

Standards & Quality Report 2012 - 2013 and Improvement Plan 2013-2016 - (SQIP)

Madras College



Plans used to Inform School Improvement Priorities

COSLA Concordat National Outcomes	Community Plan Outcomes	Fife's Health and Wellbeing Plan 2011-14 – a healthier future for Fife	Children's Services Plan 2011-2014	Council Plan	Education Service Plan
<p>We are better educated, more skilled and more successful, renowned for our research and innovation</p> <p>Our young people are successful learners, confident individuals, effective contributors and responsible citizens</p>	<p>Improved educational attainment</p> <p>Improved Education achievement</p>	<p>Overall aim is to reduce health inequalities.</p> <p>Supporting healthier lifestyles for individuals and families.</p> <p>People have opportunities and effective support to access and sustain education, training and employment.</p> <p>People have increased skills, knowledge and opportunities to manage and improve their financial situation.</p> <p>People have the personal skills, strengths, knowledge and opportunity to improve their health and wellbeing.</p>	<p>Reduce % of 16-19 year olds not in Employment, Education or Training.</p> <p>Increase number of young people gaining a recognised achievement award and the overall number of awards achieved.</p> <p>S4: 5 plus SCQF level 3.</p> <p>Increase % of half day attendances per pupil in secondary schools.</p> <p>Increase number of pupils in Fife schools identified as young carers.</p>	<p>Improved educational attainment and achievement for all</p> <p>Improved local conditions for economic development</p> <p>Becoming a top performing council</p>	<p>Raising attainment across all sectors.</p> <p>Promoting achievement for all.</p>
<p>Our children have the best start in life and are ready to succeed</p> <p>We have improved the life chances of children, young people and families at risk</p> <p>We live our lives safe from crime disorder and danger</p>	<p>Supporting early years development</p> <p>Less crime and fear of crimes</p> <p>Less abuse of women and children</p>	<p>Creating and sustaining healthier places and communities.</p> <p>Vulnerable pregnant women, children, young people and families have reduced risk of poor health outcomes.</p> <p>Communities develop and use safe outdoor and community spaces in ways that enhance their health and wellbeing.</p>	<p>Increase percentage of P1 children with no obvious signs of dental disease.</p> <p>Decrease in number of babies requiring treatment for substance misuse withdrawal.</p> <p>Reduce pregnancy rate among under 16 year olds per 1000 (definition changed in 2008).</p> <p>Reduce % of children on the child protection register for more than a year.</p> <p>Increase access to appropriate help of children experiencing domestic abuse.</p> <p>Increase in percentage of looked after children cared for within Fife.</p> <p>Increase % of children exclusively breastfeeding at 6-8 weeks.</p> <p>Number of children 5-15 participating in child healthy weight programmes.</p>	<p>Targeted support to vulnerable people</p> <p>Improved community safety</p>	<p>Promoting inclusion.</p>
<p>We live longer, healthier lives</p>	<p>Supporting healthier lifestyles</p>	<p>Changing the way organisations work.</p> <p>Workforces have increased confidence and competence to improve health and wellbeing and tackle health inequalities.</p>	<p>Reduce number of children and young people with 5 or more separate referrals for offences in a six month period reported through the YOMG.</p> <p>Increase % of offence and non-offence referrals from Fife police being dealt with by multi-agency partners rather than a referral to the Reporter.</p>	<p>Improved sport, leisure and cultural opportunities</p> <p>Make Fife the leading green council</p>	<p>Improving the learning environment.</p>

In preparing this document account has been taken of Fife Council's Improvement objectives from the Council Plan, Community Plan, Joint Health Improvement plan, Children's Services Plan and Education Service Plan as well as national outcomes.

