

Standards & Quality Report 2007 - 2008 and School Improvement Plan 2008-2011



Madras College



Plans used to Inform School Improvement Priorities

COSLA Concordat National Outcomes	Community Plan Outcomes	Joint Health Improvement Plan	Children's Services Plan	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 educational achievement</p>	<p>Increased skills and knowledge of young people to make informed choices</p> <p>Increase in the proportion of young people adopting a healthy lifestyle</p>	<p>Flexible approaches to education ensure that all pupils have opportunities to participate in education and have their attainment and achievements recognised</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>Promote high standards of learning and teaching</p> <p>Deliver support for a Curriculum for Excellence</p> <p>Improve performance approaches that focus on key outcomes</p> <p>Revise and implement an updated quality improvement framework</p> <p>Review arrangements to promote enterprising learning across the curriculum</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>Improve the experience of children in their early years</p> <p>Improved mental health and emotional wellbeing for young people</p>	<p>Wherever possible children and young people should be supported to remain within their own families and communities in Fife</p> <p>Ensure vulnerable young people are identified and supported</p> <p>Safeguard children and young people to ensure they are safe from neglect and harm</p> <p>Promote joint Initiatives that tackle effects of anti-social behaviour</p>	<p>Targeted support to vulnerable people</p> <p>Improved community safety</p>	<p>Improve opportunities for children and parents to express views and influence planning</p> <p>Develop a more integrated children's services delivery with specific reference to young people at greatest risk</p> <p>Continue to develop capacity for inclusion and the strategy for pupil behaviour and discipline</p>
<p>We live longer, healthier lives</p>	<p>Supporting healthier lifestyles</p>	<p>Supporting and developing programmes that aid the implementation of Fife Weight Health Strategy</p> <p>Increased involvement of young people in the development of initiatives and plans around their own health and wellbeing</p>	<p>Supporting programmes that help implement Fife Healthy Weight Strategy including diet and exercise initiatives</p> <p>Improve access to and participation in leisure, cultural and creative activities</p> <p>Promoting effective preventative interventions and providing access to oral health services</p>	<p>Improved sport, leisure and cultural opportunities</p> <p>Make Fife the leading green council</p>	<p>Continue to develop health and wellbeing</p> <p>Continue to develop and promote leisure, sport, culture and environmental activities</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 and the requirement to provide

Consultation

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

Pupils

In December 2007 HMIE interviewed groups of pupils and invited a sample of pupils to complete a questionnaire. This forms part of the HMIE follow through report. At regular points throughout the session both year councils and the whole school council met. At the last whole school council, the main topic of discussion was development priorities for session 2008-09. Pupils were twice surveyed as part of our developing Behaviour for Learning policy and practice.

Parents

In December 2007 HMIE surveyed parents as part of the HMIE follow through report. Madras College School Council met regularly throughout the session and under their auspices a parental survey was conducted. The Rector and senior members of staff are available at parents meetings and comments received from parents are noted.

Staff

Members of staff were involved in a broad scan audit across the full range of quality indicators. Staff were surveyed as part of our developing Behaviour for Learning policy and practice, and were involved in a more general survey on discipline. Detailed discussions took place in September to review SQA results and subsequent department development plans have been reviewed. Discussion has taken place with the EMT as development priorities have emerged. Principal Teachers conduct staff review interviews in June and resulting staff development priorities are noted and provided for.

Overview

Brief Background

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 2008, the pupil roll stood at 1646. 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 Parent Council is very active in support of the school and the pupil body

Broad School Aims

The *first* of these relates to learning itself, within the framework of providing appropriate education for all.
The *second principle* is that the school should be a caring environment.
The *third principle* concerns the school's place in the community of which it forms an integral part.

