MADRAS COLLEGE

Standards and Quality Report

Session 2006-2007

Kilrymont Road Building

Fife
COUNCIL
Education Service

SECTION 1

Background Information

To include (**brief** description) of:
- catchment area
- accommodation/grounds
- associated schools
- school roll
- staffing
- range of provision (nursery, behaviour support, DSE, support base/unit, community use, etc)
- links with parents and the community

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 2005, the pupil roll stood at 1646 (894 in KR; 763 in SS). 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 15 associated primaries makes inclusion a crucial element in the transition period. The RAF base and the University create a population of pupils who arrive throughout each session. These pupils enrich an already 'cosmopolitan' pupil body.

The total staff, teaching and non-teaching, is 177 of which 129 are teachers. The teaching staff and many support staff travel between the buildings, as do some senior pupils for their PE provision.

Pupil Support accommodation includes a Behaviour Support Centre (KR) housed in an external 'hut' and, for session 2005-2006, space in the former Janitor's House in the SS site. This space has been shared throughout the session with Learning Support and the Department of Special Education whose main accommodation is within the KR building. The appointment of a Pupil Support Manager and two Pupil Support officers meant that accommodation had to be found. The Pupil Services Base in KR is shared with administration staff. The Home School Link Officer works closely as part of the Pupil Support Team.

Madras College is a Community Use facility which is used extensively by groups and individuals from the local communities. Strong community links provide opportunities for pupils to be represented on community panels and the support of Rotary; local business and employers offers further opportunities for personal development. College links too are very productive, in particular, with Elmwood College, the school's nearest FE provision.

The school has a long tradition of school exchanges and other extracurricular travel. The Kiel Trip, for example, has been in place since the 1950s and has been recently adapted to encourage in junior years, a practical experience in using another European language. The Ohtawara Exchange and the Upper Arlington Exchange are popular with senior pupils who undergo a selection process for inclusion.

The School Board and the Parent Teacher Association are very active in support of the school and the pupil body.

School Aims

Unless otherwise specified, it is assumed that the aims apply to the range of provision within the school (nursery, behaviour support, DSE, etc).

The aims should:
- reflect the school's core purpose and values
- be concise and easily understood by all the school's stakeholders
- take account of national and local advice and the views of parents, staff and pupils
- be linked to the National Priorities
- make specific reference to improving standards of attainment and the quality of pupils' experiences
- occupy no more than 2 pages
- be referenced (numbered/lettered) to allow for easy reference within Action Plans

Although the process of education must always be responsive to change if it is to meet the demands placed upon it by a society which is itself constantly changing, there are three broad principles on which the aims of any school have to be based and these remain essentially the same.

The *first* of these relates to learning itself. Within the framework of providing appropriate education for all, the school aims:

(a) to develop the full potential of each pupil by providing courses which:
    (i)   give all pupils a common core of knowledge about the key areas of human experience;
    (ii) cater for all levels of ability;
    (iii) offer a wide range of subject choice to take account of individual interests and aptitudes;

(b) to ensure that in the choice of subjects there is no discrimination between the sexes;

(c) to foster intellectual curiosity, a spirit of enquiry and a belief in the value of learning as an on-going process;

(d) to give pupils appropriate experience of modern technology and its impact on society;

(e) to make pupils aware of social and moral problems and of the cultural and spiritual aspects of life;

(f) to provide opportunities for pupils to acquire skills and interests that will enable them to use their leisure purposefully;

(g) to provide systems of testing and measuring achievement to ensure that pupils acquire the training and qualifications necessary for their future careers without placing undue emphasis on mere examination success;

(h) to employ methods of teaching that combine sensible innovation with the best of established practice.

The *second principle* is that the school should be a caring environment.

