



Marr College

Standards and Quality Report

Session 2022-23

Community

Ambition

Respect

Equality

Head Teacher's Introduction



Welcome to the Marr College Standards and Quality report for session 2022-23. This report aims to provide an overview of our achievements and outline the areas we will focus on in the coming academic year.

I am extremely proud of our school and the opportunities that are provided for all our young people to help develop and showcase their knowledge, skills and talents. We greatly appreciate the strong partnerships that exist with our parents and community partners and have captured the many ways in which the school community support our continued journey of improvement.

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, a Wellbeing Officer, an Outdoor Learning worker and the Small Steps to Wellbeing team of family support staff.

At the start of session 2022-23, the roll was 1062 and 13.5% of our 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 was around 89% and whilst this remains above the local authority average, overall attendance is down from a pre-pandemic average of 92%. Positive and sustained destinations stood at 98.6% for session 2021-22, which is above the South Ayrshire and national average.

Success and Achievements

This session our staff and young people have worked hard to provide opportunities to engage in wider achievement and successes including;

- Achieving the Reading Schools Award at Silver level, demonstrating our commitment to establishing a strong reading culture across the school
- Cementing our status as Microsoft Showcase school, one of only 5 across Scotland
- 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
- S3 students participating in the Youth and Philanthropy Initiative (YPI) securing £3000 of funding for their chosen charity
- Achieving the Silver Sports Scotland award for our commitment to extra-curricular sports
- Our School Colours programme that recognises academic, sporting, musical and wider achievement
- Volunteering within our local community through our S1 Community Day, the Duke of Edinburgh's Award and senior volunteering
- Achieving the Eco Schools Green Flag and the Bronze Cyber Security Award
- A successful S1 Community Volunteering Day and S2 Girls Inspire Sports Day
- Enhancing our Outdoor Learning programme through the appointment of a full-time Outdoor Worker

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

From session 2023-24 all S4 students choose up to seven subjects to study in order to gain qualifications and are supported to plan the best progression pathway for them. S5 and S6 students choose five learning options. Almost all S4 students will be presented for course awards at SCQF Level 4 (National 4) or SCQF Level 5 (National 5) and progress accordingly through S5 and S6 on to SCQF Level 6 and 7 awards. 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 2022/23

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:

- Ensuring high quality learning, teaching and assessment, with a particular focus on the broad general education
- Leading a review of our curriculum rationale and senior phase curriculum to ensure all young people gain the knowledge, skills and attributes needed for life in the 21st century
- Further enhancing 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
- Continuing to improve the wellbeing of young people and staff

Below is an overview of our progress and next steps in these improvement areas.

Ensuring high quality learning, teaching and assessment, with a particular focus on the broad general education

At the start of the session, external consultant Karen Dammer continued to work in partnership with departments in embedding Co-operative Learning into learning and teaching and, following a whole school audit on learner feedback and conversations, a series of professional learning workshops were delivered by our PT Pedagogy and a range of staff.

In our rigorous quest for excellent learning and teaching, we have engaged successfully with self-evaluation through observation. A feedback report highlighted strengths in positive relationships within the classroom, examples of effective feedback to learners and examples of innovative use of technology to support learning. Feedback will also inform future learning visits and our staff professional learning programme for 2023/24.

We successfully achieved the Digital Schools Award in September 2022 which recognises the excellent progress and transformational change we have implemented in recent years. As a Microsoft Showcase School hosted a showcase event to share our digital transformation journey. Educators from across Scotland attended and members of staff from across the school shared how digital tools have enhanced their teaching practice including input from Digital Champions Miss Wyllie (PT Business), Mr Simpson (PT Computing) and some of our Student Digital Champions. Miss Wyllie was invited to present at the UK MIE Expert Connection Call. By actively contributing to the Microsoft Educator Community, we have fostered collaboration and knowledge exchange among educators worldwide and extended our impact beyond the confines of our school.



'Marr College demonstrates a very strong commitment to including digital technologies in its work and has established digital learning successfully as a natural element across their school community, with a clear, strong desire to continue developing the range and quality of digital experiences. The school's digital journey over the past year was recently given due recognition with being awarded Microsoft Showcase School status, and the school can be justifiably proud of the many positive steps taken, and the wider reach of their digital learning journey in providing support and inspiration to other schools.'

