Marr College

School Improvement Plan 2024 - 25

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 2024 – 2025 improvement timeline:

- **To support and empower all staff to deliver high quality learning and teaching that best meets the needs of all learners**

- **To ensure effective approaches to self-evaluation at all levels is supporting and informing school improvement**

- **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 and learn
- Civic and Community Pride

National Improvement Framework Drivers

- School and ELC Leadership
- Teacher and Practitioner Professionalism
- Parent / Carer Involvement and Engagement
- Curriculum and Assessment
- School and EYC Improvement
- Performance Information

Children's Services Plan

- The Promise
- Families
- Voice
- Healthy
- Included
- People

Educational Services 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

Our School Improvement Plan is directly aligned to the National Improvement Framework (NIF) drivers and the South Ayrshire Council Children's Services Plan (2023-2026). Our Student Improvement Plan is aligned to our School Improvement Plan

School Improvement Priority 1			Rationale for Improvement Priority based on evidence		
To ensure effective approaches to self-evaluation at all levels is supporting and informing school improvement. To increase student voice within our self-evaluation systems and practices.			Feedback and observations highlight a need for greater consistency in the use of self-evaluation practices across the school. The move to corporate Teams has opened opportunities to refresh our self-evaluation practices and develop digital approaches. Feedback from young people highlights a need for more regular opportunities to feedback on their learning and experiences and to ensure they are involved in improvement planning. The Scotland wide reform agenda is providing an opportunity to revisit our curriculum to ensure our young people gain the knowledge, skills and attributes needed for life in the 21st century.		
SAC Priority	NIF Priority	UNCRC	NIF Driver		HGIOS? 4
Live, Work and Learn Priority 4: Voice	3, 4, 5	12 Views of Young People 29 Goals of Education	School leadership, Teacher professionalism, Parental engagement, Curriculum and Assessment, School improvement		1.1 Self-evaluation. 1.3 Leadership of Change 2.2 Curriculum. 2.7 Partnerships. 3.2 Raising Attainment and Achievement
What actions are required to reach desired outcome?		Who	When	Resources	Outcome Measures
Implement revised self-evaluation guidance. Ensure consistent approaches to gathering and analysing evidence to support improvements. All department to develop and regularly update You Said, We Did feedback boards.		G Docherty, R Anderson SE Improvement Team PTs All Staff	By October 2024	Self-evaluation guide Collegiate In-service time Dept. evidence folders HGIOS?/HGIOurS?	Effective self-evaluation is leading to improvements for young people. Staff, learners and partners are actively engaged in self-evaluation and are aware of changes through you said, we did feedback
Increase student voice across the school. Ensure all departments have regular, planned opportunities to gather the views of young people.		N McLean E Lindsay PTs	Aug 24-May 25	QA Calendar Development time HGIOurS?	Sampling of feedback from young people. Evidence of change and improvement (You Said, We Did)
Analyse feedback from our school community (Staff, pupil and partner surveys May 2024) to identify short, medium and long-term improvements for 2024-27.		SLT Short-life Working Group Student Council Parent Council	By Oct 24	Survey responses and comments Development time	Analysis of feedback is informing improvement priorities. Staff, pupils and partners feel listened to and involved in improvement planning and leading change.
Re-establish the Senior and Junior Student Council. Support the groups to lead their Student Improvement Plan		G Docherty, R Anderson, E Lindsay	By Oct 24	HGIOurS? Meeting Time Student Improvement Plan	Young people are actively engaged in self-evaluation and are supported to lead change and improvement. Young people have a voice and feel listened to. Survey results.
Review and improve our monitoring and tracking of progress in the BGE and Senior Phase. 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 24 – Nov 24	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
Review our BGE curriculum offer as part of a wider aim of working with our school community to refresh our Curriculum Rationale.		G McCallum Curriculum Design Team	By Mar 25	Curriculum Team Development Time Daydream Believers Training Ed Scot Resources SAC Curriculum Conference	Our school community has a shared vision for our curriculum. Our curriculum ensures opportunities to maximise success and achievements for all learners.
Implement a 3-year cycle of Department Learning Visits, piloting the first visit in September 2024.		SLT PTs	Sept 24 onwards	Dept. Learning Visit Paper HGIOS Time for schedule	Departments are supported to identify strengths and areas for improvement. High quality learning and teaching is leading to improvements in attainment and achievement.
Continue to build on our Peer Learning Visit programme with a focus on adaptive teaching practices.		LTA Improvement Team All staff	By May 2025	Time for observations Peer Visit framework	Consistency in high quality learning and teaching that meets the needs of all young people. Staff collaborate to identify strengths, next steps and share practice across the school

