



MARR COLLEGE

STANDARDS AND QUALITY REPORT
SESSION 2018-2019



Welcome to the Marr College Standards and Quality report for session 2018-19. This report aims to provide an overview of our achievements and outline the areas we will focus on in the coming academic year.

It is always interesting to reflect on the range of successes for our young people across the school curriculum and beyond. Looking back over the last session, I am overwhelmed at the wide range of opportunities open to our young people, which they seize with enthusiasm and an eagerness to do well. Our pupils excel not only in their academic achievements, but also many other areas including sport, music, the arts, public speaking and leadership development. They are proud ambassadors and represent the school locally, nationally and internationally.

The evaluations in the document are based on a range of evidence including:

- Analysis of pupil performance in SQA examinations and other forms of accreditation, along with statistical data relating to young people's achievements
- Annual surveys of the views of pupils, parents, staff and partners, at whole school and departmental levels
- Self-evaluation using HMIE's evaluation tool 'How Good is Our School? 4' and other Education Scotland publications to support self-evaluation

Our Values and School Context

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

We endeavour to bring this vision alive through our values of:

Motivation Ambition Respect Responsibility

Marr College is a 6-year, non-denominational comprehensive school serving the Troon and the surrounding areas. Its associated primary schools are Barassie Primary, Dundonald Primary, Muirhead Primary, Struthers Primary and Troon Primary. Marr College is a well-known school with a unique history, founded in 1935 through funds bequeathed by Charles Kerr Marr. Extensive restoration and the addition of new facilities in 2017 provides a vibrant, well-resourced learning environment for all our young people. The school is led by a Head Teacher, who took up his substantive post in November 2019, and four Depute Head Teachers. Our middle leaders include Principal Teachers of curricular and pastoral support and our school is supported by a School Nurse, Campus Police Officer, Community Learning and Development Officer, School Counsellor and Home Link Worker. The Marr cluster works closely with the Children and Adolescent Mental Health Service (CAMHS) as part of a pilot scheme which see mental health staff based in the school and providing direct support to young people living in Troon and the surrounding areas.

At the start of session 2018-19, the roll was 916 and the percentage of pupils in receipt of free school meals was 7.5%. 11% of our pupils live in the 20% most deprived areas with 46% living in the 20% most affluent areas. Overall attendance is currently 90.5% against the local authority figure of 90.2%, exclusion figures were 17.7 per 1000 pupils versus the Authority average of 27.5 per 1000 pupils. Positive destinations remain very strong at 96% for session 2017-18.

Successes and Achievements

Throughout the session there have been many opportunities for pupils to engage in wider achievement and successes including;

- S6 Leadership Groups who organised a number of events including all fundraising activities, led parent information evenings, arranged P7 pupils, parents and carer tours
- Our School Colours programme that recognises academic, sporting, musical and wider achievement
- Volunteering within our local community
- Successfully completing the South Ayrshire Council Workout programme
- In excess of 120 students achieving their Bronze and Silver Duke Of Edinburgh's Award with a further 20 achieving their Gold Award. Marr College is the 4th Largest provider of the DofE programme of any local authority school in Scotland by the number of enrolments.
- The LGBT Allies Group leading our first ever Purple Friday
- Outdoor learning with PC Harrower supporting targeted groups of pupils to participate in Bushcraft and mountain biking
- Senior and Junior Captains organising and leading the CK Marr Centenary Assembly
- The School of Rugby continues to be an asset to the school for the second year in a row our teams are Barbarian Conference winners

Our successes and achievements are regularly celebrated via twitter, the school website, newsletters and celebrating success Assemblies. This session, we have significantly increased our profile on twitter, doubling the number of users since the start of the session.

All students in the senior phase choose up to six subjects to study in order to gain qualifications at which will support the best progression pathway for them. The majority of pupils will be presented for course awards at National 4 (SCQF 4) or National 5 level (SCQF 5) in S4 and progress accordingly through S5 and S6. A small number of pupils will study some subjects at National 3 level.

We have high aspirations of all of our young people and encourage a culture of ambition which is shared across our whole school community.

Progress in secondary schools in Scotland is now measured using four National Benchmarking Measures and is based on information related to school leavers rather than cohorts. SQA Insight data provides effective evaluative information on our performance in national examinations - the end product of learning and teaching throughout the session. These four measures are:

1. Improving attainment in literacy and numeracy

2. Leaver initial destinations: Increasing post-school participation

3. Improving attainment for all: The Average Tariff Score

4. Attainment versus deprivation: Tackling disadvantage by improving the attainment of low, compared to high, attainers

The results achieved by students in Marr College are compared to the results of a virtual comparator which enables a fair comparison with similar pupils nationally.