Malcolm Wilson, Digital Schools Award

In May 2023, Marr College became one of the first schools in Scotland to achieve the CyberFirst Bronze award, recognising our exemplary practices in cybersecurity education, fostering a culture of awareness, and equipping young people with the necessary skills to navigate the digital landscape safely and responsibly.

We have worked closely with our cluster colleagues to enhance the transition programme, providing opportunities to take part in school tours, sports events, STEM activities, online activities delivered through

Teams and two full transition days. P6 pupils also attended a successful Modern Languages and DYW day as well as Socceraid held in June 2023.

A Senior Phase assessment calendar was developed and shared with young people and parents in September. In English, the calendar enabled staff to develop robust assessment practices and capture more reliable evidence from learners. This evidence informed better judgement-making in relation to additional arrangements requests for SQA exams, ensuring that we were better supporting those Senior Phase learners with barriers to learning.

To lead a review of our curriculum rationale and senior phase curriculum

Throughout the session, we have worked in partnership with staff, pupils, parents, and our learning partners to refresh and build upon our curriculum at Marr College. Through feedback from Education Scotland's Thematic Inspection visit, and by gathering, analysing and evaluating the views of all our stakeholders, we have produced a draft curriculum rationale outlining our vision for an inclusive, ambitious curriculum.

After successfully piloting a number of new Skills for Work course over the session – such as Creative Industries and Health Sector – staff have engaged well with our SCQF Ambassadors Programme and training with Donny Wood, Development Officer for SCQF. We appointed a PT Qualifications and Skills, who has been responsible – together with Student Ambassadors – for successfully achieving the Silver SCQF Ambassador Award.

In 2023-24, we will introduce further SCQF courses, such as Exercise and Fitness at Level 6, Events Planning at Level 4, Communications 4/Literacy 1, Furniture Making at Level 5, and will be the pilot school for Design Engineer Construct at Level 5, working in partnership with local employers. Through the breadth and depth of our curriculum offer, we aim to maximise both our achievement and attainment of all of our young people.

Enhancing our capacity for improvement through high quality professional learning

Through engaging with the OECD School's as Learning Organisations framework we identified improvements in our NQT and new staff induction programme, in-house professional learning (PL) and providing leadership opportunities across the school. Following an audit and needs analysis of staff, we piloted a highly effective programme of in-house PL. Staff Learning Plans identified areas for development and across the session, 21 staff delivered monthly workshops with average attendance between 15-20 colleagues. A major focus has been our Aspiring Principal Teachers Programme, whereby 16 staff participated in a series of workshops and seminars to develop skills and experiences in effective middle-management. Six members of staff have secured either acting or permanent leadership posts. Five members of staff also successfully completed the South Ayrshire Leadership Development programme.

All staff are participating in an 18-month individual or collaborative practitioner enquiry, launched by Mr Ward, DHT, and Katie Webster, Educational Psychologist. A framework was developed to provide a clear focus and ensure consistency of approach. Teachers are actively engaging in research projects, defining clear aims and gathering evidence of impact on learners. Practitioner Enquiries will be completed by May 2024 and a showcase event will take place in school. Through this approach, we are developing our capacity for improvement and developing an effective culture of enquiry and collaborative practice.

We have continued to build on our MTV skills, with two trained MTV Ambassadors working with the authority to develop and share learning and teaching innovative thinking routines. Staff have continued to engage well with new practices, which was reflected in our learning visits.

Through our commitment to providing high quality professional learning and leadership opportunities, young people are benefitting from highly effective learning and teaching practices that is supporting them to raise their attainment.

All subject departments have made very good progress in planning and producing overview of assessment calendars, many of which detail both formative and summative strategies and approaches to assessing learning. This has been collated into an overview document for students and parents. Learners have been better able to plan for assessments and better manage their study programmes having advance knowledge of intended assessments and format of assessment. Parents report that they are better able to support learners with their study programmes around assessment timings.

