



Marr College

Standards and Quality Report

Session 2021-22

Community

Ambition

Respect

Equality

Head Teacher's Introduction

Welcome to the Marr College Standards and Quality report for session 2021-22. This report aims to provide an overview of our achievements and outline the areas we will focus on in the coming academic year.

In a year when COVID-19 continued to dominate our lives within and beyond school, I am extremely proud of the determination and resilience our school community has shown in overcoming the challenges of the pandemic. Despite the unprecedented levels of absences, particularly from December to March, staff continued to provide opportunities for our young people to develop and showcase their talents and we very much embraced the return of many local and national competitions and events that we have been involved with in the past.

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

- Progress and evaluation of our School Improvement Plan
- Analysis of pupil performance in SQA courses 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 Education Scotland's evaluation tool 'How Good is Our School? 4' and other Education Scotland publications to support self-evaluation

Our Vision, Values and School Context

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.

Our vision is based on our core values of **Community, Ambition, Respect** and **Equality**

Marr College is a 6-year, non-denominational comprehensive school serving Troon, Barassie, Dundonald 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 provide 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 2018, and five 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, Thriving Communities Officer, two School Counsellors and a Wellbeing Officer.

At the start of session 2021-22, the roll was 1046 and 13.5% of students are in receipt of free school meals. Within the context of the Scottish Index of Multiple Deprivation (SIMD) 9% of our students live in the 20% most deprived areas and 46% are deemed to be living in the 20% most affluent areas. Overall attendance is around 91%, which sits above the local authority average. Positive and sustained destinations stood at 98.5% for session 2019-20 and have fallen slightly to 96% in March 2022, which remains above the national average.

Successes and Achievements

Despite the ongoing challenges brought about as a result of COVID-19-19 restrictions, staff and young people have worked hard to provide opportunities to engage in wider achievement and successes including;

- Our Mental Wellbeing staff and student Ambassadors achieving the Say it Out LOUD charter for their work in promoting and supporting positive wellbeing
- S6 Leadership Groups organising a number of events including our annual Sponsored Walk for Malawi, Children in Need activities and other fundraising activities, including our support of the Ukraine Appeal
- Becoming a Microsoft Incubator school, a major step on our pathway to becoming a Microsoft Showcase School
- Our School Colours programme that recognises academic, sporting, musical and wider achievement
- Volunteering within our local community, as part of the Duke of Edinburgh's Award and Community values award
- A successful S1 Beach Clean and S2 Girls Inspire Sports Day
- S3 Students winning the International Digi-Inventors Challenge
- Enhancing our Outdoor Learning programme, led by Mrs Scott (Wellbeing Officer) and PC Harrower
- Introducing a School of Hockey and School of Handball programme to complement our successful School of Rugby partnership with Marr Rugby

Our successes and achievements are regularly celebrated via twitter, the school website, newsletters and celebrating success assemblies.

All students in the senior phase choose up to six subjects to study in order to gain qualifications and are supported to plan 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 undertake Higher level learning in S4.

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 measured using four National Benchmarking Measures and is based on information related to school leavers rather than year groups of learners. SQA Insight data provides effective evaluative information on our performance in national examinations - the end product of learning and teaching within the senior phase. 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 2021/22

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, which focused on

- *Continuing to effectively lead and manage school recovery during and beyond the COVID-19-19 pandemic, supporting the health and wellbeing of our school community*
- *Further enhancing our leadership at all levels and our capacity for improvement*
- *Continuing to raise attainment, achievement and develop young people's skills for learning, life and work*

Leadership and Management

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

Staff, young people and parents continued to be supported through the many changes in restrictions over the session. Through discussion with the school Health and Safety group and the Parent Council, we effectively planned for changes in mitigations and adapted our approaches as restrictions were eased.

The Parent Council adopted a hybrid approach with some parents joining in person and others joining meetings online. This has enabled more parents and carers to be actively involved in the life and work of the Parent Council. S6 Captains and relevant school staff also attended monthly Parent Council meetings to share information about school life, success and achievements, as well as consulting on parents' evening formats, our anti-bullying policy and school improvement planning.