Here the aims are:

(a) to respond sympathetically and quickly to the needs of the individual, and provide support with problems and difficulties;

(b) to ensure that:
    (i)   each pupil is known and valued as a person in his or her own right;
    (ii) decisions affecting individuals are taken on the basis of personal knowledge and an understanding of what is best for each;

(c) to create a climate within the school which promotes good working relationships and from which all pupils can derive positive attitudes and sound values based on ideas of mutual co-operation, toleration and consideration for others;

(d) to make pupils aware of the need for rules as a fundamental element in any organised society and encourage them to practise codes of conduct which seek to maintain clearly defined and generally accepted standards;

(e) to help pupils to develop personally and socially and to acquire the self-discipline and sense of responsibility which will enable them to face the demands of adult life with confidence;

(f) to see the school as an extension of the family unit and to maintain close links with parents, secure their support and understanding and ensure their involvement in decisions about their children.

The *third principle* concerns the school's place in the community of which it forms an integral part.

The aims under this heading are:

(a) to encourage pupils to see the school as a model for the larger community outside and to take proper pride in belonging to the school and the community it serves;

(b) to encourage pupils to take an interest in the history and traditions of the community, its present welfare and its future development;

(c) to involve pupils, wherever possible, in the life and work of the community through suitable projects and schemes of service;

(d) to promote good relationships between the school and the community and develop close links between the two to the mutual benefit of both.

SECTION 2

Evidence Used As Basis for Evaluation of Performance

This part of the report should give a clear indication of how evidence was gathered to ensure that evaluative statements are accurate and objective. The requirements of this section can be overtaken by the inclusion of a calendar for monitoring (see page 17 of HGIOS? 2002).

- HMIe Report and Fife Review feedback including staff/parent and pupil responses via questionnaires

- Whole School Action Plan 2005-2006 Progress Report

- SQA Analysis and Results

- Department Annual Reviews

- Department Agendas and Minutes

- SMT/Faculty Heads of Department Links

- Department/SMT Quality Assurance Calendars

- Classroom Monitoring
  - Heads of Department /Department Colleagues
  - SMT/ Faculty Heads of Department

- Staff Consultation
  - Assessment, Reporting and Parents' Evening Programme
  - SQA Study Leave
  - BBBL Audit, Consultation and Action
  - Citizenship in the Curriculum

- Pupil Councils' Minutes

- Analysis of Discipline Returns/Statistics

- Attendance Reports

- School Board and PTA Discussions

Audit Processes and Outcomes

To be included:
- Range of audit processes used to determine strengths and development needs
- Nature of broad view and focused audits undertaken
- Involvement of stakeholders (staff, pupils, parents, etc)
- Summary of audit outcomes (strengths and development needs)

- Audit of progress re School Action Plan 2005-2006

- Minutes of Working Groups

- Department Classroom Monitoring Processes

- Behaviour Management Audit

- Audit and Analysis of Exclusion Data

- 'Call Out' Database

- Professional Development and Review Process

- Preparation for Fife Review and HMIe Inspection

- SQA Results

- Monitoring of Attendance by Home School Link Officer/ Guidance Staff

Action points from the HMIe Report (January 2005) and the Fife Review (October 2004) provided a retrospective 'audit' of the school's performance in 2005-2006.

The outcome and action points from these reports will be the basis for whole school and, where applicable, specific department improvement objectives in session 2007-2008.

SECTION 3

Summary of School Priority Areas and Targets at Beginning of the School Year

This part of the report should give a clear statement of the school's key priorities/targets identified in the most recent school plan. Comment on the progress the school has made in working towards its priorities/targets for the current year should be contained within the evaluation of performance of the 7 key areas.

- Quality assurance processes and the monitoring of the classroom experience

- Further development and planning of Pupil Support Faculty structures

- Improve structures within Behaviour Management to include individual, departmental and whole school action

- Develop and track progress in the use of formative assessment (AifL) across departments

- Creation of CPD activities that chime with school development areas and staff PDR returns

- Introduction of Enterprise Education experiences

- Adaptation of Social Education Programme through Drama

- Introduction of IT course for S1

- Creation of ECO Schools staff/pupils' committee

- Movement towards electronic communication

During 2007-2008, the school will formally introduce more rigorous quality assurance self-evaluation and monitoring procedures, thus, addressing one of the HMIe main points for action.

Evaluation of Performance During the School Year

(Evaluative comment is required on all 7 key areas)

Curriculum

- Structure of the Curriculum
- Courses and Programmes

HMIe found that the overall quality of the curriculum was good. Notably the allocation of time (two hours per week) to Physical Education across all stages was praised in helping to develop positive attitudes to health and fitness. Commended also was the wide range of subjects offered at S3 and S5/6 with acknowledgement of a developing link with local colleges to meet the needs of a small group of pupils.