TO BE CHANGED

C F E C U R R I C U L U M F O R E X C E L L E N C E C F E	<p>Raising attainment across all sectors</p>	<p>Promoting achievement for all</p>	<p>Promoting inclusion</p>	G I R G E T T I N G I T R I G H T G I R
	<p>1 Developing Quality CPD/Leadership</p> <p>A. Enhancing the quality of CPD experiences for all staff</p> <p>B. Engaging, empowering and enabling our current and future leaders</p>	<p>5 Accrediting Pupil Achievement</p> <p>Further increase accredited pupil achievement, vocational opportunities for pupils and the quality and impact of flexible educational arrangements</p>	<p>9 Impact of Equalities Requirements</p> <p>Audit the implementation of equalities requirements by schools in terms of evidence and outcomes for pupils</p>	
	<p>2 Improving Learners' Experiences/ Quality of Teaching (Literacy/ Numeracy)</p> <p>A. Improving the quality of pedagogy in all schools and learning communities</p> <p>B. Improving the quality of the teaching and learning of reading, writing and mathematics for all learners</p> <p>C. Designing curriculum policy around the needs of all learners</p>	<p>6 Improving Leavers Destinations</p> <p>Work with schools and partners to:</p> <p>A. Enable young people to secure positive post-school destinations</p> <p>B. Develop capacity to meet all learners' needs effectively</p>	<p>10 Further Implementing the Strategy for Inclusion including:</p> <p>A. Pupil behaviour, relationships and attendance</p> <p>B. The devolution of ASN provision to area cluster level</p> <p>C. Listening to the pupil voice to improve the service, with a particular focus on young carers</p>	
	<p>3. Embedding Raising Attainment Strategies/ Assessment Framework</p> <p>A. Designing an assessment framework that motivates learners and assures stakeholders</p> <p>B. Ensuring each school sustains raising attainment as a major focus of all its activities and constantly reviews and amends raising attainment strategies at classroom and whole school level</p>	<p>7 Localising the Early Years Strategy</p> <p>Through early years learning communities in 7 areas deliver:</p> <ul style="list-style-type: none"> • Early Years training on a multi agency basis • Support and challenge for all establishments • Monitoring impact on pupils of early years developments • Implementation of the parenting and family support strategy • Provision for vulnerable families with under 3s 	<p>11 Improving Partnership Impacts</p> <p>Further improve:</p> <p>A. Processes, outcomes and data sharing and for young people at greatest risk including those in need of child protection at Fife, school and area levels.</p> <p>B. The health and wellbeing of pupils and staff in the context of the local community</p>	
	<p>4. Strengthening Effective Self Evaluation/ Quality Improvement</p> <p>A. Ensuring that all staff are accountable for improving performance outcomes for all pupils through focused self-evaluation and quality improvement processes at school, cluster and service levels</p> <p>B. Developing data sets and systems to ensure improvement objectives and management decisions are supported by robust, timely and accessible management information</p>	<p>8 Improving the Management of Buildings and Facilities</p> <p>A. Developing a strategic review of Education Provision across Fife</p> <p>B. Designing and building modern schools within the Education capital programme, including the Building Fife's Future programme, which puts children and learning at the centre of design</p> <p>C. Ensuring that all our pupils are learning in Eco-friendly schools that are moving towards reducing their carbon footprint</p> <p>D. Harnessing new technologies to modernise business and teaching practices</p>	<p>12 Improving the Management of People, Resources and Risk</p> <p>A. Rationalising management structures and developing the work force planning strategy</p> <p>B. Evaluating the impact of internally contracted services</p> <p>C. Lead corporate improvement programmes within the Council where appropriate</p> <p>D. Implement improved Health and Safety, Business Continuity and Risk Management performance</p> <p>E. Implement the next phase of the Devolved School Management scheme and manage and review revenue budget within current economic environment including delivering identified saving proposals</p>	
<p>Improving the Learning Environment</p>	<p>Improving the Learning Environment</p>	<p>Improving the Learning Environment</p>		

School Standards and Quality Report

How are we doing?

How do we know?

Evidence of where the school is now

Increased Expectations

Within the Standards and Quality Report and Improvement Plan process, particular attention requires to be given to the following questions to ensure schools are addressing the key areas that will have an impact on the quality of learners' experiences.

1. How well do young people learn and achieve?
2. How well does the school support young people to develop?
3. How well does the school improve the quality of its work?

Adaptations to this format for planning take account of the increased expectations of HMIE as announced in August 2011 and May 2012.

It is a requirement to include pupils, parents and partners in the consultative process. Details of how pupils, parents, staff and partners have been consulted are detailed below.

Consultation

Staff

Detailed discussions took place in September/October 2012 to review SQA results and subsequent review of department development plans. Discussions also took place with staff and EMT regarding the school's approach to meeting the Education Service stretch targets for S4. Staff were consulted on the proposals for the school's Senior Phase framework for session 2013-2014 and on changes to the school day. As well as this staff were regularly given opportunities to comment on the ongoing discussions related to the proposals for a single site new build for the school. In June 2013 the staff were consulted (by survey) on a range of issues relating to leadership, relationships and support. As well as this they were consulted on proposals to introduce a focus on school uniform and proposals to review the framework of our CfE and to the school day. Staff were also consulted in September 2013 on the school security policy and were asked to give their views on the broad areas for development for session 2013-2014.