Regular updates were shared with the school community via letter and through Xpressions/Twitter to ensure parents and carers were fully informed of changes in relation to Covid-19 mitigations and on SQA matters.

Data on S1-S3 literacy and numeracy levels has been gathered from results of GL, SNSA, STAR Reader, Schonell and departmental assessments. Results, alongside curriculum for excellence data, were made available to all staff and training provided to ensure this wealth of data has a meaningful impact on learning and teaching. Staff have been encouraged to have a particular focus on the young people supported through equity interventions in using the data to improve their attainment. Data analysis takes place regularly as we continue to strive to improve our provision for all learners.

All pupils in P7 had the opportunity to take part in a series of both virtual and in-person activities as part of the transition process. Staff hosted an online information session and welcomed parents and carers into the school building for guided tours of departments. P7 pupils participated in transition activities via Teams and also visited Marr for a tour of the school and two full transition days in June 2022.

The staff and student Mental Wellbeing team have been successful in achieving the 'Say It Out LOUD' charter mark for their work in promoting positive mental wellbeing throughout the school. A daily wellbeing peer support drop in was established by S6 Mental Health ambassadors and updated website resources were promoted through posters and QR codes. Regular use of Tree of Knowledge wellbeing surveys helped identify appropriate interventions for groups of learners. All S1 and S2 pupils have participated in a 4-week block of Mindfulness activities and we continue to work closely with partners to support Mental Health provision, including our school counsellors, SAMH and Place2Be. Mr Bell, PT Guidance, has commenced the Place2Be Senior Mental Health Lead course, which will shape the development of our Mental Health provision going forward and 16 members of staff have completed the Place2Be Mental Health Champions Foundation course in May/June this year.

As a school community we have focused on taking advantage of the opportunities available to us during the pandemic and are proud that through our effective leadership and management we have been able to deliver a wide range of learning and wider school experiences for all our young people.

Leadership and Management / Learning Provision

Further enhance our leadership at all levels and our capacity for improvement

All staff have been supported to engage with the revised GTCS Professional Standards throughout the year and have identified strengths and areas for development through the Professional Review and Development (PRD) and Professional Update (PU) process. Staff are confident in accessing the Professional Learning Teams channel which is regularly updated with opportunities and appropriate resources. Some staff commented positively on the increased access to digital professional learning.

Additional periods of literacy (S1) have been added to the BGE to improve attainment, with numeracy (S2) being added in the upcoming session. Appointment of Lead Teachers in Literacy, Numeracy and Care Experience & Inclusive Practice have enabled further targeted support. Accelerated Reader and Mathletics resources continue to have a positive impact on progress

Our senior Student Leadership Team was expanded to provide a greater number of opportunities, including the introduction of Values Ambassadors and Wellbeing Ambassadors. S3 Junior Captains and Prefects were appointed and led a number of school events, including the P7 Parent Information evening, and have attended Troon Community Council meetings. Over 80 students in S6 have achieved the Level 6 Leadership award

A new staff reading library was established in September 2021 and promoted throughout the year to support teachers to engage in professional reading and research. A bi-annual Learning and Teaching Newsletter was created by Mr Marshall and shared with all staff. In October 2021, 94% staff completed the Schools As Learning Organisations (SALO) survey with almost all staff agreeing that they were actively engaged in continuous professional learning focussed on student learning and school goals. Almost all staff reported that professional learning challenged their thinking. The majority of newly appointed staff report that they received appropriate support with induction and an effective programme for new staff, including peer mentoring and peer support has been developed this session and has been relaunched in August 2022.

Our aspiring PT Programme is in its initial planning stages and will be launched in October 2022. Overall, there is a strong commitment to supporting professional learning and developing leadership at all levels.

“Personally, I feel the school has made great strides over the last number of years in promoting professional learning and encouraging all staff to engage both individually and collectively as a group. There is a clear direction of promoting leadership, establishing strong community links and working collaboratively to achieve our common goals.”

