



## Marr College

School Improvement Plan 2019 - 2020

## Vision Statement

### **Our Vision**

Marr College will be an acknowledged Centre of excellence for learning in the Troon community, working with stakeholders to support and challenge all to aspire and achieve in a respectful and inclusive culture. Every student will experience a learning environment that equips them to succeed, and motivates them to be both ambitious and responsible in their pursuit of academic and personal success.

We will endeavour to bring this vision alive through our values of Motivation, Ambition, Respect and Responsibility and the following aims, which we hope to achieve within the 2019 – 2020 improvement timeline:

- Improving consistency in high quality learning, teaching and assessment
- Improving young people's health and wellbeing
- Reviewing our curriculum and embedding the Career Education Standard
- Reviewing our vision, values and aims

Our vision, values and aims articulate with South Ayrshire Council Children's Services Plan 2017-2020 which can be accessed via:

<https://www.south-ayrshire.gov.uk/childrens-services-plan/>



## Factors Influencing the School Improvement Plan

### *South Ayrshire Council Plan*

- Maximise the potential of our children and families
- Improve the way we work as a council
- Maximise the potential of our economy
- Maximise the potential of our adults and older people
- Maximise the potential of our communities
- Maximise the potential of our environment

### *Children's Services Plan*

- Ensure South Ayrshire children get the best start in life, it is the best place to grow up, and all children and young people are successful learners, confident individuals, responsible citizens, and effective contributors.
- Reduce the gap in outcomes between the most deprived and least deprived children and young people in South Ayrshire.
- Ensure children and young people who are looked after or are care leavers are cared for and supported to improve their life experiences and life chances.
- Ensure children and young people are supported to achieve and maintain good emotional and physical wellbeing.
- Ensure children and young people have a voice in influencing service delivery that affects their lives.

### *National Improvement Framework*

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in young people's health and wellbeing
- Improvement in employability skills and sustained positive school leaver destinations for all young people

### *National Factors*

- Delivery Plan for Scottish Education/Governance Review
- How Good is Our School? Fourth Edition
- OECD recommendations
- Getting it Right for Every Child
- Developing Scotland's Young Workforce
- GTCS standards and professional update

Improvement Priority		Rationale for Improvement Priority based on evidence		
<p><b>Improve the consistency of high quality learning, teaching and assessment across the school to ensure appropriate challenge and the best possible outcomes for all young people.</b></p>		<p>Self-improvement Visit (SIV, Nov 18) highlighted limited evidence of effective differentiation and many lessons were teacher-led. There is a need to develop opportunities for young people to lead learning. Analysis of lesson observations identified the use of Learning Intentions/Success Criteria, though at times these were not always appropriate or created with young people. Observations indicated mixed opportunities to develop higher order thinking skills.</p> <p>Staff feedback (August 2018) and SIV feedback identified a need to develop greater opportunities to share practice across the school.</p> <p>Frequency of duty calls and school exclusions higher than expected.</p> <p>OECD Report – What Makes a School a Learning Organisations (2016).</p>		
SAC Priority	NIF Priority	NIF Driver	HGIOS? 4	
1, 2	Improvement in attainment (particularly in literacy and numeracy) Close the gap between most and least disadvantaged	School leadership, Teacher professionalism, Assessment of children's progress, School improvement	1.2 Leadership of Learning 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement	
What actions are required to reach desired outcome?		Who	When	Resources
Create a whole school Learning, Teaching and Assessment Policy to further develop consistent approaches. Refresh and relaunch approaches including LI/SC, Making Thinking Visible (MTV) and the Marr 90.		G Docherty, R Anderson S Law, L&T Improvement Team Student Council MTV Champions	By December 2019	HGIOS? 4, Visible Learning Learning Organisation OECD Report National Improvement Hub, school visits L&T Group Development Time Collegiate Time
Introduce a revised programme of effective Learning Visits and lesson observation (within Quality Assurance calendar) to capture and share best practice and measure the impact of learning and teaching strategies, including MTV and differentiation.		G Docherty R Anderson SLT/PTs	By November 2019	Looking Outwards – school visit Development time Collegiate time
Continue to develop learning and teaching through the reintroduction of Professional Learning Communities, sharing practice in: MTV, higher-order thinking skills, high quality feedback, digital literacy/technology and leading learning.		G McCallum Professional Learning Communities	By May 2020	HGIOS? 4, Professional reading resources Learning Organisation OECD Report National Improvement Hub
Develop opportunities to promote and share effective learning techniques. Establish a staff professional learning library and GLOW page for sharing resources and links to online reading and research. Introduce a bi-annual Learning and Teaching newsletter.		R Anderson, G McCallum D Marshall, Dr Spencer, C Owens	By May 2020	Analysis of observations and feedback Collegiate time
Further develop assessment and moderation approaches within the Broad General Education (BGE). Implement SAC reporting of achievement within a level.		N McLean, QAMSOs, AMFs	By March 2020	Assessment and Reporting Strategy SAC Guidance Achievement of a Level
Embed strategies to support all learners through inclusive practices.		G Hobson, F Young, M Elliot. Inclusive Practice Group	By May 2020	Dyslexia Toolkit, Module 1. Time for staff training. Time for lesson observations.
Develop a calendar of family learning workshops, delivered by staff across the school on a wide range of topics to promote home learning		PTs Raising Attainment Departments	By September 2019	Analysis of parent surveys (Feb 19) Development time