Pupils

Pupils were consulted at various times throughout the session by discussion in Pupil Councils and surveying opinions on elements of the curriculum in the BGE and the proposed Senior Phase. Some of these views were gathered using on-line techniques. From May 2013 groups of pupils have been consulted on a daily basis with regard to how well the school supports their learning and focus groups of pupils have been asked key questions relating to S3 prefect duties and proposed changes to the curriculum, uniform and the structure of the school day.

Parents

Parents were consulted through the parent Council on the framework for the current Senior Phase. As a consequence of the discussions which took place regarding this, subject changes were made to the Senior Phase framework and put in place for session 2013-2014. Parents were involved in information sharing evenings for S4-S6 exam arrangements and the Parent Forum received a report of progress in each area of the Development Plan. In June 2013 the Parent Forum were consulted on the broad areas for development for session 2013-2014 and the parent Council views were canvassed (in September 2013) over uniform, school security policy and proposed changes (for session 2014-2015) on curriculum framework and the school week. As well as this, there has been ongoing consultation on the proposals for a single site new build for the school.

Partners in Education

Throughout the year there was an ongoing consultation with the Education Psychology Service, The Health Service, The Police, Voluntary organisations and Social Services – discussing best practice, collaboration and resource sharing. As well as this there was consultation with:

- Elmwood College regarding a bridgework programme with DAS pupils
- Fyfe Cycle Centre to maintain mountain bikes and training senior pupils to lean on the same
- Social Subjects Department created links with St Andrews University
- Families 1st to deliver an enhanced transition programme for pupils from our feeder primary schools. Some of the Madras pupils who require additional support assist with this programme.
- DAS Department produced a calendar for a local taxi firm which included taking photographs
- ACIR – Association for International Cancer Research linked with the school to fundraise for them and provide support at the Edinburgh Marathon. In turn AICR have offered work experience placements
- Burns competition in conjunction with local rotary club
- Active Schools work in partnership with local sports centre and St Andrews University
- Consultation with Dundee University on transition as well as discussions on ITE through membership on the University Partnership Board

School Standards and Quality Report

Overview

Brief Background of the school/nursery centre

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 2013, the pupil roll stood at 1287. 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 make 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 Parent Council is very active in support of the school and the pupil body. In June 2014, the RAF personnel and families will start to leave to a new base in Lossiemouth and Army personnel and families will start to occupy the base accommodation.

Values

We are committed to ensuring that our school is a community based on these shared values:

- accepting everyone with consideration, tolerance, courtesy and respect;
- honesty, fairness and openness in our dealings with everyone;
- accepting responsibility for ourselves, our actions and developing a sense of self worth;
- caring for each member of our school community and helping those in need;
- working hard, being positive about our life and learning and committed to education in its widest sense.

Aims

The aims of the school are organised under 3 headings; Achievement, Ethos and Partnership.

Achievement

- All members of the school community contribute to a learning environment which will enable them to develop their full potential and achieve the highest possible standards in all aspects of their work.

Ethos

- All members of the school community are valued as individuals, regardless of their race, sex, religion, colour, creed or ability.
- All members of the school community are actively involved in creating good working relationships within the school.
- All members of the school community are provided with opportunities to develop their personal and social skills to enable them to take their place as caring and confident members of society.

- All members of the school community play their part in maintaining and developing close partnership with parents and the local community

Priorities achieved during 2012/2013 and the outcome/impact of these on learners and improving learning/teaching

Key improvement priorities from session 2012/2013:	Evidence statements	Outcomes for learners and improvements in learning/teaching
1. Further develop Raising Attainment strategies with Faculties.	<p>Raising Attainment calendar produced and shared with staff to support RA milestones across the session.</p> <p>Faculty discussions on looking at department strategies in improve attainment</p>	<p>Target setting and progress reports shared with learners.</p> <p>Department action plans created to impact on classroom learning and teaching activities.</p>
2. Increase the percentage of pupils achieves 5+ at level 5.	<p>Target groups of pupils identified, monitored and tracked and target setting carried out.</p> <p>Study support timetable created and shared with staff, pupils and parents.</p> <p>Staff linked with target groups of pupils, to support as mentors</p> <p>Study skills booklet shared with pupils. Study techniques awareness evening for parents organised and delivered.</p> <p>Easter revision “school” organised and delivered.</p>	<p>Targets shared with pupils and parents. Pupils more aware of potential and progress.</p> <p>Pupils encouraged to attend study support.</p> <p>Pupils given extra one to one attention and supported with personal organisation.</p> <p>Pupils supported in developing study skills and parental involvement in supporting pupil development of study skills encouraged.</p> <p>Pupils able to engage in Easter revision programme.</p>