(Staff member, October 2021)

Our revised Learning, Teaching and Assessment guide was launched in August 2021, providing a dynamic and interactive resource for staff and students. The Learning and Teaching Improvement Team collaborated with Karen Dammer (Education Consultant) to develop a new approach to peer observations. In May 2022, all staff participated in a series of visits to observe the lesson starter in colleagues' classes and share best practice across the school.

Marr College was accepted as the first South Ayrshire school to join the Microsoft Incubator programme for 2021/22. Our Digital Champion, Miss Wyllie was invited to present at the Scottish MIE Expert Conference in Edinburgh to share the school's strategic plan including steps taken to upskill staff and students and improve consistency across the school. Since the event we have been supporting other schools with their own digital transformation plans. The champions team have collated examples and evidence of good practice in the use of digital tools from across the school and submitted our application for the Digital Schools Award. The verification visit is planned for September.

Successes and Achievements of ALL Students

To support and improve health and wellbeing during and beyond the Covid-19 pandemic

Our staff and student Mental Wellbeing team successfully gained the Say It Out Loud charter mark for their work in promoting positive mental wellbeing. A peer support drop in was led by S6 Mental Health Ambassadors and updated website resources were promoted through posters and a QR code. Regular use of Tree of Knowledge wellbeing surveys informed appropriate wellbeing interventions and improvements in S1-3 PSE courses. Our school counselling team continue to provide an invaluable service and have delivered sessions for individuals and groups. Staff delivered blocks of Mindfulness workshops to every S1/S2 in PSE. We continue to call on partners to support mental health provision and SAMH have delivered 3 sessions for all cluster P7 pupils ahead of their transition. Mr Bell, PT Guidance, has commenced the Place2Be Senior Mental Health Leads course, which will shape the development of our Mental Health strategy going forward.

Staff wellbeing has been supported through continued engagement with Healthy Working Lives and a focus on opportunities for collegiate working. Staff have access to Kettlebell sessions, the Marr Running Club and the fitness suite. The social committee organised a popular Christmas and summer staff competition. Over 30 staff have engaged in additional wellbeing training and can be identified by their wellbeing lanyards. All staff participated in a walk and talk activity and a wellbeing activity during the May in-service day.

There has been strong focus on partnership working with cluster colleagues to ensure effective transition for all learners. Senior students planned and delivered outdoor education activities and also led a series of mindfulness activities and videos delivered over Teams. Pupils used literacy jotters in P7 and continued this work into S1 English classes. Our Numeracy Lead developed interactive lessons and videos, again delivered to all pupils over Teams. P7's visited Marr for a transition tour as well as full 'bump up' days to experience learning in the secondary. Additional enhanced transition activities took place for some young people, who reported a much greater sense of confidence in their move to secondary. In addition to universal transition events for parents, a dedicated event focusing on learners with additional support needs provided opportunities to meet key staff who will be supporting pupils next session.

As a school we continue to promote a shared understanding of children's rights. Many departments actively promote and include children's rights within lessons and topics across S1-6. A committed group of staff and young people lead this work and we have successfully achieved the Silver Rights Respecting Schools (RRS) Award. Marr College also led a successful Socceraid for Unicef event for our cluster P6 pupils, facilitated by more than 70 of our young Sports Leaders within the school.

In June 2022 we launched the school's revised Anti-bullying policy, developed in line with South Ayrshire and Respect Me guidance and following extensive consultation with students, parents and staff. Young people can now also access a confidential system for reporting concerns directly to staff. There is scope for improvement in achieving greater visibility of RRS across the school and within the community, including regular Personal Support inputs, parental engagement and increasing opportunities for pupil voice.

In November, we launched the 'School of Hockey' with the aim of increasing participation in S1-S3 following a reduction due to Covid-19. Numbers increased from 40 participants to 84. Next steps include creating a stronger link with local club, Troon Ladies, and organising transition events in local feeder primaries.

