



Marr College

School Improvement Plan 2022 - 2023

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 2022 – 2023 improvement timeline:

To ensure high quality learning, teaching and assessment, with a particular focus on the broad general education. To lead a review of our curriculum rationale and senior phase curriculum to ensure all young people gain the knowledge, skills and attributes needed for life in the 21st century.

To further enhance our capacity for improvement through high quality professional learning that is improving the quality of young people's experiences and raising attainment across the school

To continue to improve the wellbeing of young people and staff

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

Effective Leadership that promotes fairness
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

Outstanding universal provision
Tackling Inequalities
Love and support for our Care Experienced young people and young carers
Good physical and mental wellbeing
Promoting Children's Rights

Educational Services Plan and National Improvement Framework Priorities

Placing the human rights of every child and young person at the centre of education
Improvement in children and young people's health and wellbeing
Closing the attainment gap between the most and least disadvantaged children
Improvement in employability skills and sustained positive school leaver destinations for all young people
Improvement in attainment, particularly in literacy and numeracy

National Improvement Framework- Drivers

School and ELC Leadership
Teacher and practitioner professionalism
Parent/ carer involvement and engagement
Curriculum and assessment
School and ELC Improvement
Performance Information

Improvement Priority		Rationale for Improvement Priority based on evidence		
To lead a renewed focus on high quality learning, teaching and assessment that supports all young people to improve their attainment and achievement. To lead a review of our curriculum rationale and senior phase curriculum to ensure all young people gain the knowledge, skills and attributes needed for life in the 21 st century.		Throughout the pandemic, limitations in the delivery of learning and teaching impacted on our active and co-operative approaches. Young people need to be supported to learn through new engaging, challenging and enjoyable activities that promote collaboration and develop skills for learning and life. There is a need to revisit planning and assessment in the Broad General Education (BGE) in order to ensure appropriate depth of learning together with a review of our curriculum rationale to ensure appropriate pathways for young people. The use of Digital Technology to support and enhance learning continues to be a key driver in improving learning, teaching and assessment.		
SAC Priority	NIF Priority	NIF Driver	HGIOS? 4	
Closing the Gap Outstanding universal provision	1, 2, 3	School leadership, Teacher professionalism, Parental engagement, Assessment of children's progress, School improvement	1.2 Leadership of Learning, 1.3 Leadership of change, 1.4 Leadership of Staff, 2.2 Curriculum, 2.3 Learning, Teaching and Assessment, 2.5 Family Learning, 3.2 Raising Attainment and Achievement	
What actions are required to reach desired outcome?		Who	When	Resources
Our vision for excellent learning, teaching and assessment and The Marr Way are supporting improvements in ethos and in high quality learning and teaching within the BGE and Senior Phase. Provide greater opportunities for staff to share practice across the school to enhance learning and achievement.		SLT PT Pedagogy All Staff	Ongoing	LTA Guide Development Time Learning Organisations
Refresh our curriculum rationale in partnership with our school community. Review our senior phase curriculum model to maximise opportunities for success and achievement.		G McCallum, G Docherty	Nov 22 – March 23	CfE Refreshed narrative BTC Documents Surveys/Focus Groups
Build on our Peer Learning Visits programme to capture and share best practice and measure the impact of learning and teaching strategies, including co-operative learning, Making Thinking Visible and differentiation. Reintroduce PT / SLT observations and department Learning Visits to monitoring the quality and consistency of learning, teaching and assessment.		R Anderson, I Ward PTs All Staff Self-Evaluation Group	By November 2022	Learning Visit Windows Quality Assurance Calendar ELT Meeting Time
Develop Assessment Calendars across all stages to support effective planning of formative and summative assessment in addition to implementing a robust assessment and moderation policy. Ensure appropriate depth and challenge within the BGE, which is complemented by effective home learning across the school.		G McCallum, N McLean PTs Raising Attainment PTs	By October 2022	Assessment Audit Education Scotland Development Time Pupil/Parent Focus Group
Continue to enhance our use of Digital Technology to support learning. Target 100% of staff to be MIE certified and increase the number of MIE Experts. Work towards achieving Microsoft Showcase Schools status.		N McLean, S Wyllie, A Simpson Digital Transformation Team Student Digital Champions	Ongoing	MIE Platform Development time In-House CLPL / Drop-in
Enhance our monitoring and tracking of progress in the BGE and Senior Phase. Introduce pupil-led reports within the BGE to help improve their understanding of progress and next steps in learning. Introduce an S3 Graduation event to recognise success and achievement at end of the BGE. Implement an effective programme of Learner Conversations across the BGE and Senior Phase.		N McLean, G McCallum, C Moncrieff PTs	Nov 22 – May 2023	Looking outwards – profiling Staff development time
Maximise the attainment of young people through appropriate SCQF awards. Development PT (SCQF) to identify appropriate courses and support all departments to have an identified alternative pathway for level 5. Increase SCQF Level 6 opportunities across the Senior Phase. Introduce SCQF Ambassadors Programme.		N McLean, R McLoughlin L Campbell (Development PT)	By March 2023	Looking outwards Insight Data SCQF Ambassadors