School Standards and Quality Report

<p>3. Increase the percentage of pupils achieving 3+ at level 6</p>	<p>Target groups of pupils identified, monitored and tracked and target setting carried out.</p> <p>Communication on results of NAB assessments shared with parents.</p> <p>Study support timetable created and shared with staff, pupils and parents.</p> <p>Supervised study classes organised to support individualised need,</p>	<p>Targets shared with pupils and parents.</p> <p>Pupils more aware of potential and progress,</p> <p>Parents involved in supporting pupil progress.</p> <p>Pupils encouraged to attend study support.</p>
<p>4. Further develop CfE</p>	<p>Senior Phase discussions held with staff and parents. Discussions concluded session 2013/2014 following parental involvement</p>	<p>Pupils can chose to study an individualised programme of activity within their timetable.</p> <p>Senior Phase framework in place for session 2013/2014.</p>
<p>5. Develop S3 profile</p>	<p>Discussions with staff, pupils and parents to implement process of writing S3 profiles.</p>	<p>Pupils constructed personal S3 profile.</p>
<p>6. Improving the quality of the school's work.</p>	<p>Quality Assurance Calendar discussed and produced.</p>	<p>Learning and teaching strategies evaluated and reviewed.</p>
<p>7. Review S2 curriculum and implement S3 curriculum.</p>	<p>Discussions with EMT and pupils to evaluate S2 and S3 curriculum arrangements.</p>	<p>All S3 pupils able to complete their S3 curriculum and make informed choices for S4 in session 2013/2014.</p>

Key improvement priorities for session 2012/2013:	Evidence statements	Outcomes for learners and improvements in learning/teaching
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Planned opportunities for Learners' personal and wider achievements

Across the school, all Faculties have tried to provide our pupils with a wide range of opportunities to engage in competition and events. These opportunities are on offer throughout the year and are delivered both within school and as outwith school experiences. On offer, to support the school in all of its diversity are:

Faculty/Subject	On Offer within School	On Offer outwith School
English	Creative Writing Carnegie Book Challenge House Debating Poetry Burns Recital Competition Burns Evening Performance Personal Study Essay Competition (S3) Nicky Johnson Creative Writing Competition (S4) Muirhead Creative Writing Competition (S5/6)	Senior Debating – National & Debating matters Rotary Debating competition Junior Debating Stanza Poetry Competition National Burns Recital St Andrews Writer's club Poetry Competition (S3) Sessions with Authors Sessions with Poets Trips to theatre
Maths	Pi Competition	Mathematiques Sans Frontiers UKMT Junior Maths Challenge Senior Maths challenge UKMT Pink Kangaroo Competition SMC Mathematical Challenge – Junior SMC Mathematical Challenge – Intermediate SMC Mathematical Challenge – Senior UKMTY Maths Team Challenge

<p>Expressive Arts/ Art</p> <p>Drama</p> <p>Music</p>	<p>Display of Art Work around school</p> <p>Quad productions – Theatre Performances Performances of course work</p> <p>School concerts Talent Show Open Mic Competitions Pipe Band Performances Choir Award Ceremonies Burns Singing Competition Burns Evening performance</p>	<p>Sew Arty</p> <p>Trips to theatres</p> <p>Fife Music Festival Fife Burns Competition National Burns Competition Pipe Band Performances Choir-Music Festival Bell Baxter competition Fife Schools Rock Band Competition Hospital performances Church Concerts</p>
<p>Health & Wellbeing/ PE</p>	<p>Football House Matches Rugby House Matches Hockey House Matches Netball House Matches Softball House Matches Rounders House Matches Madras Tennis championships Madras Golf Championships – Various House Swimming Competition House Cross Country Competition House Athletics Sports Date Dance Show Talent Show Lunch class Tournaments Sports Ambassadors</p>	<p>Fife Schools Netball League Fife Schools Netball Tournaments Netball Scottish Cup Netball Friendly matches Fife Schools football league Fife Schools Football Cups Football Friendly Matches Football Scottish Cup Rugby Scottish Cup Rugby Friendly Games Fife Rugby tournaments Fife Schools Hockey tournaments Midland hockey tournaments Hockey Friendlies Cycle Speedway Scottish Cup Cycle Speedway Friendlies Fife Road Bike Championships Tennis Scottish Cup Fife School Golf tournaments Fife School Badminton Championships Fife Schools Swimming Championships Fife Schools Track & Field Championships Fife Multi Events Fife Cross Country</p>