Leadership through Sport has seen 20 students achieve a coaching qualification from Handball Scotland and 22 students completing an introduction to Rugby coaching session with Colin Sturgeon as part of our partnership with Marr Rugby. These students then planned and delivered sessions in Dundonald and Troon primaries. Young people also participate in leadership programmes with Active Schools, including Coaching Academy, Sports Ambassadors and Dance Leaders. Pupils from the S2 Sports Leaders Elective and S3 Elective PE courses have also supported in delivering showcases to P7 and S1 parents.



Quality Indicator	1.3 Leadership of change
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Following a review of our Vision and Values in 2020-21, the school community is working together to turn this shared vision into reality and to ensure the school values underpin all life and work of the school. Improvement 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.

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, LGBTQ+ 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. Through strategic planning and management of resources we are continuing to build opportunities for staff and young people to lead change and improvement, including PT posts in DYW, Skills and Raising Attainment, as well as Lead Teacher roles in Care Experience, Literacy, Numeracy, STEM and Student Leadership.

A small number of staff have undertaken a Practitioner Enquiry and this approach will be implemented across all teaching staff in session 2022-23. Three PTs Raising Attainment have co-ordinated our work in achieving equity and excellence through targeted interventions to support learning and attainment. Next steps should include creating a formal calendar of virtual and/or in person family learning events.

This year, S6 Values Ambassadors were appointed to promote the school values at assemblies and through Personal Support. With the removal of restrictions, their work will be extended to promote our values within the local community. Senior Leadership groups are responsible for taking forward initiatives including Mental Wellbeing, fundraising and sports coaching and events. There are a wide range of opportunities for young people to lead learning within and out with the classroom. A group of senior students completed training as Mentors in Violence Prevention (MVP) and will lead lessons and initiatives across the school next session.

During the pandemic, significant resources have been directed towards enhancing our IT provision and digital skills. Almost all staff are Microsoft Innovative Educators and have made considerable progress in using digital technology to enhance learning. Staff and student digital champions lead workshops to support and enhance practice. MS Teams has been adopted as our primary virtual platform and is now being used extensively to support learning and also the professional development of staff.

Senior leaders effectively guided and managed the school community through the challenges brought about by the COVID-19-19 pandemic. Students and staff demonstrated outstanding positivity and resilience throughout the school session, adapting their practices and embracing their capacity for change.

Overall grade for this section – Very Good

Quality Indicator	2.3 Learning and teaching
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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 during the lesson. We are making more effective use our Future Fit strategy to embed skills development in learning and teaching. This is providing young people, parents and staff with a common skills language that enables learners to recognise, develop and articulate the skills essential to succeed both at Marr College and when they move into the world of work.

There is a strong culture of providing leadership opportunities for young people to play an active role in the school and wider community. Young people are benefitting from a wide range of curricular pathways, including Skills for Work, DYW, College, NPA and Foundation Apprenticeships courses. Through the Southwest partnership, some young people are accessing Advanced Higher courses through virtual delivery.

In May 2022, all staff participated in peer learning visits to observe and share practice across the school. This programme will be extended in 2022-23 and, together with a professional learning needs analysis, will inform our calendar of in-house and online professional learning.

All staff have participated in professional learning on applying the Four Stages of Progress in the Broad General Education (BGE) and have further developed skills in effective tracking and reporting to parents. A 'reporting to parents' section of the school website is helping to develop parents' understanding of progress within the BGE. Support staff worked with our Inclusion Ambassadors to develop classroom toolbox's, providing consistent access to support resources in every classroom.

All departments contribute to SEEMiS reporting in the BGE and have engaged with data, including SNSA and GL assessments 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. There is scope to enhance our approaches to ensuring highly effective feedback to inform learners about their progress and what they need to do to improve. Continued work is required to ensure all staff are confident in the use of data to inform improvements 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 to ensure all young people are successful.

