



## Marr College

School Improvement Plan 2021 - 2022

## Our Vision

We strive to make Marr College a caring school and a centre of excellence for learning in our community. We are proud of our heritage and together we nurture and encourage all learners to be ambitious and develop the knowledge skills and attributes to thrive and achieve in our every changing world.

***Proud of our past, ambitious for our future. Together, we are Marr.***

This has been our vision since August 2020 and was developed in partnership with students, staff, parents and the wider school community. Our learning, our leadership and our improvements are focused on bringing this vision to life in all that we do at Marr College.

We will endeavour to bring this vision alive through our new shared values of **Community, Ambition, Respect** and **Equality**. At Marr College, we **CARE** about the success, achievement and wellbeing of all our young people, our staff and the wider school community. We hope to achieve the following aims within the 2020 – 2021 improvement timeline:

***To continue to effectively lead and manage school recovery during and beyond the COVID-19 pandemic, supporting the health and wellbeing of our school community***

***To further enhance our leadership at all levels and our capacity for improvement***

***To continue to raise attainment, achievement and develop young people's skills for learning, life and work***

Our vision, values and aims articulate with South Ayrshire Council Children's Services Plan 2020-2023 which can be accessed via:

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



## Factors Influencing the School Improvement Plan

### *South Ayrshire Council Plan*

Fair and effective leadership  
Closing the gap  
Grow well, live well, age well  
South Ayrshire Works  
Stand up for South Ayrshire  
A better place to live

### *Children's Services Plan*

Give you the best start in life – making South Ayrshire the best place to grow up  
You will be treated equally no matter your background  
Children and young people who are looked after or leaving care will be supported to be the best they can  
Opportunities to be healthy...both mentally and physically  
Your voice will be heard

### *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*

OECD Scotland's Curriculum for Excellence: Into the future  
Education Scotland – An Empowered System  
How Good is Our School? Fourth Edition  
OECD Future of Education and Skills 2030  
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		
To continue to effectively lead and manage school recovery during and beyond the COVID-19 pandemic. Ensure young people and staff are safe, resources are in place to support the delivery of the full curriculum and to support a return to collaborative learning. Provide appropriate support for young people to reach their potential. To respond timely and appropriately to changes on local or national guidance.		Schools returned to full-time education in April 2021 after a second national lockdown. Following a move to 'below level zero', some mitigations remain in place within schools. Risk assessments, hygiene and cleaning measures need to continue to be implemented rigorously and consistently. With the unlikelihood of a further lockdown, real school recovery begins. South Ayrshire have provided access to the full suite of GL Assessment tools to support recovery. There is a need to build on the progress we have made in the use of digital technology to support learning, teaching and assessment.		
SAC Priority	NIF Priority	NIF Driver	HGIOS? 4	
Closing the Gap Opportunities to be healthy	1, 2, 3	School leadership, Teacher professionalism, Parental engagement, Assessment of children's progress, School improvement	1.3 Leadership of change, 1.4 Leadership of Staff, 1.5 Resources, 2.2 Curriculum, 2.6 Transitions, 3.1 Ensuring wellbeing, equality and inclusion	
What actions are required to reach desired outcome?		Who	When	Resources
Implementation and ongoing review of risk assessments and recovery planning. Ensure appropriate resources are available to support the implementation of hygiene and cleaning measures.		G Docherty, R Anderson H+S Group Parent Council Rep	Ongoing	Local Phasing Plan Scot Gov Guidance Risk Assess. Meetings MS Forms surveys
Use range of GL Assessment and other assessment approaches to identify gaps in learning for cohorts, groups or individual learners. Provide access to appropriate support and resources to maximise potential, with a particular focus on disadvantaged and vulnerable learners.		G Hobson, F Young, C Moncrieff, D Alford, P Drewett, PTs subject, PTs SSDT, Lead Teachers	By October 2021	Assessment, including GL Suite of assessments Pupil Support staff
Review curriculum offer and ensure appropriate resources are in place to support curriculum delivery. Ensure our blended learning model is ready for implementation, if required. Enhance the use of MS Teams to support home learning (homework) and ensure all classes have established Teams pages. Reduce our reliance on paper and printing.		G McCallum, N McLean PTs, all staff Closing the Gap Teachers	Ongoing	Timetabling Pupil Support staffing Blended Learning Guide Development time
Continue to enhance access to IT provision and training across the school to support a renewed focus on Digital Technology to support learning. Develop and implement a Digital Transformation Strategy and apply for Microsoft Schools status. Target 100% of staff to be MIE certified. Explore Bring Your Own Device pilot with South Ayrshire Council IT.		N McLean Digital Transformation Improvement Team	October 2021	Development time Working Time Agreement Staff Survey PRD Feedback MIE Platform
Review our transition activities in partnership with our cluster primaries, with a particular focus on literacy, numeracy and HWB. Establish a shared transition project across the cluster. Develop cluster wellbeing project to support care experienced young people. Improve our systems and processes for ASN transition.		G Hobson, J Cooper Lead Teachers M Elliot	By June 2022	HGIOS?4, HGIOURS Collegiate time Project funding
Continue to build on the Health and Wellbeing action plan to support school recovery. Develop a framework for mental wellbeing support and interventions to include trained staff and young people in the school Mental Wellbeing team.		G Hobson, L Cleland, K Bell, K Walker, School Counsellors, Sch Assistants, HWB Improvement Team Student Wellbeing Team	Ongoing	PSE/HWB Period Development time Meeting time Staff/student surveys Website

