School's Improvement Priorities/Action Work Plan (2013-2014)

Madras College

Improvement Priority	Responsible Person
1. Planned Achievement	Year Heads
2. Raising Attainment	Year Heads
3. Further develop our curriculum for Excellence	Senior Leadership Team
4. Further develop our self-evaluation processes	Senior Leadership Team
5. Improve the school ethos and image	SLT and Business Manager

The Journey to Excellence for All

Improvement priority linked to QI's	Responsible Person and working group or action learning set	What actions will we take?	Evidence gathered to show the outcome/impact
1. Planned Achievement	Olav Darge (Re-launch the S1/S2 Stamp Reward system)	Discuss re-launch with SLT, staff and pupils. Re-define rewards and stamp criteria. Monitor stamp numbers/individual. Review impact February and May 2014	Stamp count per individual (on spreadsheet). Pupil evaluation February and May. Staff evaluation May 2014
	Lynsey Seeley	Organise delivery of Scottish Studies Award for all S3 into S4 pupils through delivery of units in S3 and S4 curriculum Organise the tracking and monitoring of pupil progress towards this Award.	Most S4 pupils (current session) achieve award. All S3 (current session) pupils being tracked for Scottish Studies Award unit completion.
	Hugh Watson	Gather information from Faculties and whole school events on Saltire Award experiences, and start to track S3 pupils progress towards Award.	Group of S3 pupils progress towards Saltire Award tracked on spreadsheet system.
	Olav Darge/Lynsey Seele	Organise a working group to look at recording and tracking school based opportunities for wider achievement	Group organised and begin to look at ways to track and record pupil school based wider achievement
	Lisa Grubb (further develop Y.A.A. and other accredited achievements for pupils with targeted support).	Discuss with Targeted Support team how to further develop the accreditation of Y.A.A. and other Awards, with particular focus on improvements to our Senior Phase.	Targeted support pupils able to access more accredited achievement awards either in current system or planned in senior phase developments

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2.Raising Attainment	Lynsey Seeley (tracking through BGE	Discuss with staff and parents the proposed introduction of tracking system. Visit St Andrews (Glasgow) to discuss tracking procedures. Set up a w/g to look at language and IT for a tracking system. Take proposals to EMT and staff and parents. Look at how new tracking system will link to reporting. Faculties able to set targets and course choice discussions with greater intelligence.	w/g set up. Language and IT for tracking agreed and implemented. Staff/pupils/parents all informed and familiar with language and tracking process. Pupil progress tracked and targets set against tracking and baseline data.
	Hugh Watson (better use of baseline data)	Gather SOSCA and AfE baseline data on S3 and S4 pupils. Distribute information to year heads and PTC. Discuss ways to match pupil progress expected attainment and course choice discussion to baseline data.	PTC and Year heads use baseline data as part of toolkit to monitor target groups.
	Olav Darge (better use of baseline data)	Introduce Midyis testing to current S1 pupils to enhance baseline data intelligence for use in tracking, target setting and course choices.	Midyis testing carried out and data discussed.
	Year Heads (Target groups	Year Heads set up monitoring progress of all pupils and target groups in particular. Pupils made aware of raised expectations.	Target groups identified. Staff and pupils aware of raised expectations.

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3. Further develop CfE	Year Heads	Improve Guidance on selection of Senior Phase course through year team approach.	Course choices made with greater intelligence on expected outcomes and progression plan. Less re-coursing required.
	D McClure	Ensure inset days have dedicated department CfE development time.	Evaluation of inset day returns.
		Review framework for Senior phase and structure of school week,	Consultations with staff, parents and pupils leading to improvements in current arrangements.
		Discuss partnership links and achievement opportunities in Senior Phase framework. Discuss timetabling approaches to support senior phase and structure of the school week	Further development of course choices in Senior Phase.
	Lynsey Seeley	Organise CfE (N5) Assessment Information evenings for parent sand pupils.	Information evening (s) implemented with parent feedback gathered.
	SLT	Support faculties to further develop CfE courses.	CfE courses continue to be developed.

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4. Further develop our Self-Evaluation processes	B Millar	Further develop department self-evaluation programme. Discussions with SLT and EMT. Evolve a common format for implementation and feedback. Further develop and improve out QA calendar linking to QA programme.	Series of department self-evaluation reviews implemented with feedback discussions to support impact. Improved QA programme throughout the session. Greater awareness and expectations from staff about looking at Learning & Teaching and improving pupil experiences.
	D McClure	Evolve a format for classroom formative visits which will impact on learning,	Regular visits to classes across the school (both sites) carried out with evaluating feedback given to SLT and staff (and parent council where applicable).
	D McClure	Develop a system of pupil focus group meetings with Rector to encourage and develop pupil voice.	Daily meetings with pupil focus groups implemented and feedback on discussions carried out.
	D McClure	Develop a consistent format for department attainment reviews.	Consultation on common approach to department attainment reviews carried out and new format agreed.

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5. Improve school ethos and image	Business Manager	Agree and record all estate improvements carried out by Fife Council	Improvements to buildings implemented and recorded.
	D McClure/SLT	Implement a school uniform policy/procedure for all pupils.	Pupils wearing school uniform
	D McClure	Develop a more open relationship with Parent Council.	More open approach at Parent Council meetings.
	J Urquhart	Support the consultation and development of a new build design/concept.	Minutes of new build consultation meetings and shared progress reports at SLT and staff meetings.
	O Darge	Develop a programme of evening visits to each cluster primary to support an understanding of the transition process and to further develop a more open relationship and engagement with parents	Evaluation returns commenting on visits.