



Madras College

Standards and Quality Report

Summary of self-improvement through self-evaluation

Achieving Excellence and Equity

Madras College

Standards and Quality Report 2018/2019

Achieving Excellence and Equity

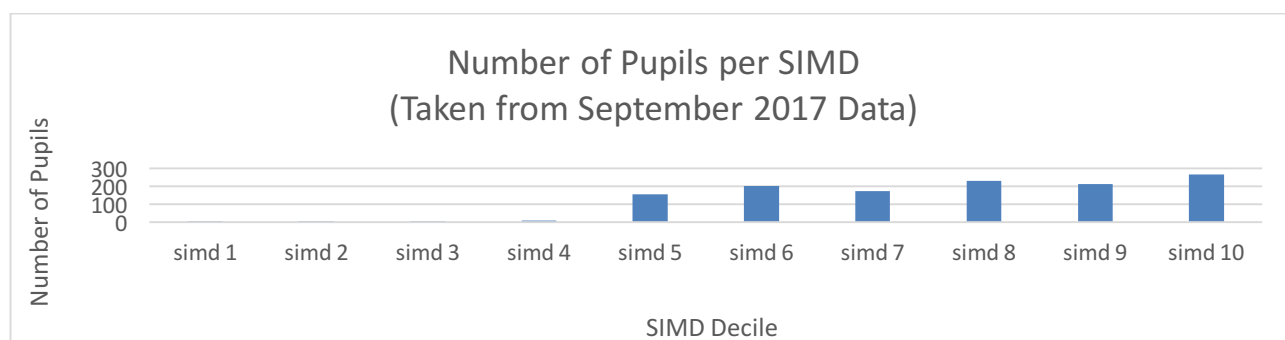
School Context

Madras College is located on two sites in St Andrews, serving S4 to S6 in the South Street building and S1 to S3 in the Kilrymont Road site. In August 2018, the pupil roll stood at 1246. There are three playing areas and a small all-weather area at Kilrymont Road, while the main playing fields are at Station Park at the main approach to St Andrews from the North West. A six-year comprehensive, the school serves a catchment area of 180 square miles with many villages and small towns each with their own distinctive character.

In recent years the proportion of pupils from St Andrews has dropped to one third, with two-thirds bussed daily. The range of communities and the different sizes of the associated primaries make inclusion a crucial element in the transition period. The MOD base and the University create a population of pupils who arrive and leave throughout each session. These pupils enrich an already cosmopolitan pupil body. The Parent Council is very active in support of the school and the pupil body. In 2015, the MOD personnel and families started to change over from RAF to Army personnel and families. In 2016 the proposed new build for the school was rejected by the court of sessions. In 2017 a revised proposed "new build" for the school was mooted. This is currently a "work in progress" at the planning stage. For the past 3 years the school has operated on a reduced budget with £208,980 of Education Service savings removed from previous pro rata budgets for the session (2017/2018) and a total reduced budget for session 2019/2020 of over £600,000 savings to be found.

School Roll (Taken from the September 2018 Pupil and Staff Census*)

Boys	Girls	Total
670	658	1328



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

* to be updated in September 2018

Shared vision, values and aims

The school continues to embed the core values of Respect, Endeavour, Aspiration, Achievement, Opportunity and Giving Back. We also work hard to promote a positive image in how we present ourselves, how we behave, how we attain and how we support the community. This session our pupils have supported the community through a range of supportive activities which have included:

- Assisting in Remembrance Day ceremonies
- Assisting at the Horticultural Society's annual show
- Assisting with the Community Council's Senior Citizens Christmas party
- Pipe Band performing in the community
- School choir performing in local hospital and at other locations
- Shoe Box appeal
- Toy Drive
- Sports Leaders working in local Primary schools
- Attending lectures/events at University of St Andrews
- Engagement with Rotary Clubs – RYLA, WAS – giving talks to the clubs following attendance at these events
- Language Ambassadors in local primary schools
- P7 Roadshows and Parent Evening engagements

We strive to improve outcomes for all but pay particular attention to those most at risk in their education. We continued to look to improve Literacy, Numeracy, support for individuals, improved curricular opportunities as well as linking with partners to help our support of young people's Health and Well-Being.

We have continued our early identification process for pupils most at risk in Numeracy and Literacy (through observation, SNSA analysis and transition information) and continued our S1 Reading Boost group, Numeracy Boost group and lunchtime drop in support facility in Kilrymont as well as the continued on-going study support in Kilrymont and in South Street and a well-attended Easter school for all S4-S6 pupils.

Opportunities and Challenges

The challenge of the reduced budget facing the school has been met through a set of consultations and reviews of our working practice and a re-affirmation of our focused priorities, particularly the need to focus on our support of those pupils most at risk and our need to continue to deliver our wide range of curricular pathways.

The delivery of a new school building has created the opportunity for all staff to look again at how the curriculum can be delivered. Unfortunately, the need for a new building highlights the fact that the current buildings are beyond "very tired" and the school community is constantly challenged by the need for significant ongoing repairs.

In session 2019/2020 the school management structure underwent a whole school management job-sizing (and job remit) review. Although this was a painful experience for a significant number of staff, it did afford the opportunity to review staff management remits and practices as well as providing a strong vehicle for several staff to widen their sphere of commitment to take on more challenges and whole school remit opportunities, through a series of consultative meetings and discussions.

We established partnerships in school with Clued Up, the chaplaincy team and CLD to support individuals and small groups who have shown signs of stress or other mental health issues. We again delivered an "Employability" day for all S3 into S4 pupils as part of their transition to Senior Phase programme, on an improved format following consultation with our local Business partners and our S3 into S4 pupils.

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

We have consulted with pupils on a regular basis to gauge their thoughts on a range of issues (which features in our triangulated self-evaluation and has supported our improvement planning process).

PEF and Equity in Madras

Madras College was awarded £72,200 in session 2018/2019 which was principally allocated to 4 targeted areas:

- Small group support (up to a maximum of 10 pupils) in S1 and S2 Maths on the basis of prior knowledge and learning support needs. We employed a pupil-led approach together with Maths and support staff input to develop a tailored curriculum with matching resources to engage a set of focus classes.
- We used a different approach for Literacy but supported reduced numbers in S1 and S2 to help a mixed ability approach for this core curricular area. Alongside this we created some small group support to identify targeted needs and track progress of a small number of pupils through the targeted development of the Reading for Understanding and Evaluation core skill.
- Funding was used to enable a PSA worker and a “closing the gap” teacher post to provide extra support in widening curricular opportunities (and securing core qualifications) for the Furthest From Achievement group of pupils to help them engage with our DYW priority (which includes securing positive and sustained destinations for all). This extra support also including a targeted nurture approach for the FFA groups in S4 to S6.
- We engaged the use of a “Clued-up” worker two days a week to provide flexible health and well-being support on site to pupils across a range of year groups. This included a particular focus on mental health, risky behaviour and substance misuse, targeting pupils and families.

As well as this we provided individualised support and flexible timetables for those with the highest needs around transition from S3 to S4 – seeking to address the risks of disengagement from the curriculum which we know can be exacerbated by the split site. On a smaller scale we enabled interventions by providing such support as extra bus fares for pupils with particular circumstances and engagement needs and to develop our use of existing spaces to provide dedicated areas for small group work as well as a non-classroom space to more effectively engage those with poor attendance and relationship issues.

Visits/inspections of the school by national bodies/figures

During session 2017/2018 the school was visited by a National Case Study team to be part of a National report on Attainment Fund delivery and impact – which for us was our investment of PEF money and its impact on our young people. In terms of impact I would quote from the Government Attainment Case Study team who reviewed us and who wrote:

“As a result of this the school has seen a positive impact for the targeted pupils (and across the school more broadly in the overall improvement in the school’s culture of learning and attainment). This has been in terms of pupil engagement, health and well-being and attainment. The impact has included some specific areas where interventions have helped to close the gap in attainment and well-being. The largest impact appears in Numeracy where interventions have helped to close the gap in this attainment. There has also been substantial impact on the confidence and self-esteem of targeted pupils. This is seen as a crucial element in enabling improved attainment, reflecting the fundamental importance of building pupils’ willingness and capacity to engage with the curriculum. There has been a positive impact for attendance of the targeted groups and a reduction in exclusions since the development of targeted interventions by the school. PEF support has also contributed to more leadership opportunities for staff the development of leadership capacity. There has also been an overall improvement in the learning environment and “feel” of the school”.

The Case Study team expect to publish their full report circa September 2019.