This year Marr College has continued on our Digital Transformation journey. There was a renewed focus on our use of digital tools to support and enhance learning and teaching and to build on past improvements. The Digital Transformation working group was expanded to include representatives from a variety of subjects across the school with the aim of promoting the use of digital tools to support our learners and share good practice with the whole school community. 82 members of staff are Certified MIEs, 2 are MIE Experts with 6 members of staff interested in applying this year, we have 1 MIE Trainer, 3 MCE (Microsoft Certified Educator) and Miss Wyllie has achieved the Microsoft Office Specialist Award. Teams has been adopted by all departments to support in class and home learning activities. This session, Marr College has been part of the Microsoft Schools Incubator programme and we have applied to become a Microsoft Showcase School. We are currently awaiting our Digital Schools Award accreditation visit.

COVID-19-19 mitigations have greatly impacted on our ability to embed co-operative learning and group work within our everyday practice. However, since restrictions began to be lifted in February 2022 staff have renewed their focus on effective collaboration and group work. All staff have participated in initial co-op learning methods and 34 have completed extended training. Young people describe a range of active and engaging learning activities and can provide examples of opportunities to lead the learning of others within and out with the classroom.

Overall grade for this section – Good

Quality Indicator

3.1 Ensuring wellbeing, equity and inclusion

There is a positive atmosphere around the school and a shared understanding of children's rights, which has been recognised through achieving the Silver Rights Respecting Schools Award. Almost all stakeholders promote a climate where young people feel safe and secure. Young people are benefitting from the school counselling service, which has been further increased to 38 hours of weekly provision. '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. This approach has also been adopted by our S6 School Captains. 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. Our Wellbeing Team, comprising trained staff and S6 students, have worked together to develop resources and provide direct support to young people. 94% of new S1 students felt that they have appropriate supports for their mental wellbeing. The work of the staff and student Wellbeing Team has been recognised through achieving the South Ayrshire 'Say it Out LOUD' charter. Most S3 students achieved the Level 3 Health and Wellbeing Award, further developing their knowledge of wellbeing and setting individual wellbeing goals. The Small Steps to Wellbeing project fully launched in August 2022 and will see young people and families benefit from direct access to family support workers based in the school.

S6 Senior Leadership teams have been the driving force behind school fundraising efforts and have shown great organisation and creativity in ensuring 'Covid-19 safe' activities. Events include the Sponsored Walk, Children in Need Day, South Ayrshire Foodbank collection, the Night Before Christmas Campaign and Christmas Jumper Day. Teams of S3 pupils competed in the Youth and Philanthropy Initiative (YPI) selecting a local charity of their choice and developing a campaign to secure a £3000 donation from the Wood Foundation. S6 students led awareness raising and fundraising for those affected by the war in Ukraine. Total fundraising for the session was over £8200 plus delivery of substantial goods donations to Ukraine via the MICAH project in Troon.

Team Around the Child (TAC) meetings are held regularly to support young people and their families and effective systems are in place to ensure views are listened to and acted upon. Despite the impact of Covid-19, overall student attendance remains above the South Ayrshire average. In 2021-22 exclusions were the lowest within the authority (13 openings per 1000 pupils).

Ms Elliot, Lead Teacher, established a Marr Champions group in line with the SAC Champions Board and established more robust systems for safeguarding care experienced young people whilst in school. A pilot to track academic progress, health and wellbeing and wider achievement is in its early stages and will be implemented in 2022-23. The Marr Inclusion Ambassadors meet regularly to discuss and share best practice across the school. The team also led an initiative to provide support resources in all classrooms and are currently developing the 'Marr Inclusion Pledge'. An S6 student was chosen to become a Children In Scotland Inclusion Ambassador and regularly contributed in meetings and conferences in Edinburgh.

All staff have participated in Pivotal Education training and employ a shared behaviour blueprint – The Marr Way. The majority of young people respond well to behaviour strategies in place across the school. There is an opportunity to continue to develop approaches through consistent application of The Marr Way, greater use of Personal Support time and providing refresher pivotal training for staff.