School Improvement Priority 2	Rationale for Improvement Priority based on evidence
Support and empower all staff to deliver high quality learning and teaching that best meets the needs of all learners.	A recommendation from our South Ayrshire Peer Review Visit (Nov 23) included further exploring adaptive teaching practices. Staff will participate in a pilot programme in 24-25 to further develop our approaches. All staff participated in collaborative practitioner enquires in 23-24 and provided feedback on the impact on their practice. Next steps are to embed this approach as part of our commitment to professional learning.

SAC Priority	NIF Priority	UNCRC	NIF Driver	HGIOS? 4
Live, work and learn	3, 5	28 Right to Education 29 Goals of Education	School leadership, Teacher professionalism, Parental Engagement, School improvement, Performance Information	1.2 Leadership of Learning. 2.3 Learning, Teaching and Assessment. 2.4 Personalised Support, 3.2 Raising Attainment and Achievement

What actions are required to reach desired outcome?	Who	When	Resources	Outcome Measures
Embed our use of retrieval practice to improve young people's learning and thinking skills.	I Ward, PT Pedagogy	By Mar 25	Retrieval Resources Development time Peer Learning Visits	SLT/PT and peer learning observations Sampling of learner feedback Feedback on CLPL
Further develop our Adaptive Teaching approaches with a focus on our BGE experience. Review our Excellent Learning and Teaching guide.	K Bell, L McKenzie LTA Improvement Team	Aug 24 – May 25	Adaptive Teaching toolkits Budget to develop resources In-service/Twilight time	Consistency in high quality learning and teaching that meets the needs of all young people. Staff collaborate to identify strengths, next steps and share practice across the school
Continue to support staff to engage in Professional Enquiry (PE), providing a framework and regular points of contact to reflect on and critically examine an aspect of practice.	I Ward, LTA Improvement Team Prof Enquiry Leads PT Pedagogy	Aug 2024 – May 2025	Prof. Learning Framework, Prof Reading Library In-service / Twilight Sessions	%age of staff completing enquiry Professional Enquiry Framework returns Analysis of pupil Focus Groups SLT / PT / Peer Learning Visits
Continue to strengthen our in-house CLPL calendar, identifying themes through Professional Learning Plans. Create a digital resource to promote CLPL opportunities. Build our online 'Skill Share' resources on MS Teams.	I Ward PTs Pedagogy LTA Group	By Oct 2024	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
Undertake a collaborative enquiry on effective parental engagement. Engage with parents across the learning cluster to identify themes and formats of family learning activities, using feedback to plan parental engagement/family learning events.	G Hobson, L Clark (HT Struthers) PTs Raising Attainment Departments	Nov 2024	Marr Enquiry Framework Analysis of parent surveys Parent Engagement Audit Development Time Identified resources	Attendance at virtual/in-school parent events. Minutes of PC and Sub-group meetings. Analysis of parental engagement surveys
Review department changes to S3 programmes to ensure effective progression to the senior phase. Share assessment calendar for S3. Review home learning across the school, with a particular focus on expectations for S3.	N McLean PTs	By Nov 2024	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
Continue to enhance our use of Digital Technology to support learning. Develop our use of the corporate team and virtual learning experiences.	N McLean, S Wyllie, A Simpson, Student Digital Champions	Ongoing	MIE Platform Development time In-House CLPL / Drop-in	% MAE from 28% to above 50% Feedback from young people identifies improved IT skills and use of technology to support their learning

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.			Average attendance has reduced to 89% (from 92%) and there is an increase in young people disengaging in learning, particularly around S2 and S3. Feedback from staff, pupil and parent surveys (May 24) highlight a need to revisit respect for learning approaches. Priority set out in National Guidance to improving the educational outcomes of care experienced young people. The Promise framework to be embedded across all schools.		
SAC Priority	NIF Priority	UNCRC	NIF Driver		HGIOS? 4
Live, work and Learn 1. The Promise 2. Families 3. Healthy 4. Included	1, 2, 3, 4, 5	2, 12, 14, 15, 19, 20, 23, 24, 25, 28, 29, 30, 31	School leadership, Teacher professionalism, Parental engagement, Assessment of children's progress, School improvement		1.5 Management of Resources to promote equity 2.4 Personalised Support 2.7 Partnerships, 3.1 Ensuring equality, wellbeing and inclusion 3.2 Raising attainment and achievement