Intended Impact against Outcomes for Learners	Measurement/Evidence
Young people are benefitting from a wide range of learning environments and creative approaches that provide appropriate pace, challenge and depth of learning. Learning is underpinned by our shared vision and values and there is a positive, nurturing ethos within and beyond the classroom. Learners receive high-quality feedback on their progress, are supported to identify next steps learning and their views are sought and listened to.	Learning Visits and Observations Rights Respecting Schools Award Pupil Profiles / Senior Phase Learner Conversations
Our curriculum reflects our local context has clear progression pathways to support young people into positive and sustained destinations. Our students benefit from greater choice and learning through curriculum areas and subjects, interdisciplinary learning, the ethos and life of the school and opportunities for personal achievement.	Refreshed curriculum rationale Agreed Senior Phase model for 2023-24 Courses offered, including an increase in SCQF L5 and L6 Analysis of attainment over time
Through enhanced planning and assessment approaches, our BGE tracking is more accurate and reliable. Young people and their parents/carers have an improvement understanding of their progress and next steps in learning.	Achievement of a Level S1-S3 Profile Reports Quality Assurance of Tracking reports Analysis of pupil/parent report feedback Learner Conversations
Young people continue to benefit 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.	Analysis of the use of GLOW/ MS Teams %age of staff MIE Certified (increase from 86% to 100%) Analysis of feedback from surveys/focus groups Accreditation of Microsoft School / Digital Schools Award
Improved attainment in literacy and numeracy across the BGE. Whole school instruments of assessment, including GL, Accelerated Reader and SNSA are demonstrating improvement.	Literacy and numeracy levels to achieve in line with or above 2018/19 levels (no complete data for 2019-20 and 2020-21) Literacy: 97% of S3 achieve Level 3, 70% or above of S3 achieve level 4 (2018/19 – 96% achieved L3, 69% achieved L4) Numeracy: 95% of S3 achieve level 3, 60% or above of S3 achieve level 4 (2018/19 – 93% achieved L3, 43% achieved L4)
Improved attainment in literacy and numeracy of school leavers.	100% of S4 Leavers achieve L4 literacy and numeracy At least 50% of S4 Leavers achieve L5 Literacy At least 40% of S4 Leavers achieve L5 Numeracy 100% of S5 leavers achieve L4 literacy and numeracy At least 80% of S5 leavers achieve L5 Literacy At least 60% of S5 leavers achieve L5 Numeracy 100% of S6 leavers achieve L5 literacy and numeracy
Young people are making effective progress towards and beyond attainment at Level 6. All learners experience L6 by the time they leave school. All young people are supported into positive and sustained destinations.	S5/S6 Leavers attain at least one Level 6 or equivalent award 100% Positive Destinations
Update on Progress	