Other	ECO Club "Dates" Awards S1/S2 "Stamp" Awards	Duke of Edinburgh Rotary Top of The form competition Youth Achievement Awards (including rural Skills Course Trips to Namibia Ohio Exchange trip

Aspects of the school's work it is especially proud of in Session 2012/2013

We are especially proud of:

- **The Junior Debating Club** going through to the 3rd round of the East of Scotland Junior University Debating Competition
- The “Mathematiques sans Frontiers” S4 team and the S5 team both being listed in the top ten teams in the country and going on to be ultimate national winners
- Having four pupils (across S1 to S6) achieving Gold certificates and one pupil achieving Silver certificate in the Scottish Mathematics Challenge competition
- In the UK Maths Challenge competition there were four Gold, twenty three Silver and twenty Bronze awards, while in the European Pink Kangaroo category four pupils received certificates of participation
- **Our Social Science Baccalaureate** was introduced and four candidates achieved 3As and one B. All four candidates have been recorded by the SQA in their showcase exemplars for this award. Indeed one pupil's project has been identified as exemplary and will be used on the SQA website as a support tool for future candidates
- **In Modern Languages** one S6 pupil, supported by the Rotary Club, attended the Euroscola in the European Parliament in Strasbourg. Also two S6 pupils were presented for the Language Baccalaureate and both achieved an A Grade and another pupil was selected along with only twenty nine other pupils from across the UK to take part in a conference in Berlin
- **In Science** one S5 pupil was selected for the Scottish Space School in Glasgow and will compete further for a place on the USA leg of the Space School. Also two S5 pupils gained places on the Nuffield Science Bursary Scheme which pays them to undertake sciences research during the summer holidays.
- Twenty four of the S2 Physics pupils gained the CREST Science Bronze Award for their recent projects – and two senior pupils achieve Grade A in their Science Baccalaureate
- **In Enterprise** the Madras Young Enterprise group called ‘Higher’ were successful in the Fife Young Enterprise awards achieving “winner of the most innovative product” for their entry of “Children’s First Aid Kit” as well as achieving runner-up in the best presentation category
- **In the Burns Competition** there were five 1st places awarded and two 2nd place awards and three 3rd place awards across the categories of speaking, singing, instrumental and bagpipes in the Fife Burns Competition and in the National Burns Competition. Two pupils received recognition in recital and singing respectively, with one going on to take 2nd place in the S3/4 Bagpipe. As well as this, one S5 pupil took place in the S5/6 singing class.

- **In the Fife Festival of Music** – one pupil was the winner of the Nancy Paul Trophy for piano solo, another pupil was the winner in the Advance percussion class, a third pupil won the clarsach class, a fourth pupil won the Senior Solo Voice competition and the Senior Wind Band won in their class with the Senior Strings coming 2nd in theirs.
- As well as this the Madras Pipe Band performed outstandingly at 5 significant events – the Fife Young Fiddlers Ceilidh, the St Andrews Day Civic Service for Armistice Day the St Andrews Festival torchlight procession, the Scottish Schools' Pipe Band Championships and the International Golf Conference at the Fairmount Hotel.
- **In Sport at Fife Regional level**, The school won Fife Championship in S2 Hockey, S3 Hockey and S2 Netball. The S1 girls and S2/3 girls' teams each won Gold in the Fife Cross Country Championships. 6 pupils took individual 2nd and 3rd places in the Cross Country and Athletics championships – one pupil won individual gold in the S1 Multi-events championships. 10 pupils have been selected for next session's Fife Netball Squads and one pupil was selected for the U15 Midlands Hockey Team
- **School Football** had another strong year with all year groups progressing into the later stages of the Fife and Scottish Cups. The U18s in particular performed exceptionally well, finishing second in the league on goal difference and losing the Fife Cup semi-final on penalties away at Woodmill.
- One pupil in S3 progressed from the East region girls U15 squad in to the National team and was ultimately capped 4 times for Scotland across the season.
- In the 2013 Fife Schools Track & Field Championships Madras College pupils won a total of 37 medals including 8 gold.
- **At National level**, the senior boys' rugby team reached the semi-final of the Scottish Bowl (having also won the Howe 7s tournament). The S3 girls' netball team and the senior girls' netball team both reached the final of the Scottish Silver Cup. The Equestrian team were placed 6th in the Scottish Championship Team Event; the senior girls' tennis team reached the semi-finals of the Scottish Plate. The cycle speedway team became Scottish Champions in their first attempt, and one S1 pupil completed in the Scottish Schools Triathlon Event at Grangemouth and finished in overall 2nd place. three S2 pupils and one S5 pupil all represented Madras College at the Scottish Schools Individual Track and Field Championships, with one pupil winning a bronze medal in the 80m hurdles
- **In other Achievements**, taking part in the Duke of Edinburgh Scheme, 29 pupils achieved 3 gold, 14 silver and 12 bronze awards, with one pupil completing the first Fife Electronic Gold Award. The Gold Awards were all presented by the HRH the Duke of Edinburgh at Holyrood Palace earlier this year
- **The Warhammer team** of three S6 boys and one S2 boy won the Schools' League Scottish National final in Glasgow and qualified for the UK National final in Nottingham
- The Rotary Club Top of The Form competition was won by our team of four from S6, S4 and S2.