The school also received two other visits from National bodies; one from Mr Graham Dey, the Minister for Parliamentary business and veterans on how we support the children of Armed Forces families - of which we have 84 listed on Seemis and another 20 not listed - that we know of.

And a third visit which was from Education Scotland in January 2019, to carry out a themed inspection of our Mathematics and Numeracy attainment in the school. While the Education Scotland team expect to publish a full report of their findings across Scotland circa September 2019, we received a detailed verbal report at the end of the inspection and one feedback quote from the team stated:

“Madras attainment in N5 Numeracy and N5 Maths was in line or above the Virtual Comparators (and has been for the past 3 years) where before it had been below or significantly below – so you have been doing something which has changed this attainment and we (the inspectors) feel we have seen the work in the school which has contributed to this improvement.”

School Improvement Priority 1: Raising Attainment	
<u>NIF Priority</u> Improvement in attainment, particularly in Numeracy. Closing the attainment gap.	<u>HGIOS 4 Quality Indicators</u> 3.2 Raising Attainment and Achievement 2.3 Learning, Teaching and Assessment
<u>NIF Driver</u> Assessment of children’s progress. School improvement. Performance Information	

Review of Progress – Session 2018/2019

Relationships between young people and their teachers are very positive. Parents regularly comment very positively on how well their child responds to the hard work and commitment of their teachers. The Parent Council regularly comments on the positive relationships within the school. The pupil focus groups are clear that they appreciate the hard work of their teachers. Indeed they specifically comment that the current state of the building has no bearing on the outcome of their learning but that their progress in learning is entirely due to the relationships within the classroom(s), despite the building.

The young people speak very positively of the support they receive from staff in terms of help with their studies, guidance on what/how to study, support with non-study related activities and most importantly that they feel staff care about them. Junior (BGE) pupils speak positively about the support they receive in their learning from senior pupils mentoring in class and at extra-curricular clubs. The vast majority of pupils indicated in a school based questionnaire, that they enjoy their learning and that staff encourage them to do the best they can do.

Young people are regularly assessed on their work using three key lenses: Baseline assessment data (which is taken at key stages), classwork tests at key points in each year and teacher professional evaluation of the pupil’s commitment, attitude and ongoing learning (while being cognisant of each individual young person’s ability and circumstances.)

The year team (and faculties) track pupil progress through ongoing assessment and monitoring. All assessment and monitoring is used to support each young person to progress, particularly at each option/transition choice stage.

We now have the capacity to look at a much wider range of attainment measures than we did even only a few years ago. The challenge for schools and their communities is to identify and focus on the key metrics which reflect your school. The attainment measures we could report on could be:

- Our social context statistics
- The core areas of Literacy and Numeracy
- The wider attainment context against our Virtual Comparators
- The wider achievement of pupils in its full sense, which would include achievement of groups such as the Madras Pride group.
- The traditional measures of 5+ at N5 in S4, etc
- Our Attainment in the BGE of S1 to S3 using the new metrics of BGEBT and SNSA

Consequently any summarised attainment report will not be able to give a fully comprehensive reflection of how the school, in its own context, has performed, but we would summarise as follows:

In general, our attainment is good, and in several areas, very good; recording consistently high attainment in all sets of measure (notably, in 5+ at N5 where the school recorded an increase of 6% - to a measure of 54.4%, while the Fife and Scottish average for this measure dropped by approximately 3%). In particular, in the high-end attainment metrics of S6 5+ at Higher, 1+ and 3+ at AH, as well as S5 5+ at Higher and S4 5+ at N5, Madras has performed very well. We also value very highly the attainment of pupils who are in the poverty gap and pupils who are (most vulnerable) in furthest from achievement group; and we work very hard to ensure that their progress and pathways are equally good and suited to their individual context. In this regard we would look at two of the range of metrics, as examples, to reflect this.

- Firstly, the 1+ at N5 in S4, where we have maintained a consistently high attainment for our lower achieving group over the past 3 years despite the changes in the SQA exams of the practical based subjects in May 2018, where for the first time ever and without any past papers as guidance, the pupils following a set of practical subjects (e.g. practical woodwork, PE) had to sit a written element in those subjects. An element which the “furthest from attaining” pupils find the most difficult but which have now been included in those SQA exams. Across the country this resulted in a drop of **more than 10%** in the A-C passes for pupils sitting the 6 practical subjects - but not in Madras where we also dropped but by a negligible margin of **0.39%**.
- Secondly, there is the important metric of Total Tariff points for school leavers (listed and favoured on Insight) which allows comparisons to VC, Fife, SEC and National pupils. For Madras the most confident measure statistically is for S6 leavers as over 75% of our pupils stay on to S6 (and they are not all the high-end attainment pupils), as many of our pupils prefer to stay with us until they feel prepared to leave with qualifications. For this metric we can report:

For The lowest 20% achievers: on average 615 points per pupil, which is 2 points above our VC, 116 points above other Fife pupils, 106 points above the SEC pupils and 103 points above the national average – per pupil

For The middle 60% achievers: on average 1489 points per pupil, which is 136 points above our VC, 278 points above other Fife points, 250 points above the SEC pupils and 263 points above the National average - per pupil

For The top 20% achievers: on average 2250 points per pupil, which is 201 points above our VC, 279 points above other Fife pupils, 251 points above the SEC pupils and 272 above the National average – per pupil.

To give some perspective to this, our **lowest achieving leavers** would have attained on average 2 Highers and 6 other subject N5 awards to score 615 points – per pupil.

Other metrics which reflect the progress of our attainment are:

- a. Attainment in Literacy and Numeracy
- b. Improving Attainment for All (leavers) – Average Complimentary Tariff Points (Quality vs Quantity) Madras vs National (lowest, middle, highest)
- c. Improving Attainment for All (leavers) – Average Complimentary Tariff Points (Quality vs Quantity) Madras vs Virtual Comparators
- d. BGE Benchmarking Toolkit - comparing S3 Maths and S3 English with comparator schools

(See Charts below – taken from Insight and BGEBT)

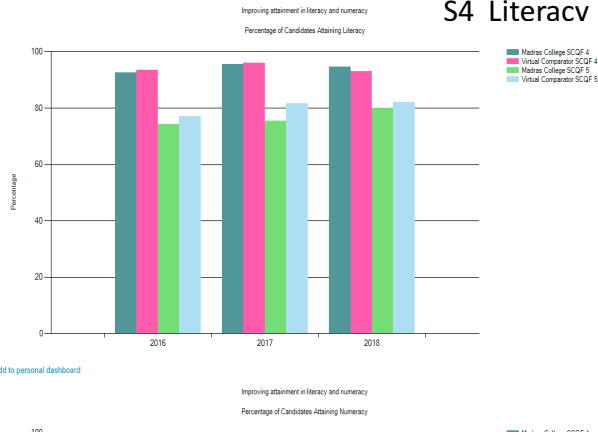
(Perhaps worth noting that in Chart c – Attainment v Deprivation - the number of pupils in deciles 1 to 4 is small and in decile 3 there were 3 pupils and also in decile 4 there were 3 pupils.)

- Madras College SCQF 4
- Virtual Comparator SCQF 4
- Madras College SCQF 5
- Virtual Comparator SCQF 5

Literacy and Numeracy

- Madras College SCQF 4
- Virtual Comparator SCQF 4
- Madras College SCQF 5
- Virtual Comparator SCQF 5