Intended Impact against Outcomes for Learners	Measurement/Evidence
<p>School recovery and COVID planning measures supports the ongoing health and safety of young people and staff during and beyond the COVID-19 pandemic. Young people and staff continue to teach and learn in a safe school environment. Hygiene, cleaning measures and asymptomatic testing continue to reduce the risk of spreading infection.</p>	<p>Analysis of feedback from all stakeholders  Minutes of fortnightly school recovery meetings  Analysis of attendance and engagement  Reduced number of confirmed COVID cases  Feedback from stakeholders</p>
<p>We demonstrate a commitment that no young person is left behind. Through effective assessment, teachers and young people are aware of next steps in learning and students are effectively supported to overcome gaps in knowledge and skills. Through effective use of assessment, young people are supported to access to additional resources, including ICT, to help reach their potential.</p>	<p>Tracking, monitoring and assessment  Insight, CfE and SNSA data  Focus groups of young people  Attendance and engagement  Analysis of attainment (Lit/Num and dashboard measures)</p>
<p>All young people continue to benefit from the full curriculum entitlement that supports them to reach their potential. Should the need arise to move to blended learning again, young people will have access to high quality learning and teaching and consistent approaches across each department. Teams is applied and used consistently across the school and to support home learning.</p>	<p>Online engagement (increase above 85%)  Consistency and use of class Teams pages  Achievement of Microsoft Showcase School</p>
<p>Young people are benefitting from teachers' enhanced IT practices and approaches to support their learning and engagement. Young people understand the importance of developing their own digital skills for learning, life and work. All young people will be provided training and opportunities to use GLOW, Teams and further resources equipping them with essential digital skills to be successful during and beyond secondary education.</p>	<p>Analysis of the use of GLOW/ MS Teams  %age of staff MIE Certified (increase from 80% to 100%)  Analysis of feedback from surveys/focus groups  Accreditation of Microsoft School / Digital Schools Award</p>
<p>Our transition arrangements support young people moving into, through and beyond school, ensuring their wellbeing and leading to improvements in attainment and achievement.</p>	<p>Analysis of attainment data (P7 and beyond)  %age attendance across S1 (increase from 92% to 94%)  Participation in transition project</p>
<p>Young people are effectively supported in their return to school and have access to a range of resources and partners to meet their wellbeing needs. Young people are supported by an increasing school wellbeing team, consisting of trained staff and students. Learners in S1 and S2 are developing resilience and self-management through discrete HWB lessons. The needs of individuals and groups are met 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>Analysis of PASS / Wellbeing surveys/focus groups  Analysis of HWB website visits  %age of S3 achieving HWB Award  No. of young people attending internal and external supports (e.g. counselling, bereavement support etc.)  20% reduction in CAMHS referrals and reduced waiting lists  Increase in number of staff and S6 undertaking formal training  Parental voice through TAC/Staged Intervention, etc.</p>
<p><b>Update on Progress</b></p>	
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Improvement Priority		Rationale for Improvement Priority based on evidence		
