Marr College

School Improvement Plan 2023 - 2024

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 2023 – 2024 improvement timeline:

To ensure high quality learning, teaching and assessment, with a particular focus on effective feedback and retrieval practice to support learning

To continue to develop our capacity for improvement through practitioner enquiry and effective leadership at all levels

To raise attainment and continue to improve the wellbeing of young people and staff

There is a clear commitment across South Ayrshire to raise attainment in literacy and close the reading attainment gap between the most and least disadvantaged children and young people. At Marr College we will also take forward the South Ayrshire Reads strategy which is set out within this document.

Our vision, values and aims articulate with South Ayrshire Council Children's Services Plan 2023-2026 which can be accessed via:

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

Factors Influencing the School Improvement Plan

South Ayrshire Council Plan

Spaces and PLaces

Live, Work, learn

Civic and Community Pride

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 Priorities

Equity, Wellbeing and Inclusion

Learning, Teaching and Assessment

Curriculum

Self Evaluation for Self Improvement

National Improvement Framework- Drivers

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

Improvement Planning 2023-2024

South Ayrshire Service Plan Priority:
1. Closing the poverty-related attainment gap by improving attainment in literacy

SAR Strategic Plan Priority:
To raise attainment in literacy and close the reading attainment gap between the most and least disadvantaged children and young people in South Ayrshire

ALL SOUTH AYRSHIRE SCHOOLS 2023-2024				
SAR Strategic Aim	**Actions**	**Intended Impact**	**Resources**	**Completion Date**
To *develop confident and skilled readers in South Ayrshire* with a lifelong love of reading and the confidence to access all aspects of education, culture and society **To *support and develop all education staff in South Ayrshire* to implement best practice through a culture of shared knowledge, collaboration and enquiry**	By **June 2023** all schools will have an identified Reading Leader	The **values, vision and aims** of South Ayrshire Reads is consistent and clear to all stakeholders	All reading leaders can join a dedicated MS Team to ensure access to information, local/regional/national messages and resources and, opportunities to collaborate.	**June 2023**
	By **June 2023** all clusters will have an identified SAR link person to direct enquiries / requests to.		*South Ayrshire Reads* strategy document and MS Team	**June 2023**
	By end of **August 2023** ALL education staff, parents, children and young people will be introduced to the strategic vision of (SAR)the South Ayrshire Reads initiative.		SAR Video link will be provided, and time allocated on August Inservice days to share with all school staff. *(Please share with all pupils during the first few weeks of term and share the video link on your school social media channels)*	**August 2023**
	By **April 2024** ALL education staff will have had the opportunity to attend an online South Ayrshire Reads Engagement session		Multiple dates will be available throughout the session and will be promoted through Reading Leaders Network, Education Update and, SAR Twitter feed	**April 2024**
	By **April 2024** ALL parents, carers and partners will have had the opportunity to attend an online South Ayrshire Reads Engagement session		Multiple dates will be available throughout the session and will be promoted through Reading Leaders Network, Education Update and, SAR Twitter feed	**April 2024**
	By **September 2023** ALL primary education staff will have engaged in initial science of reading training (Sept Twilight) and follow-up training (TBC)		Multiple dates will be available throughout the session and will be promoted through Reading Leaders Network, Education Update and, SAR Twitter feed	**April 2024**
	By **February 2024** ALL school assistants will have had the opportunity to attend in-person Supporting Children with Reading training		Training will take place on both October 2023 and February 2024 Inservice days	**October 2023 February 2024**

School Improvement Priority 1			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 build on our practice in providing high quality feedback			All staff have undertaken professional learning in effective feedback and learner conversations, which is becoming more embedded in our practice. Observations highlight that this needs to be consistent across the school. There is a need to revisit planning and assessment in the Broad General Education (BGE) in order to ensure appropriate depth of learning. 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	UNCRC	NIF Driver		HGIOS? 4
Closing the Gap, Outstanding universal provision	1, 2, 3	3, 28, 29	School leadership, Teacher professionalism, Parental engagement, Assessment of children's progress, School improvement		1.2, 1.3, 1.4, 2.2, 2.3, 2.5, 3.2