What actions are required to reach desired outcome?	Who	When	Resources	Outcome Measures
Continue to place our vision and values at the heart of the school. Promote our shared vision through pupil led House Assemblies and Personal Support time. Implement BGE 'CARE' values awards. Review our approaches to celebrating success, including for positive attendance at school.	S6 Student Leadership Council, E Lindsay, G Docherty PTs/PTGs	Oct 2024	Protected time for Student Council. HGIOurS? Budget for Values Awards Assembly/Personal Support	Relationships are positive. Reduced referrals, bullying logs and exclusions Almost all (90%+) S1-S3 Learners achieve CARE awards.
Implement our strategy to support improvements in attendance (se Rapid Action Plan).	G Hobson, C Moriarty, Welfare Officer, PTGs, Admin Staff	Aug 24 – May 25	Collegiate time Identified budget (PEF) IST meetings Admin support (PEF)	Attendance rises to above 92% (from 89%). Reduce no. of young people with attendance below 80%/50%.
Continue to increase the attainment of the lowest 20% and highest 20% of learners, those in SIMD Quintile 1 and those eligible for free school meals. Work with partners in Thriving Communities to develop interventions to support vulnerable young people in S2/S3 and identified S5 winter leavers.	G Hobson, Thriving Communities, Active Schools, S Harris (Hive lead), PTs Raising Attainment	Oct 24 – Mar 24	Development time and budget. Tracking and monitoring Care experienced tracker Identified interventions Collegiate time	Increase in engagement and achievement. Lowest 20% and highest 20% above SAC/VC cumulative. Close gap in S3 L4 Lit/Num FME/Quintile 1 from 36% to 28% S4: L4 Lit & Num 95%, L5 L&N: 85% S6: 100% L4, 95% for L&N L5
Provide de-escalation training for all staff. Continue to work with partners to increase engagement and achievement of young people most at risk of missing out.	G Hobson, F Young PTs Guidance	By Feb 25	Tracking and monitoring Partner interventions/ MCMC Resource budget	Feedback highlights improvements in overall behaviour of young people. Reduced referrals and exclusions below 12 per 1000 pupils.
Staff within school will develop an awareness and understanding of The Promise and the national guidance and local authority initiatives, this will be enhanced by completing The Promise Education Award by June 2025.	G Hobson, F Young, M Elliot	By Feb 25	The Promise Framework, The Marr Way, Collegiate time, Personal Support Time	All staff will support learners with experience of care to provide improved wellbeing and in turn work towards improved educational outcomes. Reduced referrals and exclusions below 12 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 data whole sch v PEF) 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 May 2025	See PEF strategy. Partners (Ed Psych, Small Steps, School nurse), Accelerated Reader, Mathletics. S1/2 Literacy and Numeracy courses, ACEL Data	Improved attendance, reduced exclusions and referrals to external partners. BGE tracking data/Care experienced tracker shows increased attainment in BGE literacy and numeracy
Work towards achieving the Rights Respecting Schools Gold Award, promoting and celebrating inclusion and equality across our school community. Review the impact of our revised uniform policy.	RRS group, Marr Allies, S Harris, H Brown Whole school	By May 2025	UNICEF Resources, Collegiate time, PSE time Student Conferences and focus groups	All young people and staff understand UNCRC. Achievement of Gold RRS award & Gold Sports School Award. Improved ethos. Positive wellbeing surveys.
Enhance outdoor learning provision to provide opportunities for all S1 and S2 learners. Measure participation gap in S1-S3 and provide targeted and whole school participation opportunities. Identify wider accreditation opportunities.	G Hobson, D Alford, S Davidson, J Scott, NQTs	By Nov 2024	Learning for Sustainable Educ. Scotland resources, Eco-schools, outdoor learning budget, wider achievement	All identified students participate in targeted block of learning. All S1/S2 have at least one outdoor learning activity. Increased opportunities for accreditation and achievement.