Intended Impact against Outcomes for Learners	Measurement/Evidence
Young people will benefit from consistent high quality learning experiences across all curricular areas. Our teaching is underpinned by our shared school vision and value and learning and teaching will be evaluated as good or better in almost all classes.	Lesson observations Department learning visits Analysis of focus groups or young people Daily Dozen
Young people will experience a consistent and inclusive ethos in all learning areas. Young people are appropriately challenged and are engaged in their learning. Through a greater focus on success criteria related to benchmarks, learners will have a better understanding of what they need to do to improve.	Lesson observations Department learning visits Analysis of focus groups or young people Daily Dozen Analysis of pupil reports Increased attendance (above 85% for equity groups, above 91% whole school)
Young people can discuss their progress and achievement and how they learn best. Through inclusive practices, learner's needs are appropriately met.	Analysis of Focus groups – Daily Dozen. % positive responses to pupil surveys Lesson observations Department learning visits Feedback of all learners' evidences they feel supported Staged intervention reviews evidence that learners and their parents/carers feel they are supported and included Accreditation through appropriate curricular opportunities
Staff make effective use of assessments and make confident professional judgements about learners' progress. Staff and young people work together to agree and discuss standards and their levels of achievement and as a result better understand the next steps to improve. Young people are using this information to become more independent and take ownership of their own learning and thinking.	Increased BGE attainment Analysis of learner conversations Clear engagement from young people and their parents with BGE attainment data
There will be an improvement in BGE attainment, particularly in literacy and numeracy.	Literacy: 95% of S3 achieve Level 3, 70% of S3 achieve level 4 (2017/18 – 87% achieved L3, 47% achieved L4) Numeracy: 95% of S3 achieve level 3, 60% of S3 achieve level 4 (2017/18 – 92% achieved L3, 38% achieved L4)
Young people are better prepared for jobs and careers that may not as yet exist.	Analysis of pupil focus groups Number of young people engaged in wider accreditation/SCQF Framework courses Maintain or improve positive destinations (2017/18 leavers 96%) Improve positive destinations for S4 from 80% to 90%
Families benefit from strong partnership working to provide and review appropriate support interventions. Parents feel more included and involved in their child's learning.	Show My Homework parent/pupil engagement statistics Family Learning Calendar Analysis of feedback from stakeholders Attendance at Family Learning events
<b>Update on Progress</b>	