Pupils in all years are offered a broad and balanced curriculum that takes into account national and authority advice. However, given the need for flexibility within the curriculum, the Curriculum Working Group completed an audit and evaluation of a proposal for a Standard Grade start in S2. The decision through consultation was that such a move would be inappropriate at this time with some departments focussing on the development of Intermediate 1 courses for S3 pupils. Science subjects, for example, offer Intermediate 1 courses in the three discreet sciences along with Standard Grade in S3. Another factor in determining curricular development was the prospect of major developments within 'A Curriculum for Excellence'. An S1 Health Week in May 2007 was run as a cross-curricular activity.

The range of subjects offered in the S1/2 curriculum includes an ICT course and the timetabling of some subjects on a rota basis to reduce the number of teachers that pupils meet in the course of the week.

Continuity in Modern Languages from Primary has been an ongoing discussion. The allocation of French and German within the associated primaries made the creation of truly mixed ability classes extremely difficult. The situation for 2006-2007 was improved by the appointment of a new Curriculum Leader (Modern Languages) who in conjunction with the Cluster group has worked and will continue to work to improve the balance of languages across the associated primaries so that continuity in Modern Language can be achieved. The equal split into French and German in S1 four years ago has led to increased uptake of Higher German in S5 for Session 2007-2008.

In S2, there is an element of choice, offered to all pupils. In session 2006-2007 this was between Latin and Drama.

RE is included in the S1 curriculum on a one period a week basis while in S2, there is a system for one period a week for 10 weeks. The timetabling arrangement for this is extraction for the 'enrichment' period. In 2007-2008 S3 will be offered Religious Education in rotation with Social Education as part of a Citizenship and Values course.

The course choice process for S3/4 is well established with increasing numbers of Intermediate courses being developed. For some of the most challenging pupils, an ASDAN course will remain on offer to S3 and S4. Discussion with colleges has led to a Skills for Work course offered to S3 in conjunction with Adam Smith College and participation in a hairdressing course for certain more challenging S3 pupils at Elmwood College in Session 2007-2008.

Uptake in Practical Craft Skills (Intermediate) introduced in session 2005-2006 has been sustained and is in place across S3 to S6.

Recently, an audit of Citizenship activities across departments has been completed. The collation of the findings will act as a basis for developments in that curricular area. Already, however, there has been a 'citizenship' initiative with S6 as part of the induction programme. There will be ongoing developments throughout next session which will require active participation in decision-making and problem-solving as well as contribution to the well-being of the school population.

A variety of Enterprise experiences have been undertaken this session. The Department of Special Education have been particularly successful in running a Fair Trade 'business' initiative. The St Andrews World Class Tourism Challenge involved 75 S3 pupils having a full day awareness-raising experience on a Tourist Trail. Objectives included promoting careers in Tourism and Hospitality, developing teamwork, problem-solving and communication skills. Tourism internships are being piloted in partnership with Springboard. The Elmwood 'Go Golf' tournament was successfully organised with Waid Academy and Bell Baxter.

The curriculum will remain an area for further analysis and development in 2007-2008.

Attainment

Overall Quality of Attainment

(School's progress in raising attainment, pupils' progress in learning and pupils' attainment in relation to 5-14 levels and/or in national examinations)

ATTAINMENT IN SCOTTISH QUALIFICATIONS AUTHORITY (SQA) NATIONAL QUALIFICATIONS

Scottish Credit and Qualifications Framework (SCQF) levels:
7: Advanced Higher at A-C/CSYS at A-C
6: Higher at A-C
5: Intermediate 2 at A-C; S`tandard Grade at 1-2
4: Intermediate 1 at A-C; Standard Grade at 3-4
3: Access 3 Cluster; Standard Grade at 5-6

Percentage of relevant S4 roll attaining by end of S4

		2004	2005	2006
English and Mathematics @ Level 3	**Madras College**	97	93	95
	National	91	90	
5+ @ Level 3 or better	**Madras College**	95	93	96
	National	91	90	91
5+ @ Level 4 or better	**Madras College**	87	85	90
	National	77	76	76
5+ @ Level 5 or better	**Madras College**	50	47	52
	National	35	34	34