A school internal verification of SQA guidance document has been produced which details good practice and the stages to follow when conducting verification and moderation processes. This is improving assessment experiences for learners as instruments of assessment and professional judgements are designed and based on standardisation across subjects, assessors and verifiers.

Our senior Student Leadership Team was expanded to provide a greater number of opportunities, including the 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 40 students in S6 achieved the Level 6 Leadership award.

Through developing pathways in Sport and Physical Education Leadership, 19 students achieved a qualification in Sport and Recreation level 5 and a further 13 students achieved the SQA Leadership level 6 qualification delivered through sport. Young people are leading a wider range of improvements, activities and events across the school, developing their core skills and enabling them to be confident, proactive and work effectively with others.

"I developed lots of organisational and personal skills having to lead primary pupils in lots of different activities"

"I enjoyed the different coaching and sports courses we did in the course. They helped me to be more confident in planning and teaching my activities."

(S5 Sports Leaders, Socceraid June 2023)



Continuing to improve the wellbeing of young people and staff

From January 2023, the PE Department gathered information through learner voice and participation measures related to extra-curricular clubs, with over 250 young people attending weekly activities and over 200 participants in School of Rugby. Staff worked with student Sports Council members to increase levels of personalisation and choice and as a result of our commitment to providing opportunities for all, we have achieved the Sports Scotland Silver Award, excelling in the criteria related to extra-curricular sports programmes. The Sports Council are planning to build on their success by leading a variety of staff and student events as well as relaunching Interhouse Sports competitions.

We started our journey towards achieving Silver Charter Status from LGBT Youth Scotland in June 2022 and since then almost all staff received training from LGBT Youth Scotland (October 2022). Staff are more confident in challenging negative attitudes and behaviours and adapting lessons and language to promote inclusivity. In November, senior members of Marr Allies delivered presentations to all pupils at House assemblies as part of Anti-Bullying Week, with a specific lens on HBT (Homophobic, bi-phobic and transphobic) bullying.

Working in partnership across the school with other staff will help to develop a strong and cohesive whole school approach to LGBT inclusion that will have a positive impact on all young people in Marr College.

Building on our achievement of the Say It Out Loud charter mark, S6 Mental Health Ambassadors and trained staff provide inputs for young people, including during P7 transition, and our school counselling team continue to provide an invaluable service and have delivered sessions for individuals and groups. We are currently working on a resource that signposts young people and staff to all available support and advice in school and locally.

Staff wellbeing has been supported through opportunities for collegiate working, promoting national campaigns and end of term staff competitions. Staff have access to Kettlebell sessions, the Marr Running Club and the fitness suite. Most staff participated in a walk and talk activity and a wellbeing activity during the May in-service day.

As a school we continue to promote a shared understanding of children's rights and achieved the Silver Rights Respecting Schools Award in late June 2022. Many departments actively promote and include children's rights within lessons and topics across S1-6. In May 2023, a local Theatre Group presented their show, Hope, to new S2 and S3 learners. Students participated in follow up workshops with cast members, exploring anti-bullying themes and appropriate responses. In June 2023, all new S5 and S6 students participated in full day workshops with Humanutopia, providing an opportunity to talk about and move forward from past issues and set personal goals

for the future. Both initiatives were well received by students and further sessions are planned for S3 and S4 in September 2023.

Achieving Equity and Excellence

The Literacy curriculum, driven by a need to close vocabulary and reading gaps, continued to expand in session 2022-23. Interdisciplinary learning played a central role in Literacy learning and was highlighted as good practice by HMIe during a Thematic Inspection visit in March 2023. In May, all S1 pupils were exposed to contextualised learning through a Plastics Week Interdisciplinary project, led by our Literacy and Numeracy leads and NQTs. We are developing a reading culture across the school and a combined team effort, including the school Librarian team, English department and Student Reading Ambassadors led to our success in attaining Silver Reading Schools accreditation in May 2023.

In August 2022 we introduced an additional period devoted to Numeracy in S2, specifically to teach skills and use resources such as bar modelling, arrays and algebra tiles, which pupils would be able to use across different topics. As the course has been developed, some outcomes from Maths are now solely delivered through Numeracy lessons. Improvements show higher than national average scores in mathematical reasoning, fluency in facts and procedures and fluency in conceptual understanding. Next steps include improving outcomes in problem solving.