Improvement Priorities for Session 2018/19

We are also interested in how well we improve the quality of our work and what we will focus on in the session ahead. This is evaluated under key headings from last session's Improvement Plan. A full summary of improvement priorities for 2019/20 is published on our website.

Leadership and Management – School Improvement, Culture and Ethos

We have increased our capacity for change through developing effective systems to engage with stakeholders in self-evaluation activities. All staff contributed in 'Keep Start Change' self-evaluation exercise in August 2018 and a follow up in May 2019. This valuable self-evaluation activity has informed planning for improvement in both 2018/19 and 2019/20. Through the introduction of the Daily Dozen, more young people have been directly involved in sharing their experiences and informing school improvement. This has included improving strategies to support attainment in the senior phase, introducing a Community Study Café and improving our reporting of pupil progress. S3 Captains and Junior Captains have played a key role in leading school events, improving community partnerships and being involved in the appointment of teaching staff.

In February 2019 all staff participated in Adverse Childhood Experiences (ACEs) training, led by PTs of Guidance colleagues and are fully informed of the impact that traumatic experience have on some of our young people. This is leading to further improvements in relationships across the school. Staff also participated in a range of Health and Wellbeing activities that helped to build community and improve staff collegiality.

Feedback from all groups of stakeholders identified communication and sharing success as an area for improvement. There has been a renewed focus on successful relationship building with parents and the wider community and time invested earlier in the session has helped to build positive partnerships with, for example, the Community Council, Troon Litter Crew, Business Association and local press.

From August 2018, Personal Support classes were introduced for all learners. Young people are benefitting from greater communication across the school and have broadened their learning through themed weekly activities linked to the UNCRC.

A sub-group of the Parent Council met monthly with the Head Teacher. The group consulted with parents/carers about school communication and feedback was used to co-create a school Communication Policy, providing helpful guidance to parents and clarity around procedures. Standard daily SMS texts were written in partnership with parents. 94% of parents who completed surveys at Parents' Evenings say they feel comfortable in approaching the school with questions or suggestions.

S6 Captains attend monthly Community Council meetings to share information about school life, success and achievements. S3 pupils delivered a presentation to the Community Council about their experiences during the Battlefields trip. Marr College were represented at the Troon Armistice event, laying a wreath on behalf of the school and reading during the Cenotaph service and at the Community service. These activities have had a very positive impact on our relationships with the Community Council and the British Legion after a period of absence from meetings and events.

Learning Provision

Over 90% staff have completed Dyslexia Toolkit training and achieved the award in Dyslexia and Inclusive Practise. Staff are better equipped to meet the needs of all learners and will have further opportunities to share this practice next session.

Over 200 parents completed a survey on dyslexia and inclusive practice in September 2018. Parents were invited to join the Dyslexia and Inclusive Practice improvement group and have attended an initial meeting. Parents were involved in writing aspects of the action plan and attended the launch event in November 2018. South Ayrshire Dyslexia guidelines have been revised and will be published by June 2019. Parents were approached at the P7 Welcome Evening to become part of the group and will participate in future meetings. The group are motivated and enthusiastic to take forward action plans.

This session a number of our staff have engaged with the South Ayrshire programme on Assessment and Moderation through their role as an Assessment and Moderation Facilitators. All staff engaged with their subject networks and took part in an Authority moderation event. This work has supported staff to develop their understanding of achievement at a level and will support work on progression in learning next session.

In August 2018 we launched the Marr 90, a consistent programme for lesson starters. Young people have commented that they feel classes settle more quickly and this has improved readiness for learning. The programme will be reviewed again in August 2019 with a view to developing differentiated approaches for departments. We have worked on our approaches to behaviour management and relationships across the school. This involved the launch of the Respect for Learning guidelines in August 2018. The introduction of weekly Assemblies for all learners provides an opportunity to revisit our Community Code and celebrate success and achievements.