- **As part of the Madras Global Citizenship programme** thirty three pupils travelled to Namibia last summer to teach in three rural schools. With the great support of Tullis Russell the team were able to ship out resources collected by the staff and pupils of Madras and by colleagues from St Andrews University. The group were able to create a library in each of the 3 schools.
- Fifteen pupils also took part in this year's Ohio Exchange. Four S6 pupils travelled to Japan as part of the Links Trust Exchange programme, while 4 S5 pupils hosted Japanese Exchange students, showing them the highlights of St Andrews and Scotland.
- Two S6 pupils took part in the Canadian Exchange programme, hosting a Canadian student for 6 weeks and then attending school in Mount Sentinel in British Columbia for 6 weeks – and two pupils took part in the Fife visit to Auschwitz supported by the Holocaust Education Trust.
- As well as this pupils have taken part in trips to the theatre, the Scottish Parliament, to the Dundee Sheriff Court, (on an educational trip), to the Yorkshire Dales, Pitlochry, Edinburgh, Hadrian's Wall, London, Alton Towers, York, France, Germany and Sunday River Maine – to name some, but not all, wider experience opportunities.
- **In our Charity events**, One pupil initiated strong links with AICR – the charity based in Madras House and pupils supported AICR runners in the Edinburgh 10k.
- A 'blue day' was held on the 5th October to support the charity and raised over £1500.00
- The proceeds of this year's talent show of over £1000 went to support a local group raising money in memory of Jenny King (a former member of staff at madras) to purchase a cancer cold cap for Ninewells Hospital.
- A range of various events – bake sales, wear a hat, Open Mic raised over £500 for Headway.
- There was a Christmas box initiative which was extremely well supported and resulted in benefit to the elderly in sheltered housing.
- Over £900 was raised for Children in Need from a non-uniform day and groups of pupils performed on various occasions at St Andrews Community Hospital in the wards, the Renal Unit, Cafeteria and reception to entertain and support patients and their families.
- One pupil gained the top mark in Scotland in AH Technological Studies and was presented with a certificate of merit by the Technology Teachers' Association
- In S6, the number of pupils who achieved 3 or more awards at level 7 were 29. With one pupil in S6 achieving 5 awards at level 7, all at Band A.

How well did young people learn and achieve?

School Evaluation QI 1.1	Very Good	School Evaluation QI 2.1	Good
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Existing strengths QI 1.1 and 2.1 (make specific reference to QI's 1.1, 2.1 and any other link QI's):
Record evidence with evaluative statements:

SQA Fyfe Analysis Statements for S4:

- 5 or more awards at level 5, the school is above other schools nationally. Overall the school performed in line with comparator schools
- 5 or more awards at level 4, the school is in line with other schools nationally overall the school performed in line with comparator schools
- 5 or more awards at level 3, the school is above other schools nationally. Overall the school performed much better than comparator schools
- English and maths awards at level 3, the school is above other schools nationally. Overall the school performed much better than comparator schools

SQA Fyfe Analysis Statements for S5:

- 5 or more awards at level 6, the school is well above other schools nationally. Overall the school performed better than comparator schools
- 3 or more awards at level 6, the school is well above other schools nationally. Overall the school performed better than comparator schools
- 1 or more awards at Level 6, the school is well above other schools nationally. Overall the school performed better than comparator schools

SQA Fyfe Analysis Statements for S6:

- 1 or more awards at level 7, the school is well above other schools nationally. Overall the school performed much better than comparator schools
- 5 or more awards at level 6, the school is well above other schools nationally. Overall the school performed much better than comparator schools
- 3 or more awards at level 6, the school is above other schools nationally. Overall the school performed in line with comparator schools.