S4 Literacy



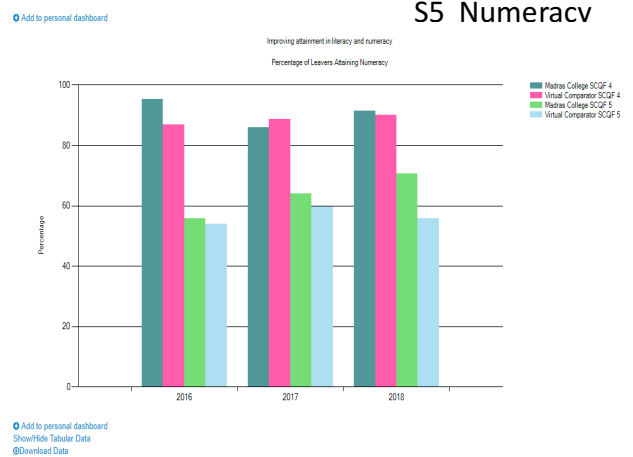
S4 Numeracy



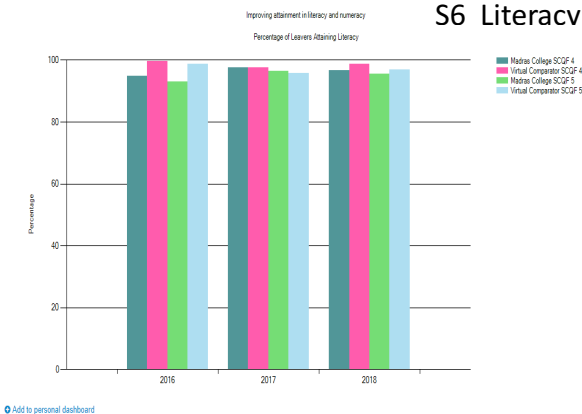
S5 Literacy



S5 Numeracy



S6 Literacy



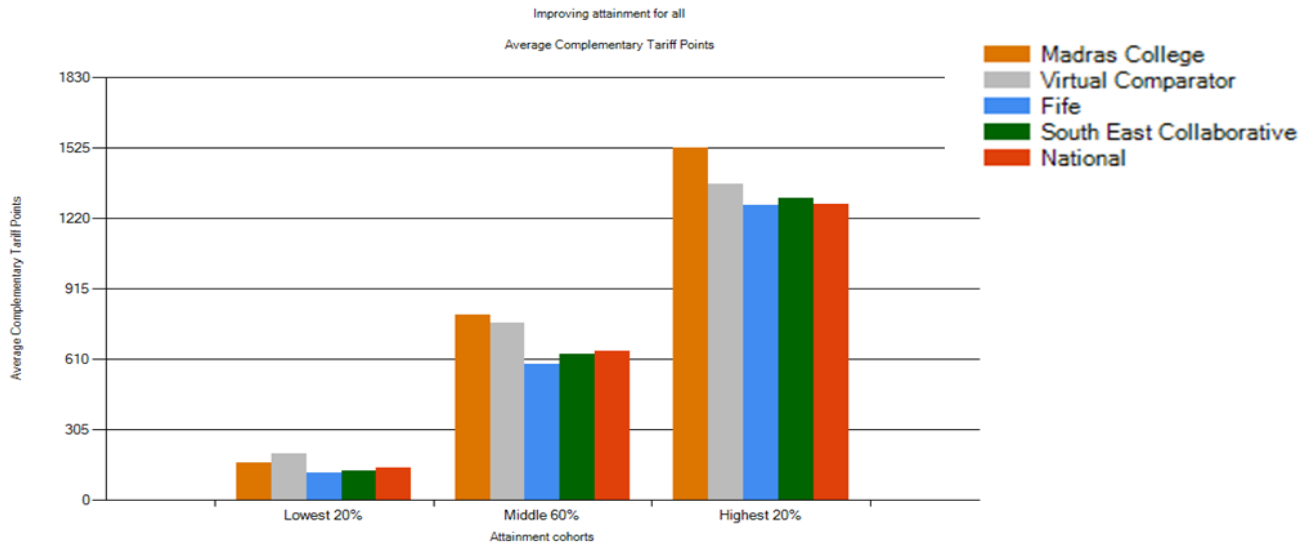
S6 Numeracy



National Benchmarking Measure: Improving Attainment for All

View Options Change Options Associated Pages Help

selected year is 2018



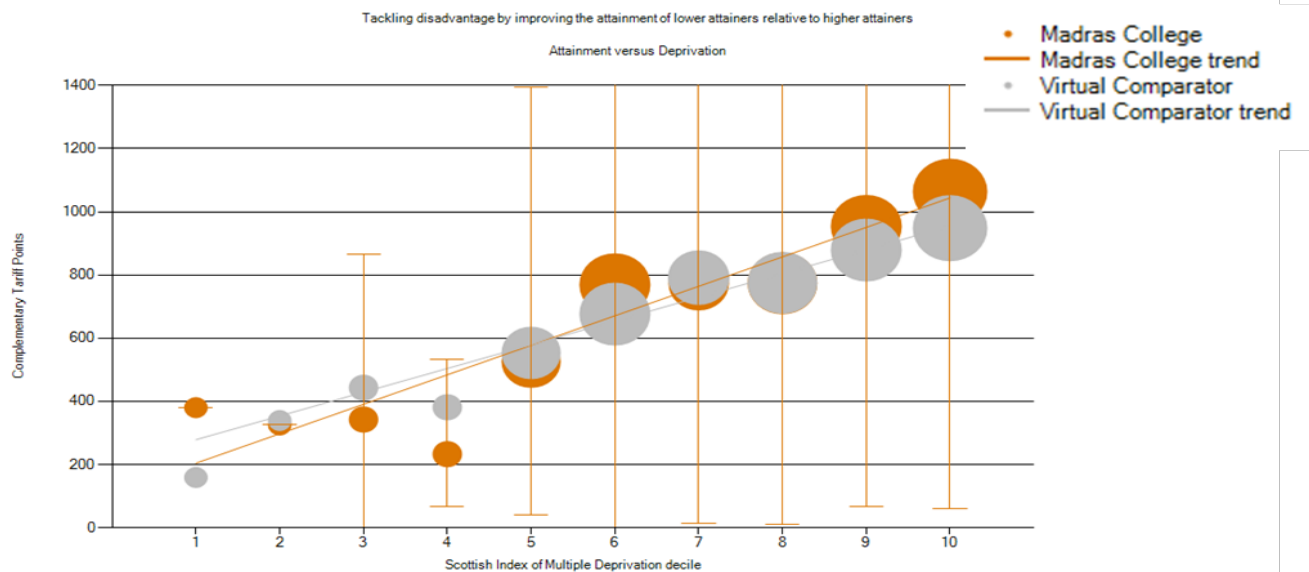
Low Grade Neutral

[Add to personal dashboard](#)

National Benchmarking Measure: Attainment versus Deprivation

View Options Change Options Help

The selected year is 2017/18



[Add to personal dashboard](#)

Testing found that the following comparisons were significant.

In SIMD decile 10, your performance is greater than the Virtual Comparator

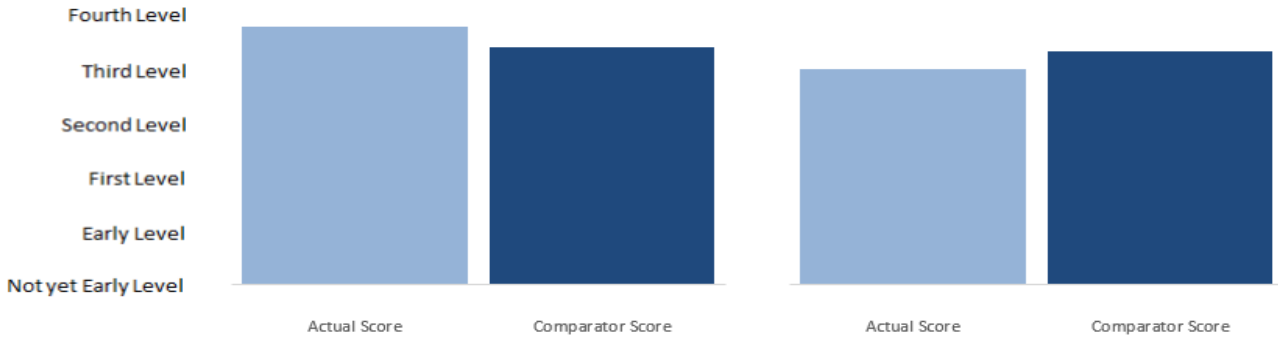
Broad General Education (S3) Benchmarking Toolkit

WRITING (S3)

Madras College

Fife school

LA and school	Fife - Madras College		LA and school	Fife -	
Measure	Writing		Measure	Writing	
Stage	S3		Stage	S3	
Year	17/18		Year	17/18	



small difference in comparator scores - reasonable comparison

221 Pupils in Stage
 0 notional pupils need to improve by 1 CfE level to match comparator score
 0 notional pupils need to improve by 1 CfE level to match selected comparator school

249 Pupils in Stage
 80 notional pupils need to improve by 1 CfE level to match comparator score
 199 notional pupils need to improve by 1 CfE level to match selected comparator school