Percentage of relevant S4 roll attaining by end of S5

		2004	2005	2006
5+ @ Level 4 or better	**Madras College**	88	90	86
	National	78	78	76
5+ @ Level 5 or better	**Madras College**	61	61	61
	National	45	45	
1+ @ Level 6 or better	**Madras College**	57	54	52
	National	39	39	38
3+ @ Level 6 or better	**Madras College**	37	41	35
	National	23	23	21
5+ @ Level 6 or better	**Madras College**	20	22	19
	National	9	10	9

Attainment *continued*

5-14 ATTAINMENT

Gender
Present level of performance (June 2007)
% S2 roll attaining or exceeding
minimum 5-14 levels for their stage

English Reading

              Boys

              Girls
              76%

              84%

English Writing

              Boys

              Girls
              67%

              78%

Mathematics

              Boys

              Girls
              61%

              69%

ATTENDANCE PERCENTAGE SUMMARY

21st August 2006 to 29th June 2007

Year
Possible
Attendance
Auth.
Absence
UnAuth.
Absence
No of
Pupils
Pupils with Auth. Absence

Learning and Teaching

- Quality of Teachers' Planning
- Quality of the Teaching Process
- Quality of Pupils' Learning Experiences
- Meeting Pupils' Needs
- Assessment as Part of Teaching
- Reporting Pupils' Progress

Overall the quality of teaching is good – whole class lessons and clear explanations; well-judged questioning and praise are noticeable features of lessons giving pupils confidence in learning. In 2006-2007, department action plans included improvement objectives within classroom observation. Peer observation with specific objectives in classroom practice has allowed departments notably Maths to plan and share good practice.

In 2006-2007 all staff were offered Continuing Professional Development in faculty groups relating to Assessment is for Learning. Class observation by Depute Headteachers and review meetings showed that implementation was still patchy. The areas most commonly seen were sharing learning intentions, good questioning and checking learning as the lesson progressed.

The Maths Department ran in-service in February on more practical ways of teaching and brought in a Regional Development Officer who was observed teaching. This is spreading through the Maths Department.

Study Support has funded presentations by The Learning Game and The Learning Performance companies. Their input was targeted at all pupils in S1, S3 and S5.

The need identified in the HMIe report for a more consistent approach to constructive feedback and monitoring of progress will be addressed, in particular, through the tracking system. This innovation to be implemented in Session 2007-2008 will provide a common structure for monitoring individual progress and for involving pupils and parents in the process.

Senior pupils continue to be served well by the links formed with St Andrews University to access specialist tutoring and lectures. Combined with additional departmental support in lunchtimes, pupils' learning experiences are deepened and enriched.

In Session 2007-2008 the focus for development is on a) Assessment is for Learning S1 – S6 and b) meeting needs especially of lower achievers in S1 and S2.

Support for Pupils

- Pastoral Care
- Personal and Social Development
- Quality of Curricular and Vocational Guidance
- Monitoring Progress and Achievement
- Effectiveness of Support for Learning
- Implementation of Legislation Relating to Additional Support Needs and Disabilities
- Placements of Pupils with Additional Support Needs and Disabilities
- Links with Local Authority, Other Schools, Agencies and Employers

School arrangements for care, welfare and protection for pupils are good. In 2005-2006, the appointment of a Pupil Support Manager and Pupil Support Officers has created an additional dimension to the range of pupil support strategies available to pupils, staff and parents. Within the general area of behaviour management, implementation of a call out system to provide immediate support for staff and pupils has been well-received and has, arguably, contributed to the reduction in exclusions. This role has been monitored during the session.

Creation of databases for tracking behaviour including weekly summary sheets for promoted staff has been instrumental in helping provide improvements in internal communication and early indication of any 'hot spots' that individual pupils may experience. Parents receive early communication of behavioural difficulties and are offered opportunities to minimise the difficulties and prevent escalation.