What actions are required to reach desired outcome?	Who	When	Resources	Outcome Measures
Our vision for excellent learning, teaching and assessment and The Marr Way are supporting improvements in ethos and achieving our ambition of ensuring high quality learning and teaching across the school	SLT PTs Pedagogy All Staff	Ongoing	LTA Guide Development Time Practitioner Enquiries	Analysis of Learning Visits and Observations Pupil surveys
Continue to build knowledge and skills in providing effective feedback for learners, implementing dept. next steps. Use common language of Learner Conversations and focus time into calendar prior to reporting. Develop our understanding and skills in the use of retrieval practice to improve young people's learning and thinking skills	I Ward PTs Pedagogy LTA Group	By Nov 2023 Aug 23-Mar 24	Department next steps School Calendar CLPL Sway / Exemplars Development time	Pre and post staff survey and peer learning observations Evidence of high-quality feedback on progress Sampling of feedback Feedback on CLPL
Monitor progress and impact of changes to the senior phase curriculum, particularly in S4. Evaluate impact of new SCQF courses. Work towards achieving the Silver SCQF Ambassador Award.	G Docherty, G McCallum, N McLean, PT Skills, SCQF Ambassadors	Jan 24 – May 24	CfE/BTC Documents Post-prelim analysis SQA/SCQF Arrangements and specifications, SQA Connect, course catalogue	Analysis of SCQF v National attainment over time. Increase % of S5 achieving 1@Level 6 from 75% to 95%. Identify overlap with Core Skills, Group Awards and other awards e.g. PDA Surveys/Focus Groups of yp, staff and parents
Fully embed peer learning visits and identify 'learning experts' to share practice across the school	R Anderson, I Ward All Staff Self-Evaluation Group	By Nov 2023	Learning Visit Windows Quality Assurance Calendar October In-service time	Attendance at CLPL courses. Skill Share audit. Analysis of Learning Visits
Review S3 programmes and planning for assessment to ensure effective progression to the senior phase. Develop an assessment calendar for S3. Ensure effective home learning across the school, with a particular focus on expectations for S3.	N McLean PTs	By Oct 2023	Assessment Audit Education Scotland Development Time Course programmes Assessment calendars	Learner Conversations/Daily Dozen S3 course programmes align with SP LC/SC Assessment overview outlining formative and summative approaches. S3 assessment calendar and home learning expectations published and consistently applied
Enhance our monitoring and tracking of progress in the BGE and Senior Phase, adopting new SAC trackers. Identify staff to take responsibility for monitoring and tracking identified groups of learners, including FME, young carers and care experienced.	G McCallum, N McLean, D Alford, C Moncrieff PTs, all staff	Aug 23 – Nov 23	In-service/Twilight time SAC Trackers BGE Tracking	Analysis of Achievement of a Level and S1-S3 Profile Reports. QA of Tracking reports Analysis of pupil/parent feedback
Continue to enhance our use of Digital Technology to support learning. Ensure consistency in the use of Teams. Provide access to laptops within departments across the school to better meet the needs of young people. Evaluate the impact of the Bring Your Own Device pilot.	N McLean, S Wyllie, A Simpson, Digital Transformation Team, Student Digital Champions	Ongoing	MIE Platform Development time In-House CLPL / Drop-in ICT Budget	Increase % of young people bringing devices. Increase in pupil IT use in class. % MAE from 20% TO 40% Reduced paper/copying costs Analysis of the use of GLOW/ MS Teams

School Improvement Priority 2	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 opportunities to share practice and support aspiring and current middle leaders. The NIF 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 GTCS Standards call on teachers to engage in professional reading, research and practitioner enquiry to inform and improve practice. Our observations 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	UNCRC	NIF Driver	HGIOS? 4	
Closing the Gap, Outstanding universal provision	1, 2, 3, 4	23, 28, 29	School leadership, Teacher professionalism, Parental Engagement, School improvement	1.1, 1.2, 1.4, 2.3, 2.4, 2.5, 3.2	

