact gathered and recorded throughout the session (2017/18)
<u>Raising Attainment</u> Enrolment (transition)	Develop a new Enrolment Policy	O Darge	<ul style="list-style-type: none"> Consult with Year Heads and office staff and support teams Draft Policy for comment Final version completed and posted on website. 	October 2018	
<u>Raising Attainment</u> Assessment arrangements	Create a plan (timeline/map) of internal assessment arrangements for N5, H	O Darge	<ul style="list-style-type: none"> Secure assessment arrangements information Consult with individual PTs Present a draft arrangements document Invite comment from staff and pupils. Redraft and publish (email staff, put on website and inform pupils (Assembly) and PC. 	December 2018	
<u>Leadership of Learning</u> Develop leadership for a range of groups	a) Develop leadership with pupils	O Darge	<ul style="list-style-type: none"> Engage all S6 pupils in Leadership Theory and experience (invite staff and external agencies) to deliver to S6 on the challenges (and skill sets) of leadership to support S6 pupils as role models/leaders within the school. 		

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			<ul style="list-style-type: none"> • Speak with S6 pupils towards end of session on experiences, skill sets and review process for improvement next session 	October 2018	
	b) Develop leadership with staff	O Darge	<ul style="list-style-type: none"> • Engage a small range of staff to mentor school captains in their role within school. • Offer mentors CPD on coaching and leadership • All PTc/PT staff offered CPD experience on whole school leadership and HT skills 	December 2018	
<u>DYW</u> Supporting	Continue to develop current programme	O Darge	<ul style="list-style-type: none"> • Continue to develop employability engagement morning (S3/S4 pupils) • Redraft (following consultation) the September Senior Phase Evening Rationale • Extend links with St Andrews University Academic skills department to promote study skills • Give more support to Medicine/Oxbridge applicants for interview process 	June 2019 June 2019 December 2018 October 2018	

Improvement Priority linked to QI 2018-19	Expected outcome/impact	Responsible person	How will the priority be monitored and measured	Appropriate time scales	Evidence of improvement/impact gathered and recorded throughout the session (2017/18)
<u>School Ethos</u> (Review of Current Policy)	Review existing school security policy (on-going update cycle)	H Watson	Discuss existing wording and rationale for current school security policy with SLT and focus group(s). Update policy in light of discussions	March 2019	
<u>Raising Attainment</u> (Supporting leadership Analysis)	1) Develop an "early SQA attainment measure for SLT and PT groups.	H Watson	<ul style="list-style-type: none"> Extract UPS data from SEEMIS in August for each S4, S5, S6 pupil and match to grade achieved within each subject. Create a report listing subject performance on UPS data and present in a clear manner for subject comparisons and trend (over 3 years) 	August/September 2018	
	2) Develop an A/B/C/D/NA report on S4, S5 and S6, SQA accredited awards	H Watson	Extract data from SEEMIS on N5, H, AH awards at A-D grades. Analyse and present findings in an appropriate statistical format. Match new data to prior attainment levels for discussion at mid and senior management levels to inform feedback on course delivery	September 2018	

Improvement Priority linked to QI 2018-19	Expected outcome/impact	Responsible person	How will the priority be monitored and measured	Appropriate time scales	Evidence of improvement/impact gathered and recorded throughout the session (2017/18)
<u>Raising Attainment</u> (Supporting leadership Analysis)	3) Investigate S4 attainment levels of Literacy and Numeracy (discrete)	H Watson	Extract S4 attainment data on Literacy and Numeracy (discrete) from SEEMiS SQA data. Look for changes in data and links to English/Maths presentation policies and delivery. Look at delivery versus outcome for Lowest, middle and highest attainment groups for subject presentation – particularly in SfL faculty pupils. (Tom Ingles +)	December 2018	
	4) Prepare Attainment report on performance of bottom 20% attainment group (S4)	H Watson	Extract information on S4 attainment for our poorest performing (S4) 20% - to initiate a report, identifying performance with individual circumstances. (Performance to be based on Tariff points). Present and discuss findings with SLT and PT(c) SfL.	February 2019	

Improvement Priority linked to QI 2018-19	Expected outcome/impact	Responsible person	How will the priority be monitored and measured	Appropriate time scales	Evidence of improvement/impact gathered and recorded throughout the session (2017/18)
<p>Raising Attainment (Supporting leadership Analysis)</p>	<p>5) Match study class groups to specific subject staff (study mentors) for subject input where possible.</p> <p>Align this to AH groups where possible.</p>	<p>H Watson</p>	<p>Look at timetable study periods for S5/6 and identify periods where subject staff can match pupil need, particularly matching time for AH groups to give AH tuition.</p> <p>Inform staff and pupils of this strategy.</p> <p>Re-assign pupils to classes where possible.</p> <p>Monitor progress of initiative and seek feedback from staff and pupils on success or otherwise.</p> <p>Discuss evaluative feedback at SLT.</p>	<p>June 2018</p>	

Improvement Priority linked to QI 2018-19	Expected outcome/impact	Responsible person	How will the priority be monitored and measured	Appropriate time scales	Evidence of improvement/impact gathered and recorded throughout the session (2017/18)
<u>Health and Wellbeing</u>	1. Creating ethos of Health + Wellbeing (Emotional, Mental and Physical)	A Robertson	<ul style="list-style-type: none"> • Link initiative to range of International and National Policies (e.g. Children and Young People (Scotland) Act 2014. • Examine current research (e.g. NHO Health Promoting School framework) • Form a school working group to discuss a strategic approaches and the implementation of interventions as identified by pupil consultation (October 2018) • Engage with external partners to provide identified needs as appropriate and/or practical. • Engage staff CPD on pastoral delivery. • Implement strategic/operational programme (ongoing) in appropriate context/classes. 	May 2019	

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<u>Health and Wellbeing</u>	2. Supporting the Implementation of SQA (SCQF) Awards on Mental Health and Wellbeing	A Robertson	<ul style="list-style-type: none"> • Evaluate current pastoral support programme • Link new input to the SQA Accreditation for HWB at SCQF 4 • Meet with supporting staff • Implement programme (1 unit this session) • Monitor and evaluate progress 	May 2019	



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)