Developing an empowered system to further enhance our leadership at all levels and our capacity for improvement. To ensure our school community works together to bring alive our shared vision, values and aims.		Increase in new permanent members of staff (20), including 4 PTs. Need to develop peer mentoring and aspiring leader programmes to support staff professional learning and development. Staff feedback and SIV feedback identified a need to develop greater opportunities to share practice across the school. Student Leadership, Student Voice and parental engagement activities greatly impacted by COVID limitations; need to re-focus listening to and involving our community in school improvement. Significant reform ahead following OECD Reports – What Makes a School a Learning Organisations (2018) and CfE: Into the Future (2021). We need to effectively and collectively lead and manage change.		
SAC Priority	NIF Priority	NIF Driver	HGIOS? 4	
Fair and Effective Leadership, Closing the Gap Your voice will be heard	1, 2	School leadership, Teacher professionalism, Parental Engagement, School improvement	1.1 Self-evaluation, 1.2 Leadership of Learning, 1.3 Leadership of Change, 1.4 Leadership and Management of Staff, 3.1 Health and Wellbeing	
What actions are required to reach desired outcome?		Who	When	Resources
Expand the role of Lead Teacher to include Literacy, Numeracy, STEM, Student Leadership and Digital Learning and Transformation. Identify and promote additional whole school leadership activities.		G Docherty DHTs, PTs	By October 2021	HGIOS? 4, OECD Learning Organisation National Improvement Hub, school visits Funding (PEF / COVID Recovery) Management Time
Explore and adopt values-based leadership approaches as a framework for school improvement. Plan for effective allocation of additional management points expected for session 2022-23 due to our increasing school roll.		SLT PTs	By May 2022	Professional reading and research Looking outwards Professional learning (Strathclyde / Columba) Collegiate time
Support all staff to engage with the refreshed Professional Standards. Develop an effective programme for new staff and PT mentoring and peer support. Develop an aspiring PT programme to promote professional growth and build staff capacity. Support staff to develop Professional Enquiry and provide time for professional reading and research.		R Anderson, G McCallum I Spencer Improvement Team	Nov - May 2022	Looking Outwards – school visits, websites GTCS Refreshed Standards Collegiate time (Nov Twilight) / SWEIC Working Time Agreement
Provide greater opportunities for young people to lead learning, within the classroom and across the school. Introduce young STEM leaders in the BGE, support learners to participate in external STEM events and develop Subject Ambassadors.		Dr Spencer Lead Teacher – STEM PTs, all staff	By March 2022	HGIOS? 4, Professional reading resources Staff professional learning Leading Learning Audit (2020)
Establish a staff professional learning library and GLOW / Teams page for sharing resources and links to online reading and research. Introduce a bi-annual Learning and Teaching newsletter.		N McLean, C Owens L + Teaching Group	By October 2022	Funding (CLPL) Collegiate time
Review and refresh approaches to partnership working with the Parent Council and wider parent body. Establish sub-groups to support improvement.		G Docherty, Parent Council, PT DYW, Lead Teachers	By Nov 2022	Parent Council Meetings Collegiate time
Re-establish the Student Council and enhance leadership opportunities for young people within and beyond the school. Develop students as 'Agents of Change'. Develop our approaches to student voice across the school. Develop a series of teambuilding events to focus on promoting positive relationships and working with others.		Lead Teacher – Student Leadership, L Cleland, S6 Leadership Teams	By October 2021	Protected timetabled period CLD – Student Leadership Development How Good is OUR School?