Improvement Priority		Rationale for Improvement Priority based on evidence		
To improve young people's health and wellbeing and ensure they feel safe, healthy, achieving, nurtured, active, respected, responsible and included.		58% increase in young people referred to CAMHS across the cluster over the last 5 years. Feedback from young people to enhance House identity across the school. Education Scotland thematic inspection review (Mar 19) highlighted positive approaches to pupil voice and scope for greater consistency across departments. Analysis of pupil questionnaires highlights need to review anti-bullying guidelines. Average attendance of equity groups is 83%. Increase in young people disengaging in learning, particularly around S2.		
SAC Priority	NIF Priority	NIF Driver	HGIOS? 4	
1, 2, 3, 4	Improvement in attainment (particularly in literacy and numeracy) Close the gap between most and least disadvantaged Improvement in young people's health and wellbeing	School leadership, Teacher professionalism, Parental engagement, Assessment of children's progress, School improvement	1.3 Leadership of change 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion	
What actions are required to reach desired outcome?		Who	When	Resources
Implement locality Mental Wellbeing strategy with a clear focus on the promotion of positive mental wellbeing. Work towards achieving the South Ayrshire Youth Forum Chartermark.		G Hobson, PTs Guidance, R McConnell, Student MH Champions	By May 2020	MH Nurse (tbc), MH Partners, Mental Wellbeing action plans, SAYF Chartermark Guidance
Implement SQA Health and Wellbeing course across S1-S3.  Introduce smoke-free schools initiative.		G Hobson/N McLean PTs Guidance HE/HWB/PSE Teachers S6 Peer Educators	By October 2019	SQA Arrangements, Tobacco-free school resources (ASH Scotland) Development time
Continue to work towards achieving Rights Respecting Schools Silver Award and maintain the Healthy Working Lives Bronze Award. Embed Rights Respecting Schools across the curriculum and increase the visibility of RRS across the school.		L Cleland, RRS group Dr MacKenzie, C Moncrieff Whole school	By May 2020	UNICEF Resources, HWL Resources Collegiate time Personal Support time
Continue to develop enriched and inclusive curriculum opportunities that maximise the skills of school staff and partners (SSDT, CLD, Community Safety, Learning and Inclusion, Active Schools). Re-establish Nurture provision and further develop staff understanding of the wellbeing indicators and nurture principles.		G Hobson, F Young Lead Nurture Teacher PTs Guidance	By April 2020	Partnership working Development time, SCQF Framework, MCMC Meetings, Nurturing Schools, Nurture training, Collegiate time
Further enhance school ethos, building on positive relationships and bringing alive our shared school values. Engage with Pivotal Education to review our Respectful Relationships and Learning guidelines, provide training for all staff and follow-up coaching sessions.		SLT, PTs Guidance House Champions, All staff	By April 2020	Pivotal Education, Collegiate time, Personal Support Time
Continue to support our most disadvantaged young people and reduce the attainment gap through early interventions to support literacy, numeracy and wellbeing (see PEF Strategy).		G Docherty, G Hobson PTs Raising Attainment Welfare Officer, MH Nurse	By June 2020	See PEF plan
Review and further develop our Pupil Voice Strategy and use a common 'You said, we did' approach to feed back to stakeholders. Ensure all departments have access to appropriate display space.		R Anderson Dr Spencer	By Dec 2019	HGIOURS? Collegiate time
Intended Impact against Outcomes for Learners			Measurement/Evidence	

