

Achievements

Successful Learner

Above national level performance in SQA examinations'
Success in Duke of Edinburgh Awards,
Success in local and national competitions

Confident Individual

Drama performances,
Concerts
Blueprint magazine
Success in debating competitions and many sports

Responsible Citizens

Work for charities
EcoClub projects
Regular diary page in the Citizen
Regular meetings of year and whole school councils

Effective Contributors

Participation in St Andrews Day service
Exchanges with 4 countries
Pipe band performances at major events
Substantial amounts raised for charities

Priorities for 2010-2011

Attainment, Curriculum for Excellence, Care and Welfare,
Improvement through Self-evaluation, Leadership

Standards and Quality Report Summary 2009-2010 and School Improvement Plan 2010-2013

Madras College



Consultation Process

Consultation has taken place with pupils, parents and staff via surveys and meetings. Comments from the HMIE follow through report and analysis of SQA examination results have also been taken into consideration. In February 2010 the school conducted an internal review led by newly appointed DHT and supported by Fife Council's Education Officers.

What Outcomes have the School Achieved?

We have overtaken all the development priorities identified for 2009-10. Overall performance at credit level is above national levels, at higher performance is well above national levels and that of our comparator schools. At standard grade notable performances were recorded in English, Maths, Physics, Business Management, Computing, Home Economics and Drama. At higher notable performances were recorded in English, Chemistry, Physics, Computing, Music and RMPS. At advanced higher notable performances were recorded in English, Biology, Chemistry, Physics, and Music. By the end of S2 the percentage of pupils achieving level E or better is 83% in reading, 68% in writing and 71% in mathematics. These results show a strong performance in reading and an improving performance in mathematics against our comparator schools and other Fife schools.

How Well does the School meet the needs of the School Community?

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.

How Good is the Education that the School Provides?

We respond to and meet the needs of our learners. 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. Individualised educational programmes and coordinated support plans contain appropriate learning targets. Learners achievements in the community are valued and celebrated in school. 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.

How Good is Management within the School?

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.

How Good is Leadership within the School?

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.