Priorities 2007/2008

Priority 1

Learning Together in Madras College

Target 1	Develop a whole-school system of praise, success and rewards	Completed
Target 2	Implement and monitor the introduction of Behaviour for Learning	Completed
Target 3	Develop a whole-school approach to Assessment is for Learning	Completed

Priority 2

Assessment for Learning

Target 1	Develop and implement a whole-school system of target setting, monitoring and tracking	Completed
Target 2	Review the school reporting system to ensure continuity with target setting, monitoring and tracking	Ongoing

Priority 3

The Curriculum

Target 1	Review the curriculum in light of ACE to ensure appropriateness, breadth, balance and continuity	Ongoing
Target 2	Review the curriculum to ensure that it meets the needs of all pupils	Ongoing

Priority 4

Health Promotion

Target 1	Prepare material for silver Health Promoting School	Ongoing
Target 2	Involve staff in Healthy Working Lives initiative	Ongoing

Three Year Overview for Improvement Priorities and Coverage of Quality Indicators

<i>Year 1 (2008-2009)</i>		<i>Year 2 (2009-2010)</i>		<i>Year 3 (2010-2011)</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>
Attainment	1.1	Attainment	1.1	Attainment	1.1
Curriculum for Excellence	2.1, 5.1, 5.2	Curriculum for Excellence	5.1, 5.3	Curriculum for Excellence	2.1, 5.1
Care and welfare	5.8	Care and welfare	5.8	Involvement of Parents, Carers and Families	2.2
Aims and Values	9.1			Resource Management	8.3
Behaviour for Learning	5.5, 5.6				
Communications	3.1, 5.7				
Leadership	9.3, 9.4	Leadership	9.3, 9.4		
		Improvement Through Self-evaluation	5.9		

What outcomes have the school achieved? (1.1)

Overall performance at credit level has improved, at higher performance is in line with expectations and there has again been improvement at advanced higher. Areas for development are at general and foundation/access 3 levels. Our attainment trends compare well with similar schools and with national levels of attainment. Overall our learners are successful, confident and contribute to the life of the school and wider community.

At standard grade notable performances were recorded in mathematics, physics, computing studies, English, chemistry and drama. At higher notable performances were recorded in English, mathematics, chemistry, physics, drama, German, classical studies and biology. At advanced higher notable performances were recorded in English and mathematics.

By the end of S2 the percentage of pupils achieving level E or better had improved in all three measures with 85% in reading, 74% in writing and 75% in mathematics. These results show a strong performance against our comparator schools and other Fife schools.

		2007/2008	2008/2009	2009/2010
1.1	Improvements in performance	Good		

<i>Improvement Priority</i>	<i>Person Responsible</i>	<i>Timescale (including deadlines)</i>	<i>Outcome</i>
Continuous improvement across all measures with particular focus on areas identified on an annual basis.	I Jones	October 2008 STACs and 5-14 reviews and action plans February 2009 Midterm review of action plans	Incremental improvement in results on an annual basis with the target that Madras will be in the top half of comparator school tables in every subject.

How well does the school meet the needs of the school community? (2.1, 2.2, 3.1)

Our learners are motivated, willing participants in their learning. They are responsible and contribute actively to the wider life of the school. They know that their views are sought and acted upon. They have appropriate opportunities to express their views. Groups representing parents are helpful to the school. Attendance at parents' meetings is high. Staff have a shared understanding of what constitutes high quality education and many volunteer to take part in working groups and committees.

		<i>2007/2008</i>	<i>2008/2009</i>	<i>2009/2010</i>
2.1	Learners' experiences	Good		
2.2	The school's success in involving parents, carers and families	Adequate		
3.1	The engagement of staff in the life and work of the school	Good		

<i>Improvement Priority</i>	<i>Person Responsible</i>	<i>Timescale (including deadlines)</i>	<i>Outcomes</i>
Review homework policy and practice	J Gilbert	August 2008 New planners in use November 2008 Departments review practice against existing policy May 2009 Policy reviewed in light of above August 2009 June 2010	New planners being used correctly and consistently, pupils using traffic lights to assess understanding Department reviews undertaken and reported New policy in place Policy implemented Review of implementation and the effect on pupils' learning

How good is the education that the school provides? (5.1, 5.2, 5.3, 5.5, 5.6, 5.8, 5.9)