Opportunities for Achievement

The school has taken positive steps in offering pupils opportunities for wider achievement and has succeeded in engaging a high number of pupils in a large number of achievement opportunities and experience. The school is now moving towards a system of planned and recorded wider achievement.

Priorities for future development:

- Consolidate gains at level 5, 6 and 7 (through a year team tracking approach)
- Improve trend at 5 or more awards at Level 6 (through a year team tracking approach)
- Further improve our S4 attainment (through a year team tracking approach)
- Secure a planned and recorded wider achievement programme
- Continue to promote our in-house, staff led, CPD programme to improve teaching approaches
- Develop a planned programme of political literacy
- Develop a consistent and robust system of tracking pupil progress within the BGE (and link this to reporting progress)
- Further develop out P7/S1 transition programme

School Standards and Quality Report

How well does the school support young people to develop? QI 5.1 & 5.3

School Evaluation QI 5.1	Good	School Evaluation QI 5.3	Good
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Existing strengths QI 5.1 and 5.3 (make specific reference to QI's 5.1, 5.3 and any other link QI's):
Record evidence with evaluative statements:

- S1 curriculum covers all curricular areas and offers personalisation
- S2/3 curriculum allows for choices within curricular areas and options
- Senior phase plans have been implemented for current S4 and are being further discussed by staff, pupils and parents
- High expectations of attainment and wider achievement are being promoted
- Meeting learner's needs is starting to be more closely monitored through our self-evaluation approaches

Priorities for future development:

- Support a school estate improvement programme
- Implement current S4 curriculum
- Review course choice approach (through a year team approach)
- Further discuss senior phase structure and school week structure
- Make better use of baseline data to support and raise expectations
- Continue to develop "National" courses and their assessment
- Support parental understanding (and engagement with) new CfE courses
- Re-launch The S1/S2 Reward scheme to support better behaviour better learning and further develop our wider achievement programme
- Develop a programme of evening information/discussion visits with primary parents to support the transition process and parent engagement with the school

How well does the school improve the quality of its work?

QI 5.9

School Evaluation QI 5.9 Very Good

Existing strengths QI 5.9 (make specific reference to QI 5.9 and any other link QI's):

Record evidence with evaluative statements:

- Evidence based in-house CPD programme is being developed through classroom visits
- School's shared Quality Assurance Calendar was developed resulting in more QA activities
- School's use of "Teaching and Learning Community" (now called "staff leadership opportunity") to share and spread good practice
- Heightened awareness of quality improvement through EMT discussions

Priorities for future development:

- Develop a raised awareness of pupil potential and progress (through shared analysis of baseline and progress data)
- Develop an improved department self-evaluation programme
- Develop a more consistent approach to department attainment reviewing
- Continue to develop formative classroom visit approach to evidence and inform pupil experiences
- Develop the use of pupil focus groups to evidence and inform pupil experiences
- Further develop leadership capacity

School Evaluations

Quality Indicator Evaluations (schools require to evaluate the 5 reference QI's using HMI, *Increased Expectations http://www.educationscotland.gov.uk/Images/ESInspectionAdviceNote2012-2013_tcm4-684008.pdf

Quality Indicator Evaluations	2010/2011	2011/2012	2012/2013
	<i>School</i>	<i>School</i>	<i>School</i>
1.1 Improvements in performance	Level: Satisfactory	Level: Satisfactory	Level: Very Good
2.1 Learner's experiences	Level: Good	Level: Good	Level: Good
5.1 The curriculum	Level: Satisfactory	Level: Good	Level: Good
5.3 Meeting learning needs	Level: Good	Level: Good	Level: Good
5.9 Improvement through self-evaluation	Level: Good	Level: Good	Level: Very Good

Please record any further link QI's which have been evaluated by the school over the last three years. (Schools are expected to have evaluated all the other QI's over a three year period) The 5 reference QI's are evaluated by schools at the year end of any session.