Background Information (whole school/LA) - 17/18

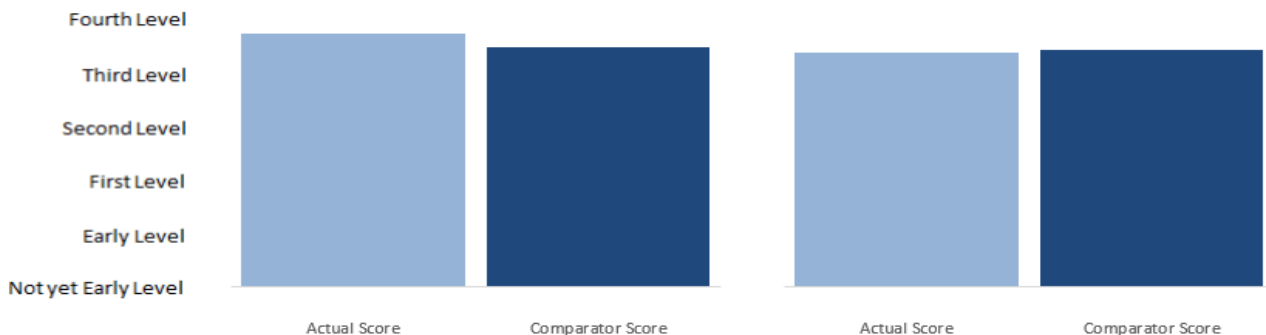
1263 Pupils		1434 Pupils	
40-<50%	Female	40-<50%	Female
50-<60%	Male	50-<60%	Male
0-<10%	SIMD Q1	0-<10%	SIMD Q1
0-<10%	SIMD Q2	10-<20%	SIMD Q2
20-<30%	SIMD Q3	20-<30%	SIMD Q3
30-<40%	SIMD Q4	40-<50%	SIMD Q4
30-<40%	SIMD Q5	10-<20%	SIMD Q5

NUMERACY (S3)

Madras College

Fife school

LA and school	Fife - Madras College		LA and school	Fife -	
Measure	Numeracy		Measure	Numeracy	
Stage	S3		Stage	S3	
Year	17/18		Year	17/18	



similar comparator scores - good comparison

221 Pupils in Stage
 0 notional pupils need to improve by 1 CfE level to match comparator score
 0 notional pupils need to improve by 1 CfE level to match selected comparator school

249 Pupils in Stage
 12 notional pupils need to improve by 1 CfE level to match comparator score
 92 notional pupils need to improve by 1 CfE level to match selected comparator school

Background Information (whole school/LA) - 17/18

1263 Pupils		1434 Pupils	
40-<50%	Female	40-<50%	Female
50-<60%	Male	50-<60%	Male
0-<10%	SIMD Q1	0-<10%	SIMD Q1
0-<10%	SIMD Q2	10-<20%	SIMD Q2
20-<30%	SIMD Q3	20-<30%	SIMD Q3
30-<40%	SIMD Q4	40-<50%	SIMD Q4
30-<40%	SIMD Q5	10-<20%	SIMD Q5

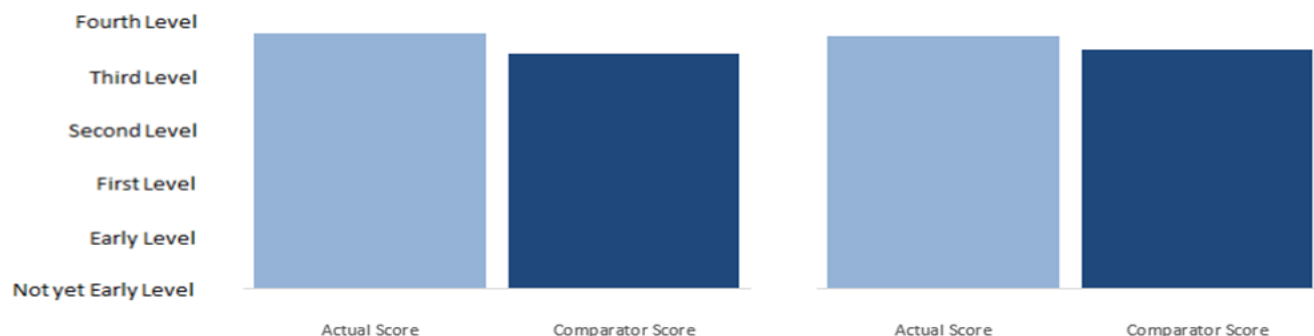
Broad General Education (S3) Benchmarking Toolkit

WRITING (S3)

Madras College

Dundee school

LA and school	Fife - Madras College	▼	LA and school	Dundee City	▼
Measure	Writing	▼	Measure	Writing	▼
Stage	S3	▼	Stage	S3	▼
Year	17/18	▼	Year	17/18	▼



small difference in comparator scores - reasonable comparison

221 Pupils in Stage

- 0 notional pupils need to improve by 1 CfE level to match **comparator score**
- 0 notional pupils need to improve by 1 CfE level to match **selected comparator school**

215 Pupils in Stage

- 0 notional pupils need to improve by 1 CfE level to match **comparator score**
- 11** notional pupils need to improve by 1 CfE level to match **selected comparator school**

Background Information (whole school/LA) - 17/18

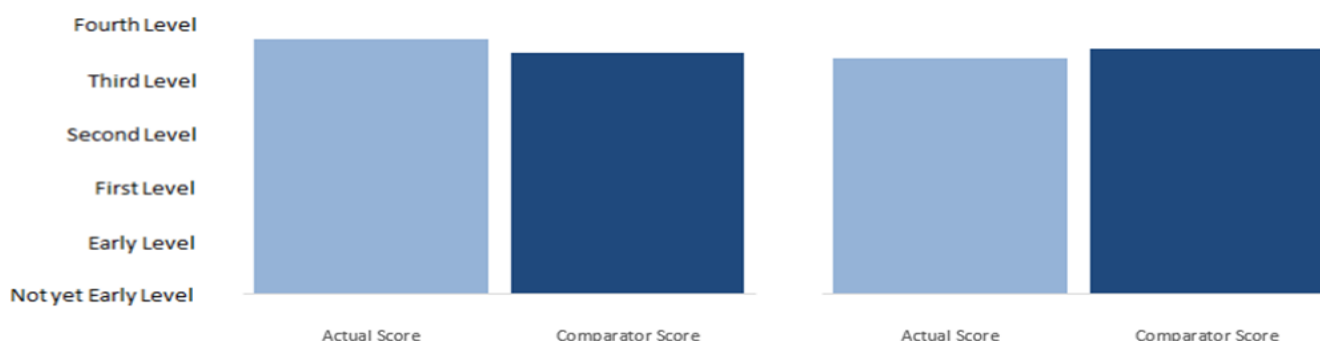
1263 Pupils		1227 Pupils	
40-<50%	Female	50-<60%	Female
50-<60%	Male	40-<50%	Male
0-<10%	SIMD Q1	0-<10%	SIMD Q1
0-<10%	SIMD Q2	10-<20%	SIMD Q2
20-<30%	SIMD Q3	0-<10%	SIMD Q3
30-<40%	SIMD Q4	10-<20%	SIMD Q4
30-<40%	SIMD Q5	50-<60%	SIMD Q5

NUMERACY (S3)

Madras College

Dundee school

LA and school	Fife - Madras College	▼	LA and school	Dundee City	▼
Measure	Numeracy	▼	Measure	Numeracy	▼
Stage	S3	▼	Stage	S3	▼
Year	17/18	▼	Year	17/18	▼



small difference in comparator scores - reasonable comparison

221 Pupils in Stage

- 0 notional pupils need to improve by 1 CfE level to match **comparator score**
- 0 notional pupils need to improve by 1 CfE level to match **selected comparator school**

215 Pupils in Stage

- 37** notional pupils need to improve by 1 CfE level to match **comparator score**
- 77** notional pupils need to improve by 1 CfE level to match **selected comparator school**

Background Information (whole school/LA) - 17/18

1263 Pupils		1227 Pupils	
40-<50%	Female	50-<60%	Female
50-<60%	Male	40-<50%	Male
0-<10%	SIMD Q1	0-<10%	SIMD Q1
0-<10%	SIMD Q2	10-<20%	SIMD Q2
20-<30%	SIMD Q3	0-<10%	SIMD Q3
30-<40%	SIMD Q4	10-<20%	SIMD Q4
30-<40%	SIMD Q5	50-<60%	SIMD Q5

Throughout the session we have also engaged in two key developments to support (going forward) our attainment-for-all strategy which of course includes our furthest from achievement pupils.

- A pilot initiative to present all pupils for an extra award at S4 (or beyond) in the Scottish Studies Award at N3-N5. This initiative was mooted in November of 2018 and so will have limited success for pupil outcomes in 2019, but we will hope to build on our experience to secure those further outcomes for all pupils going forward. We were moderated on this attainment in March 2019 and were told by the SQA verification supervisor *“Following the recent verification visit for the NQ Scottish Studies Award, we are pleased to advise the internal assessment results were ‘Accepted’ by the external verifier”*.
- A pilot initiative to look at securing accredited outcomes for our most vulnerable S2/S3 (targeted support) group while they are still in S2/S3, to try to ensure no pupil leaves school with zero qualifications

Both of these initiatives have made significant progress, which we will hope to build on next session and beyond.