What actions are required to reach desired outcome?	Who	When	Resources	Outcome Measures
Continue our 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.	I Ward, Prof Enquiry Leads Ed Psychologist PTs Pedagogy	Aug 2023 – May 2024	Prof. Learning Model, WTA, PE Leads and Framework. Prof Reading Library In-service / Twilight programmes	%age of staff completing enquiry Professional Enquiry Framework returns % of staff leading initiatives within dept. and across the school. Analysis of staff focus groups and CLPL evaluations Analysis of pupil Focus Groups SLT / PT / Peer Learning Visits
Implement an effective Middle Leadership programme (Agile Leadership) to support all PTs as leaders of learning within the department. Continue to promote SAC and Education Scotland Leadership Programmes.	G McCallum, I Ward All PTs	Oct 2023	CLPL Budget Collegiate Time Dr Breakspear Resources	Feedback from Middle Leadership programme. Analysis of staff and pupil focus groups. Analysis of PRD and PLPs
Enhance our in-house CLPL calendar. Identify themes through our Peer Learning visits and PRD learning plans. Build our online 'Skill Share' resources on MS Teams.	I Ward PTs Pedagogy LTA Group	Oct 2023	CLPL Calendar Looking Outwards – school visits, websites Development Time	%age of staff attending in-house CLPL Analysis of PRD and PLPs % of staff sharing on Teams Analysis of SLT/PT learning visits
Develop systems and practices for early gathering of assessment evidence for vulnerable learners and S4-S6 students who have not yet achieved L4/5 Literacy and Numeracy. 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 F McCue, G Sargent	Mar 2024	SQA Arrangements Collegiate time Teams / One Note Hive Supports	Audit and review learning in BGE that correlates and supports learning outcomes in SP. 100% of learners achieve at least 5 @Level 3 All learners within HIVE move on to +ve destination
Develop a calendar of family learning workshops, delivered by staff across the school based on feedback from parent audit (May 2023). Identify opportunities for parents to become actively involved in the life of the school.	G Hobson, I Ward PTs Raising Attainment Departments	Nov 2023	Analysis of parent surveys Parent Engagement Audit Development Time Identified resources	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
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.	STEM teachers, PTs, STEM Young Leaders, all staff	Aug -Dec 2023	STEM Resources, incl. VR Headsets Staff training	Learning Visits Analysis of learner conversations/focus groups Engagement with new technologies Engagement with partners (e.g. Spaceport) Destination records (SLDR)

School Improvement Priority 3			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. Continue to raise attainment and achievement, particularly lowest 20%, those eligible for FME and highest 20% of learners.			Average attendance has reduced to 89% (from 92%). Increase in young people disengaging in learning, particularly around S2 and S3 indicates a need to provide supportive curriculum offer for targeted groups of learners. Education Scotland thematic inspection visit (Mar 23) highlighted scope for greater emphasis on 'The Marr Way'. Analysis of %age attending in uniform (85%) highlights need to review our uniform policy.	

SAC Priority	NIF Priority	UNCRC	NIF Driver	HGIOS? 4
Close the gap. Tackling Inequalities. Grow well, live well, age well. Good physical and mental wellbeing. Promoting Rights	1, 2, 3, 4, 5	3, 12, 14, 15, 23, 24, 25, 28, 29, 31	School leadership, Teacher professionalism, Parental engagement, Assessment of children's progress, School improvement	1.3, 1.5, 2.4, 3.1