<p>Our school community has a shared understanding of wellbeing. Young people’s mental wellbeing is supported through clear pathways to access universal and targeted support in school. Learners benefit from increased staff training and peer support in responding to wellbeing need. School is the main vehicle for referral to CAMHS</p>	<p>20% reduction in CAMHS referrals and reduced waiting lists  Reduced referrals from GPs to CAMHS  Progress against Mental Wellbeing action plan  Increase in number of staff and S6 undertaking formal training  Analysis of feedback from focus groups of pupils  Analysis of wellbeing surveys  Parental voice through TAC/Staged Intervention, etc.  Analysis of feedback from PSE programme</p>
<p>Young people have an improved understanding of matters affecting health and wellbeing and can articulate improvements in their own HWB. Young people are actively supported to make successful, confident and responsible decisions on smoking and their health and wellbeing and learn in a cleaner, safer, healthier learning environment.</p>	<p>Number of young people achieving SCQF level 3 award  Analysis of wellbeing surveys  Case studies of young people</p>
<p>Relationships across the school community are positive and supportive. RRS ethos is embedded across all our daily interactions and across the curriculum. Young people see the RRS values across the school and can discuss their impact on their life. More young people report a reduction in bullying related issues and they feel staff deal with these well. Learners benefit from a Personal Support programme that enables them to reflect on and bring alive our shared values.</p>	<p>Classroom observations  Minutes of RRS meetings, RRSA audit and accreditation  Reduction in referrals and exclusions. Analysis of duty calls and attendance data  Analysis of Daily Dozen, increase in % positive responses in pupil surveys  Analysis of staff survey and focus groups – increase in % positive responses to Q6 (behaviour) Q9 (respected) and Q16 (valued)</p>
<p>We have effective strategies in place which are improving attainment and achievement for our young people facing challenges including those from our most deprived areas, young carers, care experienced and those with additional support needs. All learners feel included and supported and benefit from well-planned opportunities to achieve and be accredited for the skills-related courses they undertake.</p>	<p>Accreditation data (Insight)  Uptake of DYW courses  Feedback from pupils on approaches to inclusion  Increased attendance 83% to above 85% for identified young people  Reduction in referrals and reduce exclusions from 20 incidents to below 15 incidents</p>
<p>All learners feel listened to and involved in decision making. Views of young people are routinely gathered and used to inform improvements in Learning and Teaching. Effective feedback demonstrates how their views informs change and improvement.</p>	<p>You Said We Did displays  Analysis of feedback from stakeholders  Classroom observations  Minutes of departmental meetings  Feedback from Daily Dozen / Student Council</p>
<p><b>Update on Progress</b></p>	
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Improvement Priority		Rationale for Improvement Priority based on evidence		
Review our curriculum rationale to ensure all stakeholders have a clear understanding of what we are trying to achieve for <u>all</u> young people. Fully embed the Career Education Standard to support young people and their families to understand career pathways and to move on to positive and sustained post-school destinations.		Vocational courses including Nail bar, Barista, Rural Skills and Cycle maintenance need to be embedded within the curriculum and provide clear attainment outcomes and progression for young people. Feedback from young people indicates limited knowledge of career pathways relating to curricular areas. There is a need to revisit the BGE and measure the impact of changes to the S3 curriculum in 2017/18. Whilst positive destinations (96%) remain very strong, 60% of S4 leavers are not sustaining a positive destination		
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What actions are required to reach desired outcome?		Who	When	Resources
Review and refine our curricular rationale in line with current national and local priorities including virtual comparator schools. Review the impact of our S3 curriculum model in line with local and national priorities.		G Docherty G McCallum	By November 2019	HGIOS? 4 BtC 3, 4 Time for focus groups MS Forms surveys
Implement a wider range of achievement/leadership opportunities within the Senior Phase, maximising accreditation through the SCQF framework.		G McCallum, N McLean, J McFetridge, M Thomson PTs subject	By Feb 2020	SCQF Framework Achieve Programme Insight data
Further develop clear curriculum pathways and an effective tracking system for DYW projects. Introduce the Achieve Award and maximise attainment opportunities for young people through partnerships with Ayrshire College.		S McNeil G Hobson, F Young,	By October 2019 By October 2019	Development time Princes Trust PT Partnership meetings
Skills Development Scotland (SDS) and PT DYW work with departments to support the embedding of career management skills into the curriculum. Continue to strengthen partnership working approaches to Developing Scotland's Workforce. Each department to develop 3 sustainable business links that support and enhance the curriculum.		S McNeil, SDS, Improvement Team S6 Leadership Group PTs Subject	By May 2020	Career Education Standard Collegiate time Partnership meetings
Enhance the programme of mock interviews for S5 to include all S5/6 students and identified S4 leavers.		S McNeil, C Moncrieff, J McFetridge, M Thomson	March 2020	Partnership working PSE time
Introduce a progressive programme of employer engagement events from P7 that focus on skills development and career pathways.		S McNeil, SDS, Chambers Career Standards Group, Parent Council, Cluster Primaries	By March 2020	Development time Partnership meetings DYW Ayrshire School visits



Intended Impact against Outcomes for Learners	Measurement/Evidence
<p>Our curriculum provides flexible learning pathways that are improving outcomes for <b>all</b> young people. Learners benefit from appropriate progression and are well supported at key transition stages.</p>	<p>Clear curricular pathways for Skills for Work programmes            Analysis of feedback from all stakeholders            Minutes of meetings            Increased attendance and engagement            Reduction in the number of D passes at N5 and Higher            Increase quality of N5 and Higher awards            Increase in attainment at SCQF level            Positive destinations for all leavers remains above 96% and increases for S4 leavers to above 60%.            Maintain high stay-on rates of 95% or above for S4-S5</p>
<p>Young people understand the link in their curriculum choices and future careers. We challenge gender stereotypes within careers</p>	<p>Focus groups of young people            Increase in number of young people engaging in MyWOW            SDS feedback</p>
<p>Learners are exposed to learning in a real world context which allow them to make links with world or work. Young people understand the relevance of their learning and are inspired to make connections to their future.</p>	<p>Analysis of lesson observations            Analysis of Learning Reviews            Increase in the number of school / employer partnerships            Feedback from all stakeholders            Increased attendance and engagement            Improved attainment (SCQF) and positive destinations            Number of YP involved in school, local and national events and competitions</p>
<p>An effective tracking system is in place to monitor the progress and achievement of young people engaging in our skills for work programmes</p>	<p>Analysis of tracking data            Minutes of meetings</p>
<p>Young people are prepared at an earlier stage for transition to a positive destination. All young people enter a positive and sustained post-school destination.</p>	<p>Feedback from partners and other stakeholders            Groups discussions on developing interview skills            Analysis of SDS / Insight data</p>
<p><b>Update on Progress</b></p>	
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