Next Steps

- Review our approaches taken this session on the presentation of pupils for Scottish Studies Awards – in particular look at embedding most units in English, Expressive Arts, RME and Social Subjects. Have further discussions with our External Learning Partner schools, Grove Academy and Royal high (Edinburgh) as a link to this initiative.
- Further develop our early intervention focus on accredited qualifications for our identified FFA* pupils in S2/S3 (including gathering information for Saltire Awards)
- Review our current arrangements for **internal** SQA assessments
- Continue to support our Pupil Equity Funded priorities
- Deliver in-service opportunities for all staff (but mostly PT and PTC staff) on understanding Insight data; pupil HWB initiatives; operational guidance on SQR, SIP and SEF
- Investigate further opportunities to deliver National Progression Awards – in particular in PE and ITC
- Further develop opportunities to assign and deliver accredited qualifications in Social Education classes – in particular opportunities in S3
- Audit and improve our Interdisciplinary learning in the BGE.

*Furthest From Achievement

School Improvement Priority 2: To create an ethos of health and wellbeing	
<u>NIF Priority</u> Improvement in children and young people's health and wellbeing	<u>HGIOS 4 Quality Indicators</u> 3.1 Ensuring Wellbeing, Equality and Inclusion
<u>NIF Driver</u> School Leadership. Teacher Professionalism. Parental engagement. Assessment of children's progress	

Review of Progress – Session 2018/2019

The health and wellbeing of our young people is key to successful outcomes for all learners.

In DAS, staff have established a positive ethos which helps young people feel happy, secure and respected. There is a very good sense of community; staff take pride in the young people's achievements and as a result, the young people feel valued. The curriculum is relevant to the needs of the young people, varied and wherever possible linked to mainstream classes

Arrangements to identify learning needs, address them and keep them under review are strong. Learning needs are predominantly identified during primary school liaison where Support for learning staff and S1 pastoral support staff visit primary schools to discuss issues with staff there and become alerted to particular issues and needs. Our effective pastoral support system ensures that young people are supported effectively and individually according to universal support guidelines and any identified individual needs.

There is a comprehensive child protection strategy in place that is updated on an annual basis engaging all members of school staff. We work closely with CLD and other partners to provide additional and targeted support for those requiring further input.

The 2 specific sub-priorities linked to "Health and Wellbeing" were:

To create an ethos of emotional, mental and physical health and wellbeing. This process involved research and engagement with current international, national and local health and wellbeing policies and advice. Moving this forward we created a working group to identify context specific issues and ways to address these. Across the session we delivered initial professional learning opportunities for all staff, including pastoral specific elements for the pastoral team. In addition the working group have divided up to address the key priorities highlighted through consultation and are developing specific plans in relation to: digital technology, parental engagement, Madras health and wellbeing policy, health and wellbeing day event, social education revision, assembly programme update to cover health and wellbeing consistently and pupil engagement through PRC, questionnaires and focus groups. For all of these plans implementation has begun and progress is ongoing and will continue as an improvement priority in session 2019/20.

To support the implementation of SQA (SCQF) awards for Mental Health and Wellbeing. Moving forward we have worked as a year team to look at awards available and are implementing changes to the social education programme to accommodate this award in line with our context which will deliver an accredited qualification linked to specific meaningful issues raised by the current cohort. The delivery of this qualification requires a significant change to our current delivery method being delivered in a collaborative manner through a small pastoral team. All of this is strongly linked to the pupil voice and current Fife policy (e.g. GOML and OMM).

Next Steps

- Digital technology: raising awareness of potential issues for young people and their parents/carers.
- Parental engagement: working with parents/carers to identify health and wellbeing concerns
- Consultation and creation of Madras College Health and Wellbeing policy
- Organisation and implementation of health and wellbeing event.
- Organisation and implementation of social education revised programme to deliver accredited qualification.
- Deliver and evaluate revised assembly programme.
- Continue to engage with pupil voice to co-create the learning experience for young people.

School Improvement Priority 3: To engage the school community in leadership of change	
<u>NIF Priority</u> All four priorities	<u>HGIOS 4 Quality Indicators</u> 1.3 Leadership of change
<u>NIF Driver</u> School leadership. Parental engagement. School improvement	

Review of Progress – Session 2018/2019

As mentioned in the opening section of this report (Context of School) a significant amount of time and effort was allocated to managing change to ensure that change did not impact negatively on any of the 4 priorities listed in the NIF. Hence, although this priority was not directly targeted at the NIF priorities, it was an essential indirect approach to delivering the NIF priorities.

The Head Teacher and Depute Heads have a very clear vision for school improvement and give this a high priority in the school's day to day work. The vision is regularly communicated and staff and learners support this vision. (This is evidenced in the Fife Staffwise survey 2018, in particular responses to Question 1 which asks "*there is a positive ethos in my school*" and returned a 75% Agree/strongly agree – which was 15% above the Fife average which we would see as a very positive return, given all of the management of change processes and financial cuts which the staff and school has had to take on board this session; and responses to Q8 "*I have a clear understanding of how I should carry out my job*" which returned a very positive 97% Agree/strongly agree, and is 8% above the Fife average of 89%).

As a result there is a very strong culture of continuous improvement and an ongoing drive to raise and maintain very high standards of attainment and positive destination for all.

The school has very thorough processes of tracking, monitoring and ongoing analysis of outcomes and performance. Senior managers have developed an on-going culture of self-evaluation in which all staff are engaged in reflective practices. This is effective in all Faculties.

There are regular PTC, PT, Faculty and Staff meetings throughout the session where there is a strong focus on vision, values and priorities as well as opportunities to visit other establishments, to collaborate with others in Fife and outwith Fife (as well as in the school), sharing ideas and best practice. However, severe budget cuts have meant these activities have had to be prioritised.

All staff have consistently high expectations of all pupils and have a clear understanding of our community. The vision of the school is clear and focuses on improvements in outcomes for all. All staff are clear on the areas for development and senior leaders guide the strategic direction and pace of change in the school to ensure the school sustains its positive drive and outcomes for all pupils.

The Head Teacher and senior managers (and some middle managers) are very visible around the school and both staff and pupils are clear in their support of this strategy which is designed to be helpful as well as showing that the school values pupils and staff and the work they do.

The 4 specific sub-priorities linked to "Leadership of Change" were:

To engage staff and support staff with the ongoing consultation around the delivery of the curriculum in the proposed new build of the school through the detail of classroom need and functionality. This required a series of consultative meetings supported by professional dialogue

and estimated room use based on current curricular understanding of standards and extrapolated data on room use.

To lead the “managing change” exercise of our school Administration team which involved the not just the loss of staff numbers, but equally significantly, the loss of staff expertise with no replacement, in particular in the area of our SQA expertise which was reduced to zero.

Although this was carried out effectively as a financial saving, the impact on individuals trying to ensure no loss of outcomes for pupils, or the school, in session 2018/2019 was considerable (a gross understatement).

To carry out a whole school management “managing change” exercise with all promoted staff being taken through an individualised job-sizing exercise with a focus on current and future remit duties, linked to pay (which for many would result in a reduction) as well as whole school remit opportunities.

To find a way to make over £350,000 savings on top of the existing significant savings. And to try to do this with minimum (or even better zero) impact on learning, wellbeing, support and attainment. The approach taken was to rationalise all teaching units (periods) to 60 minutes for both campus and redirect the accumulated minutes from staff into an “extra” teaching period within their existing working time agreement. This required significant consultation with staff, pupils, parents and partners, and then (once agreed) with the bus companies, to reschedule bus pick up and drop off times, minimised so as to reduce financial penalties. This was all achieved and in place for the change of timetable in June 2019. This strategy would only ever secure in the region of £190,000 so staffing cuts of approximately 3 FTE had still to be found within the timetable. This was also secured, but for the school start in August 2019 rather than the change of timetable in June 2019.

Next Steps

- Address the response to Q6 of the Staffwise survey “*I have appropriate support from my line manager*” which returned a score of 66% who Agreed/strongly agreed and was 8% below the Fife average of 74%
- Continue to monitor and support the changes to our Administration Team(s) to try to minimize stress and loss of outcomes.
- Continue to monitor and support the changes to our faculty and department teams to try to minimise stress and loss of outcomes.
- Continue to be creative in finding the next set of savings to support the current zero allocations of budgets to classroom resources and staff absence cover.
- Continue to support the development of the new school build process.