What actions are required to reach desired outcome?	Who	When	Resources	Outcome Measures
Continue to embed Small Steps to Success Wellbeing Recovery project and review impact with colleagues in the Health and Social Care Partnership. Implement cluster locality planning approach. Implement small tests of change related to attendance in agreement with partners. Participation in and management of cluster resource group to ensure supports in place.	G Hobson, C Moriarty, F Young, Welfare Officer, PT Raising Attainment, Supp and Dev Worker	Aug 23 – May 24	Room allocations Collegiate time Identified budget (PEF) IST meetings Admin support	Attendance rises to above 92% (from 89%). Reduce no. of yp with attendance below 80%/50%. Minimise referrals to Children's Reporter and reduce offending in the community
Continue to place our vision and values at the heart of the school. Develop a series of curriculum inputs to focus on promoting positive relationships and working with others. Implement BGE 'CARE' values awards. All departments have well-defined systems for celebrating success. Embed MVP initiative and introduce Humanutopia workshops for S3-S6 learners.	Student Leadership, E Lindsay, S Reid. S6 Leadership Teams PTs/PTGs MVP group	Oct 2023	Protected timetabled period How Good is OUR School? Budget for Values Awards S6 Leadership Wellbeing plan for S1s.	Relationships are positive. Reduced referrals, bullying logs and exclusions Almost all S1-S3 Learners achieve CARE award
Increase the attainment of the lowest 20% and highest 20% of learners, those in SIMD Quintile 1 and those eligible for free school meals. Further develop the 'Hive' as an enhanced curriculum model to support groups of learners in S4	All staff S Harris (Hive lead) SLT, PTs Raising Attainment, PTs,	Tracking Oct, Dec, Mar	Tracking and monitoring SAC tracking template Monthly tracking (Hive) Care experienced tracker Identified interventions Collegiate time	Lowest 20% and highest 20% above SAC/VC cumulative Close gap in FME/QI from 45% to below 20% S4: L4 Lit & Num 95%, L5 L&N: 85% S6: 100% L4, 95% for L&N L5
Refresh our Pivotal learning approaches and model best practice across the school, with focus on restorative practices.	G Hobson, F Young,	August 2023	The Marr Way, Collegiate time, Personal Support Time	Reduced referrals and exclusions below 14 per 1000 pupils.
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). Fully embed nurture principles. S3 Lit: 97% achieve L3, 85% or above achieve L4 S3 Num: 95% achieve L3, 85% or above achieve L4	G Hobson, PTs Raising Attainment, Wellbeing Officer, Small Steps Team, Support for Learning staff	By June 2024	See PEF strategy. Partners (Ed Psych, Small Steps, School nurse), Accelerated Reader, Mathletics. S1/2 Literacy and Numeracy courses	Improved attendance, reduced exclusions and referrals to external partners. BGE tracking data/Care experienced tracker. Increased attainment in BGE literacy and numeracy
Work towards achieving Rights Respecting Schools Gold Award, Youth Scotland LGBT Charter and Gold Sports Schools Award. Continue to promote inclusion and equality and celebrate diversity across our school community. Introduce Smoke Free Schools initiative. Lead uniform consultation across school community	I Ward, RRS group, K Bryden, A Ledingham, O Robson, Marr Allies S Harris, H Brown, Whole school	By May 2024	UNICEF Resources, LGBT Learning Portal Collegiate time, PSE time Budget for signage and uniform samples	Gold RRS award, Gold Sports School Award and Silver LGBT charter Improved ethos. Positive wellbeing surveys. Reduce number of young people vaping/smoking
Enhance outdoor learning provision and lead an effective whole school IDL approach to learning for sustainability. Increase opportunities for access educational and experiential trips. Measure participation gap in S1/S2 and provide targeted and whole school participation opportunities.	E Lindsay, F McCue G Hobson, L Campbell M Quirk, J Scott, NQTs	By May 2024	Learning for Sustainable Educ. Scotland resources, Eco-schools, outdoor learning budget, S3 Skills portfolio Outdoor learning tracker	All identified students participate in targeted block of learning. All S1/S2 have at least one opportunity to learn outdoors. Increased opportunities for outdoor learning and achievement

Improvement Cycles

Cycle 1
August - October

Revisit Excellent Learning, Teaching and Assessment Guide. CLPL Retrieval Practice and professional reading. All new classes set up on Teams and maximise home learning tasks via Teams/Online to reduce paper. Implement SAC Senior Phase tracker and identify leads. Install Class in a Box laptops on each floor. SAC 2-day Improvement Visit.

Continue our programme of Professional Enquiry (PE) and facilitate progress check. Launch In-House CLPL calendar in line with needs audit. Re-launch Skill Share via Teams. Establish effective monitoring and tracking approaches within the Hive. Plan family learning calendar based on feedback from parents (May 23). Begin to develop CARE awards at BGE level and develop criteria.