Improvement Cycles

Cycle 1
August – October

CLPL QI 1.1 Self-evaluation. Launch revised self-evaluation guidance. Review and improve our BGE and Senior Phase trackers and identify leads. Departments establish You Said, We Did displays. Analyse feedback from student, staff and partner surveys and identify improvements. Pilot Department Learning Visit. CLPL on Adaptive Teaching and associated professional reading. All new classes and folders set up on Teams and maximise home learning tasks via Teams/Online to reduce paper. Install Class in a Box laptops on each floor. Develop Thinglink CLPL resource and launch In-House CLPL calendar in line with needs audit. Complete and publish S3 Assessment Calendar. Strategic meeting with partners to develop interventions. Survey parents and carers on parental engagement and hold focus groups. Implement revised systems and process to improve attendance and deliver staff training. Begin to develop CARE awards at BGE level and develop criteria. CLPL on The Promise. Establish 2024-25 Student Council and develop Student Improvement Plan. Establish RRS Group plan actions and timeline towards Gold award. Develop participation tracking and identify interventions. Begin Outdoor Learning sessions for all S1.

Self-evaluation Focus: 3.3 Increasing Creativity and Employability (GH/IW/LA)

Cycle 2
November – December

Gather feedback and evidence on S3 courses and home learning. Survey/Focus groups – retrieval practice/adaptive teaching. Implement department Pupil Voice strategy, focusing on S3 learners. Implement actions from Student Improvement Plan. Implement revised tracking and monitoring format in BGE and Senior Phase with leads analysing and planning interventions. Review our Excellent Learning, Teaching and Assessment Guide. All departments implement identified next steps in Adaptive Teaching approaches. Department Learning Visit 2. Collaborative enquiry on parental engagement. Review BGE curriculum. Implement agreed interventions for vulnerable S2/S3 learners and winter leavers. Provide initial training in de-escalation strategies. Embed approaches to improving attendance. Review Hive and enter attainment. Hive candidates to achieve Level 4 L&N. Mentoring programme for identified learners and young people at risk. Review progress towards Lit/Num attainment targets.

Self-evaluation Focus: 2.3 Learning, Teaching and Assessment (IW/ LTA Group /L McKenzie)

Cycle 3
January – March

Analysis of Senior Phase attainment and review interventions. Review progress of department self-evaluation. Further CLPL and begin to embed adaptive teaching approaches. Continue curriculum review and create draft curriculum rationale. Target above 50% staff MAE trained. Plan peer learning visits with a focus on adaptive teaching. Review progress of young people within the Hive and targeted groups of learners. Review Hive post-prelims and amend cohort and interventions. Use tracker to identify next cohort. Review of school journey towards Gold RRSA.

Self-evaluation Focus: 2.5 Family Learning (GH/DA/LA), 2.2 Curriculum (GM / Curriculum Design Team)

Cycle 4
April – June

Evaluate department self-evaluation. Introduce Department Standards and Quality reports. Plan for improvement session 2024-25. Evaluate in-house CLPL programme and plan for 2024-25. Peer Learning triads focus on adaptive teaching and sharing best practice. Department Learning Visits 3 + 4. Evaluate impact of CLPL and Practitioner Enquiries. Analysis of ACEL data and planning interventions for 24-25. Evaluate impact of attendance strategy. Integrate S3 learners into Hive based on trackers. Celebration of CARE award at BGE rewards. Achieve The Promise Award and RRS Gold. Review of PEF strategy and amendments for next session. Review of participation in outdoor learning and impact on learners.

Self-evaluation Focus: 1.3 Leadership of Change (GD / NM), 3.1 Ensuring Wellbeing, Equality and Inclusion (GH / RA / FY)

	Who	Progress Update	Next Steps
Priority 1	**Self-evaluation Approaches** G Docherty, R Anderson **Student Voice and Student Council** N McLean, E Lindsay **Monitoring and Tracking** G McCallum, N McLean, D Alford, C Moncrieff **BGE Curriculum Review** G McCallum / Curriculum Design Team **Learning Visits & Peer Learning Observations** G Docherty, G Hobson, I Ward		
Priority 2	**Retrieval practice & Adaptive Teaching** I Ward, K Bell, L MacKenzie, E Bolland **Practitioner Enquiry, In-house CLPL and Skill Share** I Ward, LTA Group **Parental Engagement** G Hobson **S3 Courses and Assessment** N McLean		
Priority 3	**Vision and Values** G Docherty, E Lindsay, Student Council **Improving Attendance** G Hobson **Raising Attainment and Achievement** SLT, S Harris, D Alford, C Moncreiff **Rights Respecting Schools** F McCue, RRS Group, Marr Allies **Outdoor Learning** G Hobson, D Alford, S Davidson, J Scott		