Our curriculum is designed to promote challenge, enjoyment, depth and breadth, progression, relevance, coherence and choice. We respond to and meet the needs of our learners. Timetabling supports progression. We share the purposes of lessons with learners who know what they need to do in order to improve. We ensure that learners have opportunities to take responsibility for aspects of their own learning and their relationships with others. We match learning activities to the needs of individual learners. We identify, review and evaluate learners needs. Individualised educational programmes and coordinated support plans contain appropriate learning targets. Our school community has confidence in its ability to achieve. Most learners have high expectations of themselves and others. Learners achievements in the community are valued and celebrated in school. We take steps to remove barriers to learning but some learners do not feel valued as part of our school community. Equality of opportunity and a sense of fairness feature in the work of the school and we welcome and celebrate diversity. Learners, parents and staff are treated with respect and in a fair and just manner. Our policies for pastoral care and welfare are under review to ensure they are clear, appropriate and implemented. We have been trained and are confident in child protection issues. Our school has clear procedures for vetting adults who work with children. We pay particular attention to the needs of learners at times of transition. Our self-evaluation focuses on key aspects of learners' successes and achievements. It draws upon a wide range of advice and evidence and is transparent and systematic. We are committed to acting on the results of self-evaluation and can show evidence of improvement based on our actions as part of our self-evaluation.

		2007/2008	2008/2009	2009/2010
5.1	The Curriculum	Good		
5.2	Teaching for effective learning	Good		
5.3	Meeting learning needs	Adequate		
5.5	Expectations and promoting achievement	Good		
5.6	Equality and Fairness	Adequate		
5.8	Care, welfare and development	Adequate		
5.9	Improvement through self-evaluation	Good		

Improvement Priority	Person Responsible	Timescale (including deadlines)	Outcome
Develop a curriculum rationale Review of curriculum structure	I Jones J Urquhart J Gilbert	April 2009 January 2009 S1- S3	Rationale in place Review completed, changes for S1 agreed
Develop cross curricular rich tasks		January 2009 areas identified June 2009 implemented	Rich tasks in place for August 2009, leading to more choice and better learning for pupils Awareness raising
Develop a whole school policy and practice on literacy and numeracy	E Smart, J Gilbert	November 2008 cluster in-service March 2009 Draft policy June 2009 initiate implementation	Draft policy Department plans
Implement praise and rewards policy	C MacKay	August 2008 Implement policy March 2009 Review practice	Policy implemented consistently Pupils responding well to praise and rewards
Review care and welfare policies	C MacKay	December 2008	Policies in need of review identified
Develop an integrated pupil support structure	C MacKay	June 2008 Review existing structures and identify areas for change	Change implemented leading to a better delivery of pupil support to pupils

How good is management within the school? (8.3)

Our accommodation generally provides a safe environment but is in need of replacement. In Kilrymont we meet statutory duties on accessibility for disabled users. Some ICT resources are up to date but there is a lack of interactive white boards. Our resources are generally well organised and are used well to support learning and teaching. We monitor and evaluate the use of resources to ensure that the needs of all our learners are met.

		2007/2008	2008/2009	2009/2010
8.3	Management and use of resources and space for learning	Weak		

How good is leadership within the school? (9.3, 9.4)

We focus on learning and teaching as the key to school improvement. We create, improve and review our structures for management, learning and support to build positive relationships. We use partnership working and team develop to secure continuous improvement. We have a supportive work environment in which most people share a responsibility to improve the quality of learning and teaching.

		2007/2008	2008/2009	2009/2010
9.3	Developing people and partnerships	Adequate		
9.4	Leadership of improvement and change	Adequate		

Improvement Priority	Person Responsible	Timescale (including deadlines)	Outcome
Develop the role of curriculum leaders	I Jones	September 2008 Establishment of curriculum committee April 2009 PTC conference with leadership as theme	PTCs are all involved in decisions and developments of curriculum for excellence Greater understanding of leadership role and improved departmental leadership

What is the capacity for Improvement? (all QIs)

In March 2008 HMIE reported "Overall, the school has increased its capacity for improvement." This was evidenced by the progress made in addressing the action points identified in the inspection report of May 2006. Successful work undertaken in addressing the priorities identified in the development plan 2007-08 has further increased our capacity. Specifically the implementation of Behaviour for Learning and restructuring of our guidance provision in the same session clearly demonstrate our ability to identify necessary change and to lead and manage its implementation. Increased numbers of staff volunteering to take part in working parties and committees is a further indication of our capacity for improvement.