Young people are benefitting from a range of interventions to support their wellbeing and help close the attainment and participation gap. These include:

- Our Welfare Officer providing a vital link with families, planning and facilitating various health and wellbeing interventions and communicating with partners and stakeholders
- A clothing bank to support students with access to free items of school uniform
- Breakfast Club to help build positive relationships with peers and adults, beginning the school day in a nurturing environment with a healthy breakfast
- Thriving Communities leading various group activities to build confidence, improve employability, teamworking and/or social skills and equip pupils to recognise their strengths/skills, seek help and guidance where required, and identify career goals
- Learning Outside Of the Classroom programmes to build confidence, build positive relationships with peers and staff and improve teamworking and social skills
- Cycling and swimming groups to ensure pupils who missed out on lessons in P6/P7 had access to lessons

Young people are benefitting from a range of outdoor learning opportunities to promote wellbeing and engagement in school. Working in partnership with Thriving Communities, our Campus Police Officer, Wellbeing Officer, Active Schools and Let's LOOC, activities including Bushcraft, allotment work, cooking and

mountain biking are offered to small groups of learners. Young people feel they have built positive social relationships with adults and peers and almost all have increased attendance at school.

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 2020-21, 94% of all leavers (S4-S6) achieved level 4 in literacy/numeracy and 79% achieved level 5. For S6 leavers, this increases to 97% achieving Level 4 and 96% achieving Level 5. There is scope to increase the number of S4 and S5 leavers achieving L4 and L5 literacy and numeracy and to ensure all young people leave school with a literacy and numeracy qualification. Data below highlights attainment in literacy and numeracy for all leavers (S4-S6) over the last three years.

Year	% Level 4 Lit + Num	% Level 5 Lit + Num	% Level 4 Literacy	% Level 4 Numeracy	% Level 5 Literacy	% Level 5 Numeracy	Number in Cohort
2021	94	79	95	95	89	80	177
2020	95	77	97	97	89	80	133
2019	96	79	96	98	89	80	160

In the Broad General Education (BGE) young people undertook GL Assessments at the beginning and end of the year in order to provide baseline data, identify appropriate interventions and to measure progress. The full introduction of Accelerated Reader in session 2021-22 is helping to develop a reading culture across the school and improving the attainment of targeted groups of learners. An additional period of literacy in S1 is enabling young people to further develop reading, listening and talking skills. Data gathered prior to 2020 shows that almost all learners achieve level 3 or above by the end of S3.

Accelerated Reader STAR Reading tests indicate that the average increase in Reading Age for pupils in S1 is 7-8 months. This includes pupils who were already sitting with the highest possible reading age on the system.

Numeracy data obtained through GL Assessments was found to be in line with internal school assessments and identified a negative effect of Covid-19 school closures on numeracy skills. As a result, BGE courses were modified to allow more time to focus on the building blocks of numeracy and mathematics. Additional targeted interventions were implemented to support groups of learners. By the end of the year, S1 students had significantly increased their problem solving and reasoning skills to above the national average and S2 have increased their fluency in conceptual understanding and are now matching national averages set pre-Covid-19. Next session as part of our ongoing Covid-19 recovery programme we will be introducing an additional numeracy period for S2, providing the opportunity to learn new skills to deepen their understanding and continue their mathematical journey. Pupils have collectively spent over 600 hours on Mathletics and on average have improved their scores by 18% since using Mathletics, an increase of 2% compared with 2020 session.

We are continuing to make use of the new BGE Progress and Achievement module to enable us to explore our data in the S1-3 phase of the school.

By the end of S6, also known as exit qualifications, young people's attainment has increased over the last 5 years.

Year	% 1@ Level 6	% 3@ Level 6	% 5@ Level 6	% 1@ Level 7
2021	76	68	50	18
2017	61	44	35	29

We have continued to work closely with subject departments over the past session to improve processes around assessment arrangements (AAR) in the senior phase. This has led to a significant improvement in the number of young people accessing supports over a 5-year period.