Intended Impact against Outcomes for Learners	Measurement/Evidence
<p>Building leadership capacity across the school will see young people benefit from increased opportunities to lead and become involved in whole school initiatives. Our leadership is underpinned by our shared school vision and values and will be evaluated as very good or better.</p>	<p>Review of QIs 1.2 and 1.3 (Quality Assurance Calendar)            Number of students participating in leadership opportunities            Minutes of Student Council meetings and events            Daily Dozen and analysis of focus groups of young people</p>
<p>Young people are supported with the knowledge and skills to lead the learning of others. Students are active and engaged in their learning. Our refreshed Learning, Teaching and Assessment guide is leading to improvement in the consistency of high-quality learning and teaching.</p>	<p>Lesson observations            Department learning visits            Analysis of focus groups or young people            Daily Dozen</p>
<p>Through staff engaging with the Professional Standards, there is a strong focus on professional values, which underpins our commitment to all learners' cognitive, social and emotional growth and wellbeing.</p>	<p>Lesson observations            Analysis of Focus groups and % positive responses to pupil surveys            GL / PASS Assessment data            Attendance and engagement</p>
<p>Parental engagement enhances the links between home and school. Parents feel active and involved in the life of the school and our improvements. Parents feel more confident in supporting their child's learning and wellbeing and home.</p>	<p>Attendance at virtual / in-school parent events            Increase in attendance at Parent Council            Minutes of PC and Sub-group meetings            Analysis of parental engagement surveys</p>
<p>Our learners understand the vision aims and values through the four contexts for learning. Young people, including those in the Student Council and other formal leadership roles, are supported to develop leadership skills for learning, life and work.</p>	<p>Analysis of learner conversations            Analysis of feedback from S2 Skills pilot            Young people can articulate the skills they are developing            %of young people in formal leadership roles            % of young people achieving Values award (BGE) and formal leadership awards in the Senior Phase</p>
<p><b>Update on Progress</b></p>	
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Improvement Priority		Rationale for Improvement Priority based on evidence		
To continue to raise attainment, achievement and develop young people's skills for learning, life and work.		Attainment for all is positive and in line with or above virtual comparators for the lowest 20% and middle 40% or learners (Insight Feb 21). 5@ Level 6 attainment measure remains below 20%. Literature (Scott, Kodz et al and Shultz) highlights a growing concern that young people lack the skills to overcome the challenges they will face. Self-evaluation highlights gaps in progressive skills development across the curriculum. DYW courses need to support learners to achieve at level 5 and level 6. COVID measures impacted on partnership working with community and employers.		
SAC Priority	NIF Priority	NIF Driver	HGIOS? 4	
Closing the Gap Best start in life Care Experienced Support Opportunities to be healthy	1, 2, 3, 4	School leadership, Teacher professionalism, Parental engagement, Assessment of children's progress, School improvement	1.3 Leadership of change, 2.3 Learning, Teaching and Assessment, 2.4 Personalised support, 3.1 Ensuring wellbeing, equality and inclusion, 3.2 Raising attainment and achievement, 3.3 Increasing Creativity and employability	
What actions are required to reach desired outcome?		Who	When	Resources
Our vision for excellent learning and teaching and The Marr Way are supporting improvements in ethos and attainment within the BGE and Senior Phase. Our work within Schools as Learning Organisations is supporting improvements in learning and teaching.		SLT, C Moncrieff All staff	By May 2022	Learning & Teaching Guide School as Learning Organisation Peer / Lesson observations Student Council / Daily Dozen
Review approaches to assessment, tracking and reporting in light of experiences in 2020-21. Review our approaches to support raising attainment across the senior phase, with a particular focus on those studying Higher awards. Enhance approaches to ongoing assessment and evidence gathering and increase opportunities to discuss learners progress and next steps.		G McCallum, N McLean C Moncrieff PTs All staff	By Oct 2021	SQA Arrangements Student/Parent focus groups Collegiate time Reporting arrangements
Introduce SQA volunteering/Saltire Award and accredited S6 First Aid course and defibrillator training. Develop and implement BGE Values Award. Develop a values-based Assembly programme, delivered by students.		PE Department, Lead Teacher: Student Leadership Improvement Team	Oct 2021 – May 2022	Student Council Funding External Training Provider
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. Increase outdoor seating for students.		L Cleland, RRS group Dr MacKenzie, C Moncrieff RRS Student Group, Whole school	By Oct 2021  By May 2022	UNICEF Resources, HWL Resources Collegiate time Personal Support time Funding
Work in partnership with the school community to identify and support creative approaches to promoting our shared vision and values. Re-establish school and department community and employer partnerships.		SLT, PTs All staff School Captains	By Nov 2021	Pivotal Education, Collegiate time, Personal Support Time Student Improvement Plan
Implement 'Future Fit' skills development framework through S1/S2 Pilot. Develop local and employer partnerships through DYW Co-ordinator strategic plan. Review work experience programme. Ensure all leavers enter positive and sustained post-school destination. Continued development of Skills Academy courses; Barista, Cycle Maintenance and Nail Bar. Deliver Rural Skills through S3 People and Society. Increase progression and accreditation for Skills Academy students.		L Cleland, PTs DYW / Skills G Hobson, PTs SSDT, SDS I Ross, P Drewett	By Jun 2022	Future Fit resources Collegiate time (Sept Twilight) K Dammer (Co-op Learning) Resources to support Skills Academy
Establish 'School of Sporting Excellence' through the PE department. Introduce School of Hockey in partnership with local club and Hockey Scotland.		K Bryden, S McEInea	By Dec 2021	Funding (Whole school and DCI) Development time Parent / Club Partners