Our Wellbeing Officer, Mrs Scott, continues to work alongside school staff and partners to identify families that require short or longer-term support to engage in school. Mrs Scott has established strong links with the South Ayrshire Food Bank or the Micah Project and also works with targeted groups of learners to support attendance, confidence and self-esteem through outdoor learning. Through this initiative, young people achieve the Dynamic Youth, achieving the Junior Park Ranger and Saltire awards.

From November 2022 we piloted 'The Hive', an additional resource base for learners who had disengaged for learning or who were at risk of missing out in S4. All young people attending achieved at least 5 qualification at National 3, 4 and 5 and all have gone on to positive post-school destinations. Following an evaluation, the resource has been extended in session 2023-24 and is now co-ordinated by a PT Alternative Curriculum.

As a result of additional staffing in 22-23 we were able to expand our Nurture provision to support young people in S1 and S2. The 'Den' provides a safe, welcoming and nurturing environment for learners to support their transition within the BGE. Young people and parents have shared positive feedback on the supports offered and report an increase in confidence and skills in self-regulating.



Evaluation Summary

Quality Indicator	1.3 Leadership of change
<p>Following a review of our Vision and Values in 2020-21, the school community continues to work together to turn this shared vision into reality and to ensure these values underpin all life and work of the school. Our Senior Leadership Team (SLT) is well established and provides strong leadership across the school community.</p> <p>Improvement priorities are identified in line with local and national priorities and our own self-evaluation. Data, including Insight, CfE machine, SNSA, GL and individual pupil information are analysed to ensure learners' needs are met. There is a clear link between our self-evaluation and professional learning to bring about change and improvement. We are implementing strategies to ensure that our ongoing self-evaluation is manageable and seeks to involve the wider school community.</p> <p>Our School Improvement Plan has a manageable number of priorities, led by staff and young people. We have worked with our associated primaries to focus the cluster improvement plan on improving outcomes in literacy and numeracy. Senior and Middle Leaders adopt an agile approach to improvement planning, working in focussed, termly improvement cycles.</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, LGBTQ+ champions and Digital Champions. Almost all staff take responsibility for leading change and improvement, both within their department and the wider school. Through strategic planning and management of resources we are continuing to build leadership opportunities through our aspiring PT Programme, PT Development posts and Teacher Lead roles in Care Experience, Literacy, Numeracy, STEM and Student Leadership. We are currently developing an Aspiring DHT programme in partnership with a local secondary school.</p> <p>S6 Values Ambassadors will take forward the role of promoting school values at assemblies, through Personal Support and within the community. A group of senior students have led our Mentors in Violence Prevention (MVP) initiative and Senior Student Leadership groups oversee improvements in mental wellbeing, transition, sports coaching and events. There are a wide range of opportunities for young people to lead learning within and out with the classroom and our thriving equalities group are working towards achieving the Youth Scotland LGBT Charter, demonstrating our commitment to promoting inclusion and diversity. Our Junior Eco-Schools group have implemented a range of approaches to reduce waste and improve young people's understanding of learning for sustainability. Through their work, the group have successfully achieved the Eco-Schools Green Flag Award. Young people are beginning to share their views on school improvement and lead their own improvement plan utilising the How Good is OUR school framework.</p> <p>Over the last year, there has been a significant focus on Practitioner Enquiry and all staff are participating in an individual or collaborative enquiry, supported by our Educational Psychologist. Staff will report on the outcome of the enquiry in session 2023-24. 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 family learning events, supported by community partners.</p> <p>Almost all staff are Microsoft Innovative Educators and staff and student digital champions lead workshops to support and enhance practice. Through leading an authority Bring Your Own Device (BYOD) pilot, we aim to ensure all young people have access to a device to support their learning in the classroom.</p> <p><i>Overall grade for this section – Very 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 during the lesson. We are making more effective use of our Future Fit strategy to embed skills development in learning and teaching, though this needs to be more consistently applied across the school to ensure learners recognise, develop and articulate the skills essential to succeed both at Marr College and when they move into the world of work.</p> <p>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.</p> <p>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. Currently, there are 20 SCQF level courses offered and more young people are accessing level 6 learning in S5 onwards.</p> <p>Early in the session and again in March 2023, Senior Leaders observed learning across S1-S3, with a focus on pace and challenge. Best practice in co-operative learning and effective feedback was shared with colleagues through short workshops. The final part of our observation journey saw teaching staff pilot a 'triad' lesson observation programme, observing colleagues in groups of 3 with a refreshed and renewed focus on Marr's vision for Excellent Learning, Teaching and Assessment. Staff provided feedback to colleagues and, together with a professional learning needs analysis, this will inform our calendar of in-house and online professional learning.</p> <p>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.</p> <p>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. We are improving 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 confidently leading learner conversation. PTs Raising Attainment will continue to build on their work in effectively tracking groups of learners and to ensure all young people are successful.</p> <p>In September 2022 we were successful in gaining Microsoft Showcase School status, one of only five secondary schools in Scotland to achieve the award, and the first school in South Ayrshire. Our staff and student Digital Champions run digital drop in sessions and create help videos to support staff and student use of IT to support learning. Help guides on the use of Accessibility Tools were also shared to support our learners who have English as an additional language. Resources and home learning is provided through class Teams pages. Young people readily have access to IT labs and class-in-a-box devices and some are bringing their own devices to school. Our next steps include expanding the use of our Class VR headsets to enhance the learning experience.</p> <p><i>Overall grade for this section – Very Good</i></p>	