On the back of the audit of behaviour (June 2005), certain strategies and initiatives have been undertaken throughout the session: CPD activities to broaden the scope of the existing Team Support facility; 10 staff attended a Bill Rogers Conference – 'Cracking the Hard Class' and have issued 'Helpful Hints' regarding behaviour strategies; in certain areas of the school restorative approaches are being used, this will be developed further next session; staff consultation during In-service Day 5 centred on behaviour strategies for possible action, this has contributed to the launch of a new policy for August.

Involvement in the pilot programme 'What's Going On?' for S3 pupils will provide an opportunity for more teachers to relate to pupils holistically. The pilot will be broadened to all S3 pupils in session 2007-2008.

The main work of the session in this area has been focussed on creating a multi-faceted system of support which includes the closer working together of the Guidance department, Pupil Services and three 'specialist' departments – Learning Support, Support Centre and Department of Special Education. The development of a Key Worker for pupils has met with success. Communication systems between support for learning departments and subject departments has been strengthened through discussion meetings at Management level and will be addressed next session in Action Plans.

An improvement objective for 2007-2008 will be to further integrate the Pupil Support faculty. In particular, the appointment of a Curriculum Leader, as per the Staffing Plan, will further this process as will a more closely-knit accommodation plan.

Ethos

- Climate and Relationships
- Expectations and Promoting Achievement
- Equality and Fairness
- Partnership with Parents, the School Board and the Community

The HMIe and Fife Review questionnaires provided evidence that pupils, parents and staff enjoyed being part of the school community and identify strongly with it. All partners in the school community find it stimulating and challenging.

Personal and social development; equality and fairness and partnerships with parents, school board and the community are a particular strength.

Year Group and Whole School Councils are the main avenue for the pupil voice. This session the council has made contributions to discussion on the 'Continental Day'; organised whole school events and continued to seek support for improvements in provision for pupils in areas such as dining room facilities, lockers and bicycle parking.

The extra curricular programme continued to expand – not only in numbers participating but also in activities. The Extra-Curricular Awards Scheme recognises both involvement and achievement. The Eco Club made a significant contribution through recycling waste.

A noticeable positive feature of staff/pupil relationships is the breadth and scope of the extra-curricular programme – *see section* 'Other Achievements'.

Music; Drama; Debating add hugely to the confidence of pupils by offering opportunities to work with and for groups beyond the school. In turn these contribute to the development of self-assured and well-rounded young people which was noted by HMIe.

Resources

- Provision of Accommodation and Facilities
- Provision of Resources
- Organisation and Use of Resources and Space
- Staffing
- Effectiveness and Deployment of Staff
- Staff Review and Development
- School Management of Finances

It has long been recognised that the split-site accommodation is not satisfactory. Department managers are faced with 'double resourcing' especially in practical subjects; timetabling restrictions and staff travel needs. The majority of teachers do not have ownership of a specific classroom and that makes for additional classroom management difficulties for all. The provision of subject staff bases is minimal.

To make access suitable to the needs of all users a lift was installed in the Kilrymont Road site.

Communicating information to all staff is extremely difficult and demands considerable planning. The development of electronic communication is impeded by the demand on the network of the split site. However, an IT Working Group is addressing the need for provision of appropriate hardware.

Recent discussions with Heads of Department have raised awareness of the various budgets and finance available to the school. Criteria for 'A Allocation' have been shared and information regarding access to other funding clarified.

The recent HMIe report recognised the inadequacies of the accommodation and there is a general acceptance that improvement will have to be made and resources allocated at local authority and school level to ensure that the provision meets the needs of the 21st century.

Management, Leadership and Quality Assurance

- Aims and Policy Making
- Self-Evaluation
- Planning for Improvement
- Effectiveness of Leadership
- Effectiveness and Deployment of Staff with Additional Responsibilities

Staff, pupils, parent/carers and the wider community have an understanding of the school aims and its values. The aims articulate with national priorities and the aims of the local authority education service.

Consultation with various partners takes place where and when appropriate. In May and June 2007 parents were consulted about timing of parents' rights.

Working groups – CPD; Curriculum; Enterprise; Pupil Support; School Day; Management – exist to develop initiatives in these specific areas.