Achievements (including 4.1, 4.2)

Successful Learners

- SQA examination results were particularly noteworthy at standard grade in Maths, Modern Studies, Chemistry and Accounts & Finance; at higher in English, Maths, Chemistry, Physics and Modern Studies and at Advanced Higher in English and Maths.
- Advanced Higher Drama students were used to create an assessment training CD for the Scottish Qualifications Authority.
- Our Duke of Edinburgh scheme has resulted in 23 bronze 8 silver and 1 gold awards.
- Geography field trips this year have taken pupils to the Yorkshire Dales, Iceland, the Highlands, the Cairngorms and Dalwhinnie, and more is planned for next session.
- In the UK Maths Challenge we achieved, at senior level, 4 gold, 7 silver and 15 bronze certificates with 2 pupils gaining automatic entry to the prestigious British Maths Olympiad. At intermediate level we achieved 8 gold, 28 silver and 24 bronze certificates, our second highest result at this level. Three pupils gained entry to the “Pink Kangaroo” competition, which is a European follow-up paper. As a result one pupil gained a merit award placing him in the top 250 contestants in the UK. In this year’s Mathematique Sans Frontier competition our teams came first and third. Our participation in the Scottish Maths Challenge has resulted in 4 gold and 5 silver awards.

Confident Individuals

- A cast of 33 performed A Midsummer Night's Dream before packed houses
- At a Creative spaces event at Dundee College 4 S2 pupils took part in and won a competition to design and model an eco friendly house on an island.
- In September an S6 pupil travelled to Houston having been successful in the Scottish Space School competition run by Careers Scotland designed to promote the uptake of science, technology, engineering and mathematics.
- Our Journalism activity group visited Star FM to find out how radio is produced and broadcast.
- Blueprint magazine was published
- Three S3 Teams took part in the Courier debating competition, two S1 teams participated in the ASDA ESU Debating competition and seniors debated in the ESU Mace, Debating Matters the Donald Dewar Memorial competitions.
- A very successful Burns Supper took place in January with a display of artwork, piping, dancing, recitations and speeches.
- Our musicians and singers have achieved a very high standard in all their concerts this session, demonstrating skill and versatility in their performances.
- Our athletes and teams have enjoyed a very successful year with pupils competing for the school, for Fife and for Scotland.

Responsible Citizens

- The Activities Drama team performed a presentation linked to gun crime at Kirkcaldy Art Gallery as a contribution to the Police "Force" exhibition
- Throughout the year there has been a wealth of support for fund raising and charity events that have allowed us to support 2 international, 2 national and 3 local charities. On AIDS awareness day alone we sold over 900 ribbons.
- Kevin Dunion, Scottish Information Commissioner visited Modern Studies pupils and was impressed with the quality of the questions put to him
- Our Eco Club, under the leadership of Mr Fox and supported by our Parent Council has been successful in gaining our first green Eco flag.

Effective Contributors

- Advanced Higher Drama students performed at the St Andrews Day service in Holy Trinity Church.
- Our team of reporters have produced a regular Madras Diary page in the Citizen throughout the session. A new team has volunteered already to continue this worthwhile and very successful enterprise.
- We have established a series of pupil councils and whole school councils all of whom have met regularly throughout the year.
- Our pipe band performed at the Dunhill and Curtis Cup golf competitions and our choir sang at both the opening and closing ceremonies of the Curtis Cup.
- S3 pupils took part in training sessions for new members of the Children's Panel with the pupils taking on the role of children appearing before the panel.
- A team of 3 S3 pupils competed against 25 teams from the east of Scotland in the Stock Market Challenge and came second overall.
- The 51st Keil Exchange is under way with a party of staff and pupils currently in Germany and a French exchange is being planned.
- Other exchanges this session include Mount Sentinel in British Columbia, Ohio and Ohkinawa.