Quality Indicator	3.1 Ensuring wellbeing, equity and inclusion
	<p>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. Positive relationships are central to our work, underpinned by 'The Marr Way' and a clear focus on consistency of approach and a shared common language. All staff participate in an annual refresh of Pivotal Education training. Most young people respond well to behaviour strategies in place across the school. There is an opportunity to continue to develop approaches through greater use of Personal Support time and greater consistency across the school.</p> <p>Young people are benefitting from our well-established school counselling service and report an 85% improvement in their wellbeing at the end of planned intervention. Counsellors have made a positive contribution to developing universal support resources and our next steps include developing an effective group support programme.</p> <p>'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, which is being taken forward by our Teacher Lead.</p> <p>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. 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 team, funded through the Health and Social Care Partnership, are fully integrated within the school and provide targeted support to young people and their families. This has contributed to a significant reduction in Social Work and Children's Reporter referrals.</p> <p>Groups of young people are benefitting from a range of outdoor learning opportunities to promote wellbeing and engagement in school. Some young people have achieved the Countryside Ranger and the RSPB Wild Challenge award. A full-time Outdoor Worker was appointed in March 2023 to further develop this work and aim to provide an outdoor opportunity for all young people as part of our curriculum offer. These opportunities are supporting learners to build positive social relationships, develop their confidence and self-esteem and almost all have increased attendance at school.</p> <p>S6 Senior Leadership teams have been the driving force behind school fundraising efforts, including an annual Sponsored Walk, Children in Need Day, South Ayrshire Foodbank collection, the Night Before Christmas Campaign and Christmas Jumper Day. Teams of S2 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.</p> <p>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. Following the pandemic, overall attendance has reduced by 3% to 89% and remains slightly above the South Ayrshire average. In 2022-23 there were 19 exclusion openings per 1000 pupils, below the South Ayrshire average of 24.8 per 1000 pupils.</p> <p>Ms Elliot, Teacher Lead for Care Experienced learners, developed a tracker to monitor progress, health and wellbeing and wider achievement and is aiding staff to identify interventions to support learners. A focus on identifying young carers has led to an increase in young people accessing support and participating in opportunities provided by the school and the SAC Young Carers team.</p>

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

- 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
- Cost of the School Day funding to support curricular field trips
- Removal of costs associated with Home Economics
- 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
- Small Steps to Wellbeing team providing direct intervention to support young people and their families, with a focusing on improving attendance and reducing exclusion

Overall grade for this section – Very Good

Quality Indicator	3.2 Raising attainment and achievement
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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. Accelerated Reader 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. 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.