Improvement Priority		Rationale for Improvement Priority based on evidence		
Create a culture of enquiry and collaboration through an improved model of professional learning and family engagement that focuses on building capacity across the school community. Support and empower all staff to deliver high quality learning and teaching that best meets the needs of learners.		Feedback from the staff Learning Organisation survey (Oct 2021) identified a need to develop greater opportunities to share practice and support aspiring and current middle leaders. The National Improvement Framework reminds us of the strong links between teacher's professional learning and the quality of young people's experiences. The National Model for Professional Learning and the revised GTCS Standards both call on teachers to engage in professional reading, research and practitioner enquiry to inform and improve practice. As we emerge from the pandemic, our own experiences and feedback from the Parental Engagement survey (Mar 22) identified a need to re-establish connections with families and work collaboratively with them to fully support their child's learning and progress.		
SAC Priority	NIF Priority	NIF Driver	HGIOS? 4	
Closing the Gap Outstanding universal provision	1, 2, 3, 4	School leadership, Teacher professionalism, Parental Engagement, School improvement	1.1 Self-evaluation, 1.2 Leadership of Learning, 1.4 Leadership and Management of Staff, 2.3 Learning and Teaching, 2.4 Personalised Support, 2.5 Family Learning, 3.2 Raising Attainment and Achievement	
What actions are required to reach desired outcome?		Who	When	Resources
Introduce a school wide 18-month programme of Professional Enquiry (PE), supporting staff with a framework to reflect on and critically examine an aspect of their practice. Form collaborative enquiry groups to bring together staff examining similar themes. Plan a showcase event in May 2024 for staff to share their learning.		G Docherty Professional Enquiry Leads Educational Psychologist	October 2022 – June 2024	National Prof. Learning Model PE Leads and Framework Working Time Agreement Staff professional reading library
Review and implement an effective NQT and new staff induction programme, including assigned peer mentors.		R Anderson, I Spencer, C Moncrieff	By September 2022	Looking outwards Collegiate time Staff Induction Working Group
Implement an effective Middle Leadership programme (The Learning Imperative, Agile Leadership) to support all curricular PTs as leaders of learning within the department. Continue to promote SAC and Education Scotland Leadership Programmes.		G Docherty, I Ward	Nov 2022 – Dec 2023	CLPL Budget Collegiate Time
Develop a creative in-house CLPL calendar of in-person and online professional learning opportunities, identified through our CLPL audit and PRD learning plans. Continue to build our online 'Skill Share' resources on MS Teams.		I Ward Learning and Teaching Group	By October 2022	Looking Outwards – school visits, websites Development Time Identified Resources
Develop robust systems and practices within departments to support assessment arrangements. Identify opportunities for early gathering of assessment evidence for vulnerable learners. Effectively track and monitor those at risk, ensuring all S4 achieve at least 5 qualifications within level 3-6.		G Hobson, N McLean, F Young, M Elliot, E Marsh, PTS	By March 2023	SQA Arrangements Collegiate time
Develop a calendar of family learning workshops, delivered by staff across the school on a wide range of topics to promote home learning. Identify opportunities for parents to become actively involved in the life of the school.		G Hobson, I Ward PTs Raising Attainment Departments	By November 2022	Analysis of parent surveys ('19 – '22) Parent Engagement Audit Development Time Identified resources
Further develop the STEM and Innovation Hub in partnership with the Prestwick Spaceport. Provide staff training in the use of new technologies to support STEM learning.		Lead Teacher – STEM PTs, STEM Young Leaders, all staff	By March 2022	STEM Resources, incl. VR Headsets Staff training STEM Hub / Spaceport