S3 Learning Reviews provide an opportunity for parents and pupils to meet with a key person (DHT, PTG or Personal Support Teacher) to review progress and plan senior phase learning pathways. Parents are actively involved in supporting learning options and providing feedback on our curriculum offer. Parents have also contributed to career awareness, talking to pupils and parents at our Careers and Options evening, including one-to-one appointments and interview skills. A new section of the website was developed to share all information related to learning pathways (options). This ensured easier access to information for parents and carers and significantly reduced copying costs. Young people were introduced to the pathways section during Assembly and PSE and information can now be more easily updated

Young people benefit from a wide range of opportunities to lead learning across the school such as peer tutoring, S6 Leadership Groups, Poppy Week, CK Marr Assembly, LGBT History Month, RRS events and Holocaust Memorial. They regularly present at Assemblies and school events including the Study Skills evening, P7 Welcome Evening, CK Marr Special Assembly, House Assemblies and year group Assemblies. They are well supported by staff and display confidence in delivering well-planned presentations to their peers. Young people value and support their peers, helping them to develop confidence and resilience to lead learning.

Mathletics was introduced in February 2019 and a further licence will be purchased for 2019-20. Since February our S1 and S2 pupils have accessed Mathletics for a total of 820 hours earning themselves 573 929 points. This activity is over and above the usual Maths homework set. This resource is further supporting and encouraging our pupils to become independent learners. Pupil feedback supports the continued use of this resource: 'It's really fun and looks at things differently to how we do in class.' 'I like how it has all my coursework there and I can go into any topic I am having difficulty with.' 'We get to try loads of different things'.

Successes and Achievements of ALL Students

A Principal Teacher of Raising Attainment was appointed in September 2018 to further develop and enhance approaches to support young people. Feedback from S6 learners was used to establish an assertive mentoring programme for identified S4 groups. Parents have communicated directly with mentors to discuss their child's progress and plan next steps or additional support strategies.

In S4 and S5, attainment tracker sheets were introduced to review progress across subjects and identify areas to develop. This was introduced in October following initial tracking reports and provides greater opportunity for young people to review their learning and progress. Personal Support and PT Guidance staff support young people to discuss their progress. A wide range of supported study and Easter school sessions were well-attended by learners in S4-S6, including the weekly Dundonald Study Café introduced in February 2019. Young people are motivated and encouraged to do well.

In December 2018, Maths and Physics PTs shared their practice with colleagues on the use of post-assessment analysis and feedback. These approaches enable young people to identify strengths and areas for improvement within topics and plan home learning and revision. Analysis sheets are shared with pupils and parents value this and pre-assessment revision sheets.

A new School Newsletter was introduced in October 2019 to enhance communication with parents and the wider community. Parents who completed the communications survey left positive comments including 'Newsletters are great, they keep you up to date with everything that's going in the school'. Through improved marketing of our Twitter feed, there has been a significant increase of 100% in our Twitter followers, enabling us to communicate success and achievements across our learning community.

Young people researched, planned and led a special community assembly to commemorate the 100 year anniversary of CK Marr. Members of the local community participated and also provided advice and research materials to the group. Invited guests were consulted by S3 students on the award of a new Centenary Cup. The event has had a very positive impact on relationships with the wider community and young people felt a sense of belonging and pride in the school

All young people in S5 participated in the Youth and Philanthropy Initiative (YPI). Groups have linked with local charities including Ayrshire Cancer Support, Beautiful Inside and Out, Seascape and South Ayrshire Women's Aid, visiting their chosen charity and creating video's and presentations for the finals. Some groups went on to arrange Assembly talks and organise additional fundraising events.