School Improvement Priority 4: Improving employability skills for our young people	
<u>NIF Priority</u> Improvement in employability skills and sustained, positive school leaver destinations for all young people	<u>HGIOS 4 Quality Indicators</u> 1.2 Leadership of Learning 3.3 Creativity and Employability
<u>NIF Driver</u> School leadership, school improvement	

Review of Progress – Session 2018/2019

The school has a strong focus on supporting our young people, through the 4 contexts of learning, in particular by promoting a culture (ethos) of learning and offering a strong curriculum which delivers a wide range of learning pathways. Within this we have a strong focus on developing the young force and promoting a set of employability skills.

Our DYW and partnership link programme is very comprehensive and links with a wide range of partners, in particular for DYW, we have links with Fife College (where we currently deliver some 10 accredited courses including a range of FA), links with SDS and their MyWOW programme as well as links with a range of speakers, local businesses and support groups.

The 4 specific sub-priorities linked to “Employability Skills” were:

- To continue to develop our support of DYW by increasing (and improving) our partnership links. This process involved securing further commitments from partners and creating new links. We successfully continued to link and engage with partners to take our overall number of DYW partnerships to some 39 partner connections with whom we work, ranging from Fife College to FLAG (a USA charity group Foreign links across the globe) to “Encountering Fife” to “Active Schools”. We would mention 6 examples to highlight some of the new partnership working programmes in session 2018/2019:
 - CLD who have supported our FFA* group of pupils through their Soup Group and supplying a permanently stationed mental health youth worker (for one day a week), offering a drop in opportunity for pupils across the day and some one-to-one work with individual pupils. This has significantly reduced the pressure on Guidance staff during breaks on the day and it remains to be seen what the impact will be on referrals to CAMHS.
 - CAMBO Heritage Trust who take a small group of FFA* pupils on a one day a week (every Wednesday) to work outdoors on the estate as a work experience programme engaging them in a wide range of experiences to support a set of new skills and enjoyable experiences.
 - Our link with the Armed Forces Family personnel at Leuchars Base – our most recent link being link staff attendance at the pre-deployment family meeting last week where families were in discussions about the need to get their affairs in order and to write their letters to loved ones (not to be opened) in case that loved one does not return. This was a poignant reminder to our support staff of some of the issues which those pupils from Armed Forces Families have to face.

- Our partnership with pupils through our 12-on-a-Friday meetings (6 BGE and 6 SP) to hear their views on a range of issues such as exams, discipline, quality of teaching, our current curriculum and health including healthy eating.
- 36 of our S4 pupils took part in a Drivewise Event in October at Leuchars station, organised as a pilot programme by the Safer Communities Team. The pupils learned about road safety and were given a real opportunity to take the wheel of a car with supervision from experienced volunteer instructors.
- To extend our links with St Andrews University Academic Skills Department to promote study skills and employability skills, we conducted study skills sessions for the whole of S5/6. These were run in Social Education periods and provided practical advice on how, where, when, to study and the optimum times for study. In conjunction with this initiative was a stress on the need for Work/Life balance and Mental Health.
- To engage all S6 pupils in leadership theory and experience, we ran an S6 leadership session in conjunction with St Andrews University. The session consisted of “the theory of what constitutes leadership”, those people whom we considered to be “good leaders” and the common characteristics of effective leadership. There built in sessions of a more practical nature – looking at seven strategies which could be used, where pupils engaged in problem solving tasks. To supporting this experience the Rector and Mrs Ham (ex-RAF) led some leadership sessions with the pupils.
- To support school leaders (pupils) with staff mentors we engaged in a process where our school pupil captains (including Head Boy and Head Girl) were given an input from Mr Swift and Mr Forbes (2 PTs who have been involved in studying leadership with the Fife Pedagogy team at Fife Council). These were small group sessions which sought to give advice and support discussion around the benefits, challenges and practicalities associated with leadership.

Next Steps

- Continue to develop our DYW support
- Look to develop National Qualifications in Mentoring, Work Experience and possibly Leadership
- Develop a “Mentors in Violence” programme for our senior pupils as leaders of learning

Rationale for Change - June 2019

Priority 1: Raise Attainment and Achievement

Discussion with PT (in charge of SSA) to support raising attainment, shows that we have made very good progress with the delivery of SSA for most pupils in session 2018/2019. This discussion also highlights that if we promote another unit within English, more control and better outcomes can be achieved. Attainment data would suggest that if all or most pupils can achieve SSA, either at N4 or N5 then Insight tariff points will improve. We will continue our ongoing discussions with our learning partner schools (Grove and Royal High) to support further improvements.

Data on the FFA pupils suggests that gaining accredited qualifications prior to S4 supports attainment for the FFA pupils. Discussions with staff and pupils highlights that the current arrangement is delivering early attainment and we should continue with this initiative and improve on it with YAA as well as core attainment awards.

The Parent Council have been very clear that the stress of the current SQA internal assessment arrangements along with the school subject prelim and internal assessment arrangements are having a very negative effect on pupil (and parent) HWB. We have agreed with the Parent Council to revisit this issue and address the problem.

The recent Insight in-service delivered to DHT Watson and his subsequent delivery to the SLT highlights the need to inform all PTs, PTCs and staff of the most appropriate metrics that the school wants to present its image on. This will allow staff to prioritise their focus in terms of attainment and their support of the improvement plan for the school and their own department/faculty improvement priorities. Discussion at EMT (extended management team) meeting confirmed a desire to be informed.

Attainment data would suggest that we still have more to do to fully catch our virtual comparators on Breadth versus Depth. It is thought that delivering on NPA will help this without extra work for the pupils. Discussions with the PT of PE suggest that in PE this could be done with minimum extended workload.

Similar reasoning to points 2 and 5 above, suggest that we can apply the opportunities presented in Social Education to further raise attainment and achievement. Discussions with staff and pupils confirm this.

Discussions with S1-3 Guidance and support teams have highlighted a need to introduce further support in South Street next sessions to provide further help for an identified group of S3 into S4 pupils.

Priority 2: Promote Pupil Health and Well-Being

Extensive consultation with pupils and parents and staff through a range of media such as Pupil on line questionnaires (survey monkey), staffroom post-it notes, pupil focus group discussions, Parent Council discussions and health partners have highlighted that all of the proposed action/tasks are strongly supported by pupils, staff, parents and partners.

Priority 3: Engage Leadership of Change

Almost all of the 2019 Staffwise survey gave a positive return for the school from the staff. However, Question 6 gave a disappointing return compared to the rest of the returns and so we should investigate this entry (and other entries) further and address the issues behind it/them.

The current financial situation in Fife which is driven by the “Fairer Fife” policy means that Madras College will continue to be “penalised” on its budget allocation due to the weighted roll. In order to try to maintain the current level of delivery on curriculum and support which the pupils expect and deserve we need to continue support our Admin team, who have found session 2018/2019 very stressful and challenging; find ways to generate funding for class cover which does not include sending classes to the hall and find ways to generate funding for department resource funding (which is currently zero). We also need to look ahead to 2020 when the bus contracts are to be renewed and start the consultation process with all stakeholders. As well as this we anticipate a continuation of consultations regarding the proposed Madras ne build – which will now not coincide with new bus contracts but needs to have some form of adjustment, which may or may not align to a change in the school week all of which needs consultation and management of change. Following discussion with EMT we have agreed to create a (consistent) school self-evaluation Toolkit model phased in as a BASIC model and then an EXTENDED model.

Priority 4: Develop Employability Skills and Leadership of Learning

Developing links with local partners to enhance our current programme of DYW support for all pupils is an ongoing priority as new opportunities regularly present themselves. Equally, we look to enhance our S3 transition DYW event year on year to improve this experience. As well as this we have annual discussions with the University “CAPOD” team to support and enhance the delivery of their “developing skills” and “leadership” programmes for our young people. Discussions with Guidance staff and our “pupil captains” team have highlighted that there is opportunity to deliver accredited qualifications in our existing mentoring and work experience outcomes for pupils, and, if possible, in our pupil leadership programmes for S6. For similar reasons to elements in Priority 1 it would be prudent to take advantage of any such accreditation for our young people.

Discussion at SLT regarding the Fife initiative of “Mentors in Violence” led to agreement that this programme would fit in with our proposed improvement thoughts for linking senior pupils with some junior pupils to help them with behaviour issues and at the same time support our drive to develop leadership of learning for our young people. This is an improvement priority in its infancy for us but we would hope to see this as a “growth industry” in Madras.