Intended Impact against Outcomes for Learners	Measurement/Evidence
<p>Our professional learning is underpinned by professional reading and research and engagement in professional enquiry. Building capacity across the school will see young people benefit from high-quality learning experiences and ensure that as a school community we are ready to adapt to change.</p> <p>Across our school there is an ethos of professional engagement and a commitment to collaborative working. There is a strong focus on professional values and professional learning, which underpins our commitment to supporting all learners' academic, social and emotional growth and wellbeing.</p>	<p>%age of staff undertaking individual and collaborative enquiry %age of staff attending planned in-house CLPL Professional Enquiry Framework returns Number of staff leading initiatives within dept. and across the school In-service / Twilight programmes Analysis of staff focus groups and CLPL evaluations Analysis of pupil Focus Groups SLT / PT / Peer Learning Visits</p>
<p>Senior and Middle Leaders demonstrate a commitment to improving pedagogy and create the conditions for highly effective learning, teaching and assessment within their departments. This is leading to a very strong focus amongst all staff to improve learning.</p>	<p>Feedback from Middle Leadership programme Analysis of staff and pupil focus groups Analysis of professional learning audit and PLPs SLT/PT/Peer Learning Visits Evaluations of CLPL programmes</p>
<p>Young people are benefitting from consistent high-quality lessons that promote co-operative and active learning, stimulate their thinking and provide opportunities to improve their use of digital technology.</p>	<p>Learning Observations Analysis of learner conversations/focus groups Engagement with new technologies %age of staff achieving MIE / Expert status</p>
<p>Effective additional support arrangements, tracking and interventions is leading to improvements in the attainment of young people with additional support needs</p>	<p>Whole School AAR policy Department AAR approaches 100% of S4 achieve at least 5 @ level 3 (up from 97%)</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>Young people are benefitting from staffs enhanced skills in the use of new technologies to supporting learning. Resources, including virtual reality, are transforming the learning experiences of young people. STEM learning is a key feature of our curriculum and is supporting a greater number of young people into STEM careers. There is a clear increase in the number of girls choosing STEM subjects and pathways.</p>	<p>Learning Visits Analysis of learner conversations/focus groups Engagement with new technologies Microsoft Showcase evaluation and audit Achieving Digital Schools Award %age of staff MIE trained %age of staff MIE Experts Engagement with partners (e.g. Spaceport) Destination records</p>
<p>Update on Progress</p>	
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Improvement Priority		Rationale for Improvement Priority based on evidence		
Continue to improve the wellbeing of young people and staff. Ensure all young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included.		<p>Increasing need across our community as we emerge from the pandemic. Global situation is increasing the cost of living and putting additional stress on families. Increase in young people referred to school-based Counselling and CAMHS. Feedback from young people to enhance House identity across the school.</p> <p>Education Scotland thematic inspection review (Mar 19) highlighted positive approaches to pupil voice and scope for greater consistency across departments.</p> <p>Analysis of pupil questionnaires highlights need to review anti-bullying guidelines.</p> <p>Average attendance of equity groups is 83%. Increase in young people disengaging in learning, particularly around S2 and S3</p>		
SAC Priority	NIF Priority	NIF Driver	HGIOS? 4	
<p>Close the gap, Tackling Inequalities</p> <p>Grow well, live well, age well</p> <p>Love and support for our Care Experienced young people and young carers</p> <p>Good physical and mental wellbeing</p> <p>Promoting Children's Rights</p>	1, 2, 3, 4, 5	School leadership, Teacher professionalism, Parental engagement, Assessment of children's progress, School improvement	<p>1.5 Resources to Promote Equity</p> <p>2.4 Personalised support</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p>	
What actions are required to reach desired outcome?		Who	When	Resources
Implement Small Steps to Success Wellbeing Recovery project with colleagues in the Health and Social Care Partnership.		G Hobson, C Moriarty, F Young, PTs Guidance	August 22 – Dec 2023	Room allocations Collegiate time Identified budget (PEF)
Introduce Smoke Free Schools initiative.		S Harris, H Madden	By May 2023	Development time PSE Lessons, identified funding
Refresh our Pivotal learning approaches and model best practice across the school. Fully embed nurture principles and restorative practices. Implement Mentors in Violence Prevention (MVP) initiative and Humanutopia workshops for S2 and S3 learners.		G Hobson, Pivotal Champions, F Young, Nurture Teacher MVP group	August 2022 By March 2023	Pivotal Education Collegiate time Personal Support Time Budget for workshops
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 Hobson, PTs Raising Attainment, Wellbeing Officer, Small Steps Team	By June 2023	See PEF plan
Continue to work towards achieving Rights Respecting Schools Silver Award and maintain the Healthy Working Lives Award. Create a staff Social Committee/HWB group to take forward staff events. Work towards achieving the Youth Scotland LGBT Charter, promoting inclusion and celebrating equality and diversity across our school community.		I Ward, RRS group L MacKenzie, C Moncrieff O Robson, S Keirs, Marr Allies, Whole school	By Sept 2022 18-24m programme	UNICEF Resources, HWL Resources LGBT Learning Portal Collegiate time Personal Support time
Re-establish the Student Council. 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. Implement BGE values awards.		Lead Teacher – Student Leadership, I Ward, N McLean S6 Leadership Teams	By October 2022	Protected timetabled period How Good is OUR School?
Enhance outdoor learning provision and lead an effective whole school approach to learning for sustainability. Achieve Eco-Schools Award and work towards achieving the Sports Scotland School Sports Award.		G Hobson, I Ross, E Lindsay, K Bryden	By May 2023	Learning For Sust Educ. Scotland resources Eco-schools

Intended Impact against Outcomes for Learners	Measurement/Evidence
<p>Our school community has a shared understanding of wellbeing. The Small Steps to Success programme is leading to improvements in young people’s attendance, engagement and achievement. Students 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.</p>	<p>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 Reduced instances of young people smoking/vaping</p>
<p>Relationships across the school community are positive and supportive. Children’s rights are 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. All young people feel included, have a voice and are active participants in improving our school.</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>Staff have opportunities to engage in a range of planned activities and campaigns to support their wellbeing. An increasing number of staff are trained in providing direct wellbeing support to young people. The staff Social Committee work together to create opportunities for collaboration, contributing to a positive working environment.</p>	<p>%age of staff undertaking formal wellbeing training Achievement of HWL Award %staff participating in activities/campaigns Analysis of staff focus groups</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 to above 85% for identified young people Reduction in referrals and exclusions</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>Update on Progress</p>	
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