Pupils Receiving Assessment Arrangements for SQA Exams					
	2016	2017	2018	2019	2022
S4	4	20	20	25	32
S5	13	14	22	21	38
S6	11	11	15	16	31
Total	28	45	57	62	101

The Marr Skills Academy continues to grow and develop as we emerge from the pandemic and includes vocational courses in Nail Bar, Barista, Cycle Maintenance and Rural Skills. Mr McLaughlin, PT Developing the Young Workforce, oversees delivery of the Personal Development award within all skills courses. In partnership with Ayrshire College, students in S2 and S3 have experienced work-based learning opportunities through 6 x 2-Hour “Vocational Bursts” in Care, Hair and Beauty, Trades, Automotive and Early Education and Childcare. These courses have established vocational pathways for students to develop skills and experience in preparation for college-link courses and apprenticeships.

Young people continue to benefit from excellent sporting opportunities at Marr College and students have welcomed the return of extra-curricular clubs and activities.

Through the Young STEM Leader Award, young people have the chance to inspire, lead and mentor their peers through the creation and delivery of STEM activities and events within their schools, communities or youth groups. Our STEM leaders have also delivered lessons to S1 students, supported the P7 Parents’ Evening and next session will deliver lessons in our cluster primaries. A new STEM and Innovation Hub has been created in the school to provide a creative, innovative and exciting space to inspire STEM learning.

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 and House Captaincy Teams. Progress towards establishing a values award in S1-S3 was impacted by Covid-19 and is currently being developed to complement and provide progression to the already well-established School Colours award.

Wider success and achievements include:

- 49 students completing a range of Foundation Apprenticeship, NPA, Skills for Work and other SCQF level courses
- 3 Foundation Apprenticeship students successfully passing the Microsoft Office Systems exam
- 4 Young Enterprise students passing the Strathclyde University Leadership Award
- 60 students completing Higher Leadership
- 7 Sport and Recreation awards
- 8 students successfully completing the Work Out Programme
- The Inspiring Digital Enterprise Award (IDEA): 75 Bronze Awards and 6 Silver Awards, with students earning a combined 7,263 badges.
- Bebras - Computational Thinking Challenge: 82 distinctions and 80 merit certificates across S1 & S2
- #DigiInventors Challenge National Champions working the Scottish Tech Army
- 3 Young STEM Leader Awards, 85 Gold, 45 Silver and 39 Bronze S1 STEM awards
- S3 STEM leaders also created and delivered taster workshops for all S1 classes
- 10 S3 students achieving the Junior Rangers Award for their work in Rural Skills
- 40 achieving the DofE Certificate of Achievement (introduced due to Covid-19 limitations on expeditions)
- 25 Student Wellbeing Ambassadors
- 179 students successfully achieving School Colours

97% of students moved on to a positive and sustained post-school destination, which is above the national average and our virtual comparator. This includes 56% going on to Higher Education, 21% attending Further Education, 14% going directly into employment with the remaining 6% in training or volunteering activities.

Overall grade for this section – Very Good

As we look to build on our success and achievements, our improvement priorities for 2022 – 2023 are:

- **To ensure high quality learning, teaching and assessment, with a particular focus on the broad general education**
- **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**

More details on each of these priorities can be found in our improvement plan for session 2022-23 which can be found on our website at <http://www.marr.sayr.sch.uk/improvement.html>. 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 Student Improvement Plan.

We are increasing the capacity of staff across the school to lead effective change through our focus on collaborative professional learning, developing leadership at all levels and increasing opportunities for whole-school leadership. Supporting all staff to engage with Practitioner Enquiry will further strengthen our ability to lead change through professional enquiry research and the use of evidence to inform practice.

Wellbeing and nurture continue to be important features of our approaches to support young people and their families. All staff have participated in further training in strategies to promote collaboration, adopt restorative approaches and promote positive behaviour within the classroom. 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 and admire their resilience and determination as we navigated through the very difficult challenges brought about due to the pandemic. As we emerge from restrictions on our school life, we look forward to re-establishing strong links with with our partners and our community to deliver excellent learning experiences for all our young people.

George Docherty
Head Teacher
August 2022