NOTE:

Throughout the session we meet and discuss ideas and challenges, with staff and parents, in calendar agreed meetings. We also meet with the PRC on a regular basis and meet weekly with pupil focus groups (for example our “2 by 6 on-a- Friday”) to allow them to speak freely about a range of issues. As well as this we consult with pupils (and sometimes staff) through a questionnaire style approach on particular topics for improvement (such as health) and encourage departments to carry out (and share) end of topic/unit evaluations.

We observe classes on a regular basis (for part of a period) and occasionally give a reported feedback on a classroom observation. We will visit classes at staff request, at pupil request and following parent comment. We also walk the school to ensure there is an ethos of learning (as noted in BtC3) – both buildings.

We are forensic in our scrutiny of quantitative data from a range of sources (external and internal) and share our findings with the EMT and where applicable, with individual PTC/PT. We are transparent with our Parent Council regarding attainment and achievement. We do not record a formal triangulation of our evaluations (workload) but do regularly discuss the information they yield, their triangulation, and the resulting potential for improvement and change (and we act upon this accordingly).

Key Priorities for Improvement Planning 2019/2020

Priority 1: Raise attainment and achievement

Priority 2: Promote pupil HWB

Priority 3: Engage with Leadership of change

Priority 4: Develop employability skills and leadership of Learning

Appendix 1

School Improvement – Evidence of Wider achievements impacting on outcomes for all

Across the school:

132 pupils gained an award in Scottish Studies (at N4 or N5)

41 pupils presented for a Saltire award

49 pupils currently engaged in Duke of Edinburgh award scheme with 16 gaining an award to date (12 Bronze, 3 Silver and 1 Gold)

42 pupils gained the “First aid in the Work Place” award (non SQA accredited) delivered by external provider Skillforce

105 S1 pupils gained the “Heart start” award delivered by S5/6 pupils, directed by Skillforce

17 S5/6 pupils were peer tutors, supporting our BGE pupils in a range of subjects, all gaining a peer tutoring award (3 general and 14 outstanding)

51 pupils gained experience of speaking Mandarin at after school classes – led by YD, an S6 pupil, and supported by JR, also S6.

Individually and in teams (stimulating personal achievement – BtC3):

Individually:

The S2 Maths focus group excelled themselves this session in their mid-session Diagnostic assessment, especially DB who managed to score 77/in his block 1 assessment from an initial score last session of 11/81 and who also achieved a block 2 score of 46/52

5 pupils took part in the “Encountering Fife” exhibition, and had their work displayed in this project which was discussed at an international conference. The pupils made an important contribution to the discussion about integration in the UK

Our “Active Schools Ambassadors” presented to the Senior Management Team and local Councillors about the programmes they have been involved in since August

Our Art students who were asked to provide original work to be displayed in the Pipeland Health Service in St Andrews

V.H. Who was invited to attend the Science and the Parliament event in Edinburgh on November 14th to receive his award (The Royal Scottish Society of Arts' Bronze Medal, Certificate and Book token to the value of £100), for being the student who in the recent SQA examinations had the top mark in Scotland for Engineering Science Advanced Higher

C.N. who is studying Chemistry at St Andrews University and was also helping us in the chemistry lab in Madras with Advanced Highers for the past one year won the Women in STEM for the year 2018 in London because of all the voluntary work she does in Science other than her University studies. It is a national level competition which recognises the achievements of women in STEM (Science, Technology, Engineering and Maths) and was sponsored by Ford. She won £1000 and became the STEM Ambassador for UK

F.G. (S1) who was successful in being accepted onto the Scottish Ballet Mid Associates program this year (auditioned place). Not only is this a huge achievement in its own right, but

recently Scottish Ballet contacted F. to notify him that they wished to award him a full scholarship for the year, based on Merit and potential.

14 pupils have been chosen to play in the Fife orchestra this year which means Madras is the best represented school in the whole of Fife. We have come a long way since 2013 when we were the school with the least amount of pupils in the orchestra

L.N. who is a young Sport Ambassador, was yesterday awarded the 'Young Ambassador of the Month' Award for November by Sport Scotland. This is a fantastic achievement for L.N. to have won a national award. She has been involved in supporting the following programmes:

- Delivery of a multi sports programme at Tayport PS
- Supported the coordination of the S1 sports fayre
- Heavily promoted girls rugby and cheerleading sessions
- Worked with St Andrews University to organise and promote a S4-6 girls fitness programme which runs weekly
- Helps deliver a pre-school gymnastics class with St Andrews University on a Tuesday lunchtime
- Part of the Saints Academy Leadership Programme

In Sport:

The S3 netball team finished runners-up at the Fife Schools Netball tournament

The S3 boys football team reached the final of the Fife under 15 cup

M.P. won a bronze medal in the Scottish Schools Athletics Championships, representing Madras in the 60 metres hurdles

A.W. was selected to play for the Great Britain under 18 Ice Hockey team. The team won bronze, even beating Norway in the Group stages of the World Championships

A.S. was selected to play for the Scotland U-18 Rugby team

K.S. has been signed as a professional football player for Cowdenbeath

R.F. and K.S. have been selected to play for the Fife Elite Squad

E.W. is the British sailing champion, XX class

In the Triathlon Scotland Legends Ranking Series for 2017/18 - Aquathon (swim/run) A.H. (S3) was ranked 1st in Scotland with R.M. (S2) ranked 2nd - both 13-14 category.

In the Triathlon Scotland Legends Ranking Series for 2017/18 - Triathlon (swim/bike/run) R.M. was ranked 3rd in Scotland in the 13-14 category.

In the Fife Multisport event (a Pentathlon event) all 15 pupils who attended the Fife Multi performed brilliantly and behaved impeccably and were a total credit to the school. Not a drop of litter, polite and courteous to all officials and impressing with their sportsmanship and general niceness! And equalling that we had 6 of the 15 pupils take their place on the winner's podium:

Gold: L. W. (S1); C. S. (S2); J. S. (S3)

Silver: I. M. (S3)

Bronze: L. M. (S3); K. M. (S2)

C.H. (S3) and A.H. (S5) have both been successful in reaching the British Gymnastics Regional Team Finals for Trampoline and DMT, each representing Team Scotland at the event to be held at Birmingham Arena

From the Community:

We had a telephone call from C.H. (S5) asking if we could contact the parent of L.B. (P7 soon to be S1) as he got on the wrong bus and has ended up in Tayport. C.H. stayed with L.B. until someone came to collect L.B. and waited with him for over half an hour.

We received a letter from a parent of a child in Edinburgh which read *“Just wanted to get in touch to let you know how impressed I was with your students who were passengers on the Zeebrugge to Hull Ferry on Friday evening. I was travelling with my husband and two daughters and noticed how well they all conducted themselves around the ship. They were polite, respectful and thoroughly fabulous. My daughter who is 14 wanted to dance to the evening entertainment band, there was a lot of Madras College students enjoying themselves on the dance floor. Your students went out of their way to include my daughter and make her feel welcome, which was lovely. You should be really proud of those students, they were fantastic representatives of your school and a great advert for how wonderful young people are”*

In Music:

Fife Festival of Music 2019

Over 200 Madras pupils and staff participated in the 2019 music festival. As always, the pupils rose to the occasion and gave some outstanding solo and group performances.

Competitive Solo Class Winners

- FM S4 won the Open Woodwind class and performed in the Young Musician final.
- KG S6 won the Open String class and performed in the Young Musician final. KG's sister, IG accompanied her.
- EM S6 won the Open Clarsach class and performed in the Young Musician final.
- MD S4 won the 15 & under Scots Songs class and the 18 & under Musicals class.

Competitive Group Classes

- The Clarsach Group, Senior Girls' Choir, Senior Mixed Choir and Senior String Orchestra received a Platinum award.
- The Junior Choir and Wind Band received a Gold award.
- The Senior Folk Group received a Silver award.