Intended Impact against Outcomes for Learners	Measurement/Evidence
The learning environment is purposeful and productive and relationships across the school community are positive and supportive. Young people benefit from excellent, consistent, high quality learning experiences and have opportunities to collaborate with their peers. Our school values, The Marr Way and RRS ethos is embedded across all our daily interactions and across the curriculum.	Classroom observations Minutes of RRS meetings, RRSA audit and accreditation Maintain reduced referrals and exclusions (below 14 incidents)
Improvements in assessment, tracking and reporting ensure that learners and parents are fully aware of progress and next steps in learning. Young people are supported to be ambitious and realise their potential.	Feedback from stakeholders Analysis of and feedback on revised parent reports Ongoing tracking and attainment measures At least 19% of S5 achieve 5 qualifications at level 6
Young people are achieving well in literacy and numeracy and are leaving school with qualifications to access the world of work, training or Higher/Further education.	100% of S4 Leavers achieve L4 literacy and numeracy At least 40% of S4 Leavers achieve L5 Literacy At least 30% of S4 Leavers achieve L5 Literacy 100% of S5 leavers achieve L4 literacy and numeracy At least 75% of S5 leavers achieve L5 At least 50% of S5 leavers achieve L5 100% of S6 leavers achieve L5 literacy and numeracy
Our values are promoted across the school community. Young people can articulate and demonstrate our school values. Young people see the Rights Respecting Schools articles and values across the school and can discuss their impact on their life. Wider achievement is recognised through achievement of the values award.	Focus groups and Daily Dozen %age young people across each year achieving values award Achievement of RRS Silver Award
Young people have increased opportunities to be active and involved in their school community. Learning and ethos is enhanced with the re-introduction of local partners and community links.	Attendance at school and community events Number of young people in volunteering roles Increase in employer links with departments %age achieving SQA Volunteering (L5) and Saltire Award
Young people can articulate how they are developing skills across the curriculum. There are effective progression opportunities for students, including wider accreditation at all levels. Young people have the opportunity to develop skills for learning, life and work and are able to evaluate their own progress. All students move on to a positive and sustained post-school destination.	DYW course data and tracking Analysis of pupil feedback Case studies of young people SCQF Awards
Young people are active and engaged in sport. There are increased opportunities for extra-curricular sports and team events. School of Hockey is providing opportunities for young people to progress and develop their skills, complementing our existing School of Rugby structure.	Number of young people participating in extracurricular clubs Participation rates in School of Hockey / Rugby Feedback from students Department displays and celebrating success
Update on Progress	