Link QI's	School	Evaluated in session			

School Improvement Plan

What are we going to do now?

Key improvement priorities for session
2013/2014?

Three Year Overview for Improvement Priorities and Coverage of Quality Indicators Statutory Requirement

<i>Year 1 (2013/2014)</i>		<i>Year 2 (2014/2015)</i>		<i>Year 3 (2015/2016)</i>	
<i>Improvement Priorities</i>	<i>Quality Indicators</i>	<i>Improvement Priorities</i>	<i>Quality Indicators</i>	<i>Improvement Priorities</i>	<i>Quality Indicators</i>
Planned achievement opportunities	1.1 2.1	Planned achievement opportunities	1.1 2.1	Planned achievement opportunities	1.1 2.1
Raised Attainment	1.1 2.1	Raised Attainment	1.1 2.1	Raised Attainment	1.1 2.1
Further develop our CfE	5.1 5.3 1.1	Further develop our CfE	5.1 5.3 1.1	Further develop our CfE	5.1 5.3 1.1
Further develop our Self-Evaluation	5.9 1.1 2.1	Further develop our Self-Evaluation	5.9 1.1 2.1		
Improve school image and ethos		Improve school image and ethos	2.2 5.7 8.3		
				Develop a planned leadership programme	9.3 9.4

The School's Improvement Plan

Improvement priorities require to give particular attention to the three key questions highlighted by Education Scotland HMI.

How well do young people learn and achieve? (QI 1,1, 2.1)

How well does the school support young people to develop? (QI 5.1, 5.3)

How well does the school improve the quality of its work? (QI 5.9)

Schools will normally have a maximum of 4 to 5 high level priorities for improvements in an annual school session.

Improvement Plan Priorities

<i>Improvement Priority Linked to QIs 2013-2014</i>	<i>Expected Outcome/Impact</i>	<i>Responsible Person</i>	<i>How will the priority be monitored and measured</i>	<i>Appropriate Timescales</i>	<i>Evidence of improvement and impact gathered and recorded throughout the session 2013/2014</i>
1. Planned Achievement	Greater number of pupils receive achievement awards and recognition	LSeeley/ O Darge/ L Grubb	S1/S2 Rewards scheme records. SQA accredited courses tracked through spreadsheets and monitored by DHTs in charge (LSeeley/LGrubb) School opportunities tracking system (to be devised in a spreadsheet format)	May 2014 (and beyond)	Greater number of pupils receive recognition of, and accreditation for, achievement

School Improvement Plan

Improvement Plan Priorities					
Improvement Priority Linked to QIs 2013-2014	Expected Outcome/Impact	Responsible Person	How will the priority be monitored and measured	Appropriate Timescales	Evidence of improvement and impact gathered and recorded throughout the session 2013/2014
2. Raising Attainment	Improved SQA exam attainment in S4 and S5/6	Year Heads	Track progress through BGE Track S4 & S5/6 progress against baseline data predictors	July 2014 (and beyond)	Increased Attainment in SQA exam outcomes – N4, N5, Higher and AH
3. Further develop CfE	A further developed Curriculum for Excellence	Senior Leadership Team	Review delivery of courses through self-evaluation and consultation	Ongoing	New courses in place, assessment procedures in place, revised framework agreed and implemented with continued consultation in place

School Improvement Plan

Improvement Plan Priorities					
Improvement Priority Linked to QIs 2013-2014	Expected Outcome/Impact	Responsible Person	How will the priority be monitored and measured	Appropriate Timescales	Evidence of improvement and impact gathered and recorded throughout the session 2013/2014
4. Further develop our Self-Evaluation process	Improvements to our self-evaluation processes	Senior Leadership Team	New approaches of Formative classroom visits. Pupil focus groups and Department Reviewing will be implemented with impact measured through pupil progress records/tracking	May 2014 (and beyond)	Improved feedback on the work of the school with impact on learning and teaching
5. Improve the school ethos and image	Improvements to school environment and image in the community	SLT and Business Manager	Keep a record of improvements to the school estate. Visual checks on uniform. Further develop discussions and evaluations of relationships with parents as partners. Further develop our P7/S1 transition process to give parents more opportunity for discussion (through a series of P6/7 evening visits).	Ongoing to May 2014	Improvements to the internal working environment. Improvements in pupil response to wearing school uniform. Improvements in relationships with parents and parent council. Improve P7/S1 transition procedures.