MVP and Humanutopia workshops planned. Pivotal refresh with all staff. First IST to discuss attendance strategy - agree on tests of change. Implement first test of change in agreement with IST partners. Set up and publicise Hive timetable with first cohort. Agree criteria and targets for BGE and SP tracking. Develop 23-24 CLPL Calendar and identify staff experts. **Self-evaluation Focus: 2.6 Transitions (GH/SH)**

Cycle 2
November - December

All departments implement Feedback/Learner conversation next steps. Audit assessment and home learning in S3 and develop assessment calendar. Survey/Focus groups – feedback and learner conversations, S4 curriculum. Evaluate impact of BYOD project.

Plan and implement Agile Leadership training for all Middle Leaders (Marr and Barassie Primary). Publish Family Learning calendar. Rolling programme of training in Class VR headsets. Review systems for gathering early evidence of Level 3 and Level 4 learning in literacy and numeracy.

Implement second attendance test of change involving cluster plan and identifying P5-7 non-attenders. Review Hive and enter attainment. Hive candidates to achieve Level 4 L&N. Mentoring programme for 5 Higher candidates. Promote smoke free schools using appropriate signage and leaflets.

Self-evaluation Focus: 2.1 Safeguarding and Child Protection (GH), 2.2 Curriculum (GM)

Cycle 3
January - March

Retrieval Practice follow up. S4/SCQF Courses – survey/focus groups and post-prelim analysis. Submit Silver SCQF Accreditation. Focus February Learner Conversations. Analysis of SP attainment. Target above 20% staff MIE trained.

Review progress and complete Practitioner Enquiry. Plan for sharing practice session in May. Evaluate in-house CLPL programme and plan for 2024-25. Plan peer learning visits with a focus on retrieval practice. Review progress of young people within the Hive and targeted groups of learners. Relaunch Innovation Hub.

Review Hive post-prelims and amend cohort and interventions. Use tracker to identify next cohort. Review of school journey towards LGBT Silver Award, Gold RRSA and Gold School Sports Award.

Self-evaluation Focus: 2.5 Family Learning (GH/DA), 3.3 Increasing Creativity and Employability (IW/RM)

Cycle 4
April - June

Peer Learning Visits Focus on feedback/retrieval practice and sharing best practice. Collate Learning and Teaching report. S4/SCQF Courses – evaluate via survey/focus groups and predicted attainment analysis.

Host BGE Family Learning Event. Evaluate impact of Agile Leadership course with middle leaders. Evaluate impact of CLPL and facilitate BGE focus groups. Relaunch uniform based on whole school consultation and host uniform event in June 2024. Analysis of ACEL data and planning interventions for 24-25.

Incorporate S3 learners into hive based on trackers. Celebration of CARE award at BGE rewards Review of PEF strategy and amendments for next session. Review of participation in outdoor learning and devise to fulfil entitlement. Measure impact of smoke free schools via pupil surveys and focus groups. Plan for improvement session 2024-25.

Self-evaluation Focus: 1.3 Leadership of Change (GD), 2.3 Learning and Teaching (RA/IW)

	Who	Progress Update	Next Steps
Priority 1	I Ward, R Anderson PTs Pedagogy	Learning and Teaching	
	G McCallum, I Ward	Agile Leadership	
	G McCallum, N Mclean, L Campbell, PTs Raising Attainment	SCQF Course Evaluation and Tracking	
	N McLean	S3 Programmes and assessment	
	S Wyllie, A Simpson	Digital Transformation	
Priority 2	I Ward/R Anderson	Practitioner Enquiry, In House CLPL	
	G Hobson, N McLean, F McCue, G Sargent, F Young	Assessment evidence	
	PTs Raising Attainment, Lead Teachers	Family Learning Calendar	
		STEM Hub	
Priority 3	G Hobson, C Moriarty	Small Steps project, Team Around the Locality	
	G Hobson, PTGs, F Young	Improving Attendance	
	F McCue and E Lindsay	BGE Values Award and celebrating Success	
	G Docherty, G Hobson	Raising Attainment	
	G Hobson, F Young, PTs Raising Attainment	PEF and Pivotal Learning	