Fife Burns Competition results

- S1/2 Instrumental: 1st place – ND. 3rd place – IH
- S3/4 Instrumental: 1st place – HB 3rd place – ZM
- S1/2 Singing: 3rd place – ND
- S3/4 Singing: 2nd place – CD
- S5/6 Singing: 2nd place – Ben Smart 3rd place – NR
- National Burns Competition
- In the National Competition HB came 3rd in the S1/2 Instrumental Competition

In Mathematics

In the Scottish “Maths Wi Nae Borders” competition: 6 (S1 to S3) classes competed and all pupils received a certificate of participation

In the Scottish Maths Challenge: 35 pupils took part with 7 gold, 2 silver and 3 bronze certificates awarded

In the UK Maths Trust competition












- Senior Challenge: 42 pupils took part with 2 gold, 2 silver and 10 bronze certificates awarded
- Intermediate Challenge: 87 pupils took part with 21 gold, 14 silver and 21 bronze certificates awarded
- Junior Challenge: 90 pupils took part with 20 gold, 15 silver and 20 bronze

- All in all a total of 219 pupils took part, achieving 43 gold, 31 silver and 51 bronze awards as well as 3 pupils going forward to the senior Kangaroo competition, 4 pupils to the intermediate Kangaroo competition and 3 pupils to the junior kangaroo competition.











Maths Sans Frontiere: 20 pupils took part and all received a certificate of participation Throughout the session the opportunities for education experiences at Madras continue to be among the best in the country, and are due to the support of the staff, pupils, parents and partners.









We have supported (for example):











Trips to London, Paris, Kiel, Manchester, Newcastle, Hadrians Wall, the Battlefields in Belgium, a Japanese exchange, a Spanish exchange, a French exchange, a German exchange as well as a very wide range of out of school sporting opportunities and Expressive Arts opportunities. We have supported events and courses from St Andrews University, Fife College, Local Businesses. A trip to Dundee to engage in “Bollywood” dancing, leadership opportunities, extra classes at lunchtime and after school including a study skills initiative in December for S3 pupils and in November for S5/6 pupils; and we have supported a range of engagements from visiting speakers. The pupils have also engaged in the Madras Talent show and a host of extra-curricular activities such as sport, music, raspberry pi club, science fiction movie club, Science club, World book day events, Debating, Leading learning in Mandarin and many other activities.





	c) Look at other areas of delivery for further saving	Discussions with SLT and BM to try to identify other possible areas for savings. Inform identified areas of potential change and manage these changes.	Complete	 
Leadership of change Investigate next phase of proposed budget savings – possibly (£75,000)	Consider further changes to school week/day. Consider going to an Assymmetric week.	Discuss possible approach with SLT and BM to secure a transparent rationale with information on outcomes and impact initial stages of consultation/ information could be considered	On – going. Continue next session for 2020 bus contracts	 
Leadership of Change Changes to school Admin team structure	Support the management change exercise carried out with school Admin staff.	Consult with Admin Co-ordinator and BM and SLT on a proposed Administration Structure Submit proposed structure to Fife Education Service. • Support staff through changes Support new team with changes (and lack of expertise/training) • Inform Parent Council and school staff of changes and Subsequent challenges	Complete.	  
Leadership of Change New Build	Progress on Madras College New Build	Continue to monitor and support new build progress. Support on-going discussions Support exchange of Information Look at possible future management structure change and incorporate where possible, changes into existing structure models/plans	Complete	  
Raising Attainment Learning Partnerships	Review of Cross-Authority Learning Partnership focus.	Discuss with L.P. schools (Grove/RHS) current partnership focus, outcomes and support	External factors made this difficult. Leave to run as it is at present.	

		Discuss with SLT review of focus and impact Draft Learning Partnership focus	
Raising Attainment Introduce new accredited courses (N5 and SfL)	Attainment Raised for S4 "target" groups at N5/N4 and RPA for N3/N4 target pupils in S3	Discuss further development of courses with SLT and appropriate PTc(s) to implement Scottish Studies Award programme SfL accredited course programme for S3 "target" group	Complete Continue priority next session
Raising Attainment Support changes to tracking system	Investigate alternatives to previous baseline assessment data	Look at SNSA information for 2017/18 at S3 and investigate a correlation to previous baseline data (SOSCA, AfE, MidYis) Check how proposed correlation matches to internal (subject) data Draft a correlated format for PTc/PT/SLT/Support Review outcomes from SQA (2019) data for evaluative accuracy and impact.	Complete (Awaiting Insight data)
Raising Attainment Enrolment (transition)	Develop a new Enrolment Policy	Consult with Year Heads and office staff and support teams Draft Policy for comment Final version completed and posted on website.	Complete
Raising Attainment Assessment arrangements	Create a plan (timeline/map) of internal assessment arrangements for N5, H	Secure assessment arrangements information Consult with individual PTs Present a draft arrangements document Invite comment from staff and pupils. Redraft and	Complete

		publish (email staff, put on website and inform pupils (Assembly) and PC.)	
Leadership of Learning Develop leadership for a range of groups	a) Develop leadership with pupils	Engage all S6 pupils in Leadership Theory and experience (invite staff and external agencies) to deliver to S6 on the challenges (and skill sets) of leadership to support S6 pupils as role models/leaders within the school. Speak with S6 pupils towards end of session on experiences, skill sets and review process for improvement next session	Complete  
	(b) Develop leadership with staff	Engage a small range of staff to mentor school captains in their role within school. Offer mentors CPD on coaching and leadership All PTC/PT staff offered CPD experience on whole school leadership and HT skills	Complete Continue priority next session   
DYW Supporting pupil employability skills	Continue to develop current programme	Continue to develop employability engagement morning (S3/S4 pupils) Redraft (following consultation) the September Senior Phase Evening Rationale Extend links with St Andrews University Academic skills department to promote study skills Give more support to Medicine/Oxbridge applicants for interview process	Complete    
School Ethos (Review of Current Policy)	Review existing school security policy (on-going update cycle)	Discuss existing wording and rationale for current school security policy	Complete 

		with SLT and focus group(s). Update policy in light of discussion.		
Raising Attainment (Supporting leadership Analysis)	(a) Develop an “early SQA attainment measure for SLT and PT groups.	Extract UPS data from SEEMIS in August for each S4, S5, S6 pupil and match to grade achieved within each subject Create a report listing subject performance on UPS data and present in a clear manner for subject comparisons and trend (over 3 years)	Complete	 
	(b) Develop an A/B/C/D/NA report on S4, S5 and S6, SQA accredited awards	Extract data from SEEMIS on N5, H, AH awards at AD grades. Analyse and present findings in an appropriate statistical format. Match new data to prior attainment levels for discussion at mid and senior management levels to inform feedback on course delivery	Complete	
	(c) Investigate S4 attainment levels of Literacy and Numeracy (discrete)	Extract S4 attainment data on Literacy and Numeracy (discrete) from SEEMIS SQA data. Look for changes in data and links to English/Maths presentation policies and delivery. Look at delivery versus outcome for Lowest, middle and highest attainment groups for subject presentation – particularly in SfL faculty pupils. (Tom Ingles +)		  
	(d) Prepare Attainment report on performance of bottom 20% attainment group (S4)	Extract information on S4 attainment for our poorest performing (S4) 20% - to initiate a report, identifying performance with	Complete	

		<p>individual circumstances.</p> <p>(Performance to be based on Tariff points).</p> <p>Present and discuss findings with SLT and PT(c) SfL.</p>	 
	<p>(e) Match study class groups to specific subject staff (study mentors) for subject input where possible.</p> <p>Align this to AH groups where possible.</p>	<p>Look at timetable study periods for S5/6 and identify periods where subject staff can match pupil need, particularly matching time for AH groups to give AH tuition.</p> <p>Inform staff and pupils of this strategy.</p> <p>Re-assign pupils to classes where possible.</p> <p>Monitor progress of initiative and seek feedback from staff and pupils on success or otherwise.</p> <p>Discuss evaluative feedback at SLT.</p>	<p>Complete</p>    
Health and Wellbeing	<p>Creating ethos of Health + Wellbeing (Emotional, Mental and Physical)</p>	<p>Link initiative to range of International and National Policies (e.g. Children and Young People (Scotland) Act 2014.</p> <p>Examine current research (e.g. NHO Health Promoting School framework)</p> <p>Form a school working group to discuss a strategic approaches and the implementation of interventions as identified by pupil consultation (October 2018)</p> <p>Engage with external partners to provide identified needs as appropriate and/or practical. •Engage staff CPD on pastoral delivery. •Implement</p>	<p>Complete</p>    

		strategic/operational programme (ongoing) in appropriate context and classes.	
Health and Wellbeing	Supporting the Implementation of SQA (SCQF) Awards on Mental Health and Wellbeing	<p>Evaluate current pastoral support programme</p> <p>Link new input to the SQA Accreditation for HWB at SCQF 4</p> <p>Meet with supporting staff •Implement programme (1 unit this session)</p> <p>Monitor and evaluate progress</p>	<p>Complete</p> <p></p> <p></p> <p></p> <p></p>