Evaluation Summary

Quality Indicator	1.3 Leadership of change
<p>An acting Head Teacher was appointed in August 2018 and appointed permanently in November 2018. A significant focus of our work in the first half of the session included engaging with stakeholders, enhancing communication and improving our links within the local community. School priorities are identified in line with the local and national priorities and our own self-evaluation. Data, including Insight, CfE machine, SNSA and individual pupil information are analysed to ensure pupils' needs are met. We continually reflect on our practice taking account of our self-evaluation and vision for improvement.</p> <p>Staff engage with a range of CLPL opportunities including masters level studies, SAC leadership courses, mental health training, assessment and moderation facilitators, Making Thinking Visible leaders, LGBT champions and Digital Champions. Almost all staff participate in Improvement Teams to take forward school priorities. A number of staff actively take responsibility for change, both within their department and the wider school. Three PTs Raising Attainment have co-ordinated our work in achieving equity and excellence through targeted interventions to support learning and attainment.</p> <p>An Extended Leadership Team (ELT) consisting of all senior and middle leaders was established in September 2018 and provides well planned and regular opportunities for sharing practice and taking forward our shared vision for improvement. In May 2019, the Head Teacher led a workshop for middle leaders focusing on leadership of change and planning for improvement. A revised template for improvement planning was developed in partnership with middle leaders and outlines our strategic priorities for improvement. The impact of our improvement is monitored and evaluated using a range of methods, including discussions at departmental meetings, stakeholder focus groups and surveys, rigorous and robust tracking and monitoring systems and analysis of all available data.</p> <p><i>Overall grade for this section – Good</i></p>	
Quality Indicator	2.3 Learning and teaching
<p>Almost all young people are engaged, motivated and enthusiastic participants in their learning. Learners benefit from a range of strategies teachers use to support them in class. In the majority of lessons learning intentions and success criteria are embedded and are shared. In some cases, success criteria is developed with learners. There is a strong culture of providing leadership opportunities for young people to play an active role in the school and wider community. We are working towards ensuring there is appropriate pace, challenge and differentiation across the school.</p> <p>Senior Phase tracking and monitoring processes provide clear information on attainment of young people. Data is used in House Teams to plan interventions that lead to improved outcomes for learners.</p> <p>All departments contribute to SEEMiS reporting in the BGE and are beginning to engage with SNSA data to inform planning for next steps in learning. Across the Senior Phase, all staff contribute to tracking on SEEMiS and data is analysed and distributed across all departments to identify appropriate interventions to support raising attainment. PTs Guidance and Raising Attainment discuss tracking data with young people through PSE/Personal Support classes. Learners receive feedback that identifies what they need to do to improve. Further work is required to ensure all staff are confident in the use of data to inform improvement and that this is consistent across the school. PTs Raising Attainment will continue to build on their work in effectively tracking groups of learners and we are working with our cluster primaries to enhance tracking approaches to benefit transition.</p>	

Staff are keen to improve opportunities to share practice. In February 2019, staff led carousel workshops on the use of MS Forms, Inclusive Practice, RRSA and Assessment Arrangements. Next session we will use feedback from peer observations to identify and share good practice across the school.

Assessment and moderation is a local authority priority and staff are working in line with guidance provided to ensure our evidence is accurate and reliable. As an authority we will be assessing young people across four stages of a level from August 2019 and staff have already participated in training to support their professional judgements. Staff are working collegiately across the collaborative to ensure their understanding of progress is standardised and that benchmarks are being used effectively to create shared expectations.

Overall grade for this section - Good

Quality Indicator	3.1 Ensuring wellbeing, equity and inclusion
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There is a positive atmosphere around the school and a shared understanding of children's rights. Almost all stakeholders promote a climate where young people feel safe and secure. Young people are benefitting from the introduction of our school counselling service and this will be extended into session 2019-20. A committed group of staff and young people lead our Rights Respecting work. 'Daily Dozen' focus groups provide an opportunity for young people to engage directly with the Head Teacher and has led to positive pupil-led improvements. There is scope for improvement in achieving greater consistency in pupil voice across the school.

Our staff engage in annual Child Protection training and are aware of the expectations in fulfilling statutory duties to support young people. Key staff have well-established and effective partnerships with a wide range of professionals and third-sector partners that contribute to supporting our young people. Ensuring wellbeing, equality and inclusion was the focus of our February in-service days, led by Principal Teachers of Guidance. Feedback from our authority School Improvement Visit in November 2018 highlighted strengths in fulfilling our statutory duties.

Our Team Around the Child (TAC) approach is improving outcomes for young people and providing pupils and their families with opportunities to be actively involved in decisions about their learning. TAC meetings are held regularly and effective systems are in place to ensure the views of young people and their families are listed to and acted upon.

A number of S5 students have established a Mental Wellbeing Champions group following their engagement in the YPI programme. The team have led assemblies, presented at P7 Welcome Evening and have gathered a range of stakeholder feedback focusing on mental wellbeing and strategies to support young people and their families. We are committed to developing the aspirations of our young people and ensure we are not gender stereotyping. Our LGBT+ Allies group have worked with our cluster primaries to develop an anti-bullying/LGBT leaflet for young people and families.

In May 2019 a Marr/Prestwick Locality Mental Wellbeing Strategy group was established to lead improvements in supporting wellbeing across both clusters. There is a strong commitment to the strategy and the group consists of both Head Teachers, health, education, social work, parents and young people. Action plans have been developed to improve access to training, engaging with the local community and developing appropriate support pathways for young people. Our learners will benefit from the appointment of a Mental Health Nurse for session 2019-20.

The majority of young people respond well to behaviour strategies in place across the school. There is an opportunity to develop more consistent approaches through working with Pivotal Education in session 2019-20. Additional curriculum opportunities are improving outcomes for groups of young people through engaging in vocational based learning.