Teamwork of the Senior Management Team has been developed by adopting a vertical structure so that all Depute Headteachers work in both buildings. The Senior Management Team has three meetings per week: a) Business Meeting – administration, approvals, organisation of events. b) Depute Headteachers Meeting – pupil management, discipline etc.   c) Management Meeting – strategic educational and curricular issues.

In addition the Senior Management Team and Heads of Department have met every two months approximately and held an overnight conference in April to discuss the future role of the Extended Management Team. Their plans are being implemented in Session 2007-2008.

Depute Headteachers, as Faculty Managers, provide support to departments but also are essential to quality assurance procedures. This role will be further developed in conjunction with Heads of Department and Curriculum Leaders as part of the school's improvement agenda in the area of self-evaluation. A Quality Assurance calendar was discussed and approved by the Heads of Department meeting in September 2006 and implemented in 2006-2007.

SECTION 4

Other School Achievements During School Year

This part of the report should give a brief record of the notable achievements of pupils and staff not recorded or acknowledged elsewhere in the report.

Consistent with previous sessions, there has been a host of notable achievements. Listed below are some:

- Duke of Edinburgh's Award resulting in 15 bronze and 12 silver awards
- Ski Club 24 pupils completing a course of lessons despite the lack of snow in Scotland
- The annual talent show that attracted over 60 entries reduced to 15 for the performance which raised over £800 for Comic Relief
- Drama
  - The Quad Theatre put on Chekhov's *Cherry Orchard* at the Byre Theatre with a cast of 30 including a chamber orchestra
  - A sell-out *Cabaret* performance ran for several performances
  - First Year Drama classes 'How do we do Citizenship?' devised and presented by First Year classes with a focus on 'Care in the Community', 'Help the Aged', 'Homelessness' and 'Endangered Wildlife'
  - Third Year Drama students ran Drama Clubs for First Year that were described as very successful, surprising and exciting
- The Advanced Higher class put on a St Andrew's Day production in Holy Trinity Church
- An S4 Standard Grade class went to Gibson House and performed for the elderly residents
- The Mathematics Department has enjoyed success in Maths Challenge, Master-classes and Mathématique Sans Frontières
- Our Halloween Disco raised money for Africa; on Valentine's Day, Cupid's Candy provided funds for our charity account and the school was active in raising money for Red Nose Day.
- The Modern Studies Department's close links with the Scottish Parliament continued with senior pupils' visits to Holyrood and visits to Madras by MSPs. In March a group of 6 senior pupils represented Mid-Scotland and Fife on a full day of seminars around the theme 'Young Women in Politics'.

Notable Sporting Successes

- Rugby winners of the Bell Lawrie Scottish Schools' U18 Plate
- Football winners of the Fife Schools' U18 Cup, Fife Schools' U18 League and runners-up in the Scottish Schools' U18 Cup
- Lomond Challenge Shield for Triathlon best school team
- Swimming: 3 Gold medals in Fife Schools' Swimming Championships
- Athletics: Winners of Senior Boys' Fife Schools' Road Relays and Fife Schools' Cross Country; Fife Schools' Track and Field Championships: 17 Gold, 10 Silver and 10 Bronze
- Golf: Winner of the Junior Boys' Scratch Championship and Team Scratch Competition
- Table Tennis: Gold medals in U12 and Silver and Bronze in U14 and Gold in U16
- Ice-Skating: Silver in British Figure Skating Championships and Silver in Ice Dance
- Badminton: Gold in Senior Girls' singles; Gold in Senior Boys' singles and Gold in Senior Boys' doubles

SECTION 5

Main Priorities for Next Session

- **Effective Learning and Teaching**
    - Continue to develop best classroom practice through AifL.
    - Implement and review Behaviour for Learning.
    - Develop a whole-school system for Success, Praise and Rewards.
    - Meeting Needs through provision of appropriate courses and through Support for Learning faculty.

- **Target Setting, Monitoring and Tracking**
    - Develop a system to identify and discuss pupils' potential.
    - Monitor and track pupils' development against that potential.
    - Link monitoring and tracking to reporting.

- **Curriculum for Excellence**
    - Enterprise.
    - Health Promoting School.
    - Citizenship.