Overall grade for this section – Very Good

Quality Indicator

3.2 Raising attainment and achievement

Young people continue to make good progress in literacy and numeracy. In 2018-19, 95% of leavers achieved level 4 in literacy/numeracy and 75% achieved level 5. Whilst attainment in literacy and numeracy continues to be above our virtual comparator schools, there is scope to improve literacy and numeracy levels for young people who leave school at the end of S4.

In the Broad General Education (BGE) young people's attainment in literacy and numeracy continues to improve. Almost all learners achieve level 3 or above by the end of S3. We continue to improve young people's skills in reading, writing, listening and talking. The introduction of Accelerated Reader will provide a further focus on reading and improve the attainment of targeted groups.

LITERACY

School	2015/16 %			2016/17 %			2017/18 %			2018/19 %		
	Reading	Writing	List. and Talk.									
Level 3 or above	84	84	85	87	86	85	88	88	87	96	97	98
Level 4	9	7	10	50	50	51	47	53	48	70	72	80
Level 3 or above (Auth)	90	90	91	91	90	92	90	90	91			
Level 4 (Auth)	15	15	18	58	56	57	56	55	56			

NUMERACY

School	2015/16 %	2016/17 %	2017/18 %	2018/19 %
Level 3 or above	83	94	92	94
Level 4	36	42	38	43
Level 3 or above (Auth)	88	90	91	
Level 4 (Auth)	36	50	48	

We are beginning to make use of the new BGE tracking tool to enable us to explore our data in the S1-3 phase of the school. This provides a platform to compare individuals and cohorts achievement and provides baseline data for continual improvement.

There has been a positive increase in the number of young people achieving 1 or more and 3 or more Highers in S5. There is a commitment to supporting an increase in senior phase presentations in Expressive Arts subjects. We will continue to work on improving the attainment of our learners, particularly the number of young people achieving 5 or more awards at level 3, 4 and 5.

This session we introduced two new courses – Rural Skills and Cycle Maintenance – which complement the existing Nail Bar and Barista vocational projects. Over £10,000 of funding was secured from DYW Ayrshire and the Prince's Trust and the courses will provide additional skills based curriculum opportunities that support young people into positive post-school destinations.

Marr College has an excellent, thriving Duke Of Edinburgh's Award programme and is the 4th Largest provider of any local authority school in Scotland by the number of enrolments. Over 120 students achieved Bronze and Silver Duke Of Edinburgh's Award with a further 20 achieving the Gold Award.

Young people continue to benefit from excellent sporting opportunities at Marr College which was highlighted as a key strength during our Education Scotland Thematic Inspection visit. Teams and individuals continue to achieve success locally, nationally and internationally. In June, all pupils and staff participated in the second and highly successful annual 'Day of Sport' with a wide range of inclusive activities for all.

A key strength of the school is the significant range of leadership opportunities for our young people, including School Captains and Prefects, Junior Captains, S6 Leadership Groups, YPI, Young Enterprise, Micro-Tyco, Digi Inventors, Sports Leaders, House Captainty Teams, We are working to further develop wider achievement in the senior phase and to track the achievements of our young people.

Overall grade for this section – Good

As we look to build on our success and achievements, our improvement priorities for 2019 – 2020 are:

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

More details on each of these priorities can be found in our improvement plan for session 2019-20 which can be found on our website. The key principles of our improvement journey continue to be based on effective collaboration with parents, young people and partners and ensuring high quality career-long professional learning for staff. Young people will take forward identified areas through their own dedicated improvement plan.

We have increased the capacity of staff across the school to lead effective change through increased time for collegiate working within the school Working Time Agreement, building on the introduction of Improvement Teams led by promoted and non-promoted staff and increasing access to high quality career-long professional learning. Creating additional development PT posts and piloting the introduction of Lead Teacher roles will support our improvements in leadership of learning and leadership of change.

Wellbeing and nurture is an important feature of our approaches to support young people and their families. Next session, we will expand our capacity for nurture by establishing a learning hub and dedicated nurture room. All staff will participate in further training in strategies to effectively and consistently promote positive behaviour and in establishing nurturing classrooms. Our aim is to ensure that we all have a shared understanding of wellbeing, a strong sense of community and that we value each and every one of our young people.

We are very proud of our school and the success of all our young people. Overall we are excited about the year ahead and how this will prove to be a positive and meaningful experience for our whole community.

George Docherty

Head Teacher
June 2019