The tables below show the percentages of young people achieving Level 3 and level 4 in literacy and numeracy by the end of S3:

% Achieving Level 3	2016-17	2017-18	2018-19	2021-22	2022-23
Reading	86.8	88.1	96.2	87.4	93
Writing	86.1	88.1	97.5	87.4	92
Listening and Talking	84.8	86.9	98.1	88	92
Literacy	84.8	85.6	96.2	87.4	92
Numeracy	94	91.9	93.7	89	88
Total Pupils	151	160	158	191	218

% Achieving Level 4	2016-17	2017-18	2018-19	2021-22	2022-23
Reading	50.3	46.9	70.3	65.4	71
Writing	49.7	53.1	72.2	65.4	79
Listening and Talking	51	48.1	79.7	66	80
Literacy	49	42.5	69	64.9	79
Numeracy	41.7	38.1	43	48.7	71
Total Pupils	151	160	158	191	218

Whilst the number of students achieving Level 4 in literacy and numeracy has increased and staff are more confident in moderating professional judgements, we need to improve the number of young people achieving level 3 by the end of S3 and close the gap between the most and least deprived, which is currently 17% in Numeracy and 14% in Literacy.

Numeracy data obtained through GL and department assessments, highlights gaps in numeracy skills. As a result, BGE courses were modified to allow more time to focus on the building blocks of numeracy and mathematics. This year we introduced an additional numeracy period for S2, with a specific focus on teaching skills and use resources such as bar modelling, arrays and algebra tiles. Recent GL Assessments indicate

improvements in mathematical reasoning, fluency in facts and procedures and fluency in conceptual understanding. S6 Maths Ambassadors work with some young people to increase their fluency of numeracy facts. S1 and S2 pupils have, on average, improved their Mathletics scores by 15%.

In the senior phase, young people continue to make good progress in literacy and numeracy. In 2021-22, 97% of all leavers (S4-S6) achieved level 4 in literacy/numeracy and 72% achieved level 5. For S6 leavers, this increases to 100% achieving Level 4 and 87% achieving Level 5. There is scope to increase the number of S4 to S6 leavers achieving L4 and L5 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 of leavers
2022	97	72	98	98	88	73	179
2021	94	79	95	95	89	80	177
2020	95	77	97	97	89	80	133
2019	96	79	96	98	89	80	160

By the end of S6, also known as exit qualifications, young people's attainment has increased over the last 5 years. The table below highlights achievement of S6 with equivalent SCQF awards in brackets.

Year	% 1@ Level 6	% 3@ Level 6	% 5@ Level 6	% 1@ Level 7
2022	90 (92)	81 (82)	62 (70)	45
2021	76	82	62	37
2017	61	44	35	29

Miss Campbell, PT Skills and Qualifications oversaw the introduction of pupil led S3 skills profiles, enabling learners to articulate the skills they have developed in the BGE. All staff have been supported to engage with the aims and benefits of SCQF through participating in professional learning and developing learner pathways in each department. There are 20 new SCQF courses planned for 2023/24 and we continuously evaluate our curriculum and evolve it to work for our changing cohort of students. 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 we successfully achieved the Silver Sport Scotland award in June 2023.

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 and in 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.

Wider success and achievements include:

- 80 students completing a range of Foundation Apprenticeship, NPA, Skills for Work and other SCQF level courses, which has doubled since 2021-22
- 7 achieving the Young Enterprise Award
- 45 students completing Higher Leadership
- 32 students achieving a wide range of qualifications and units in sports leadership
- 10 students successfully completing the Work Out Programme

- #DigilInventors Challenge National Finalists
- 3 Young STEM Leader Awards, 85 Gold, 45 Silver and 39 Bronze S1 STEM awards
- 13 S2/S3 students achieving the Junior Ranger Award and 18 achieving Dynamic Youth Awards
- 44 achieving the DofE Bronze or Silver Awards
- 183 students successfully achieving School Colours
- 186 students achieving the Level 3 Wellbeing Award

98.8% of students moved on to a positive and sustained post-school destination (2021-22 data), which is above the national average and our virtual comparator. This includes 52% going on to Higher Education, 22% attending Further Education, 19% going directly into employment, 6% in training or volunteering activities and 1% seeking employment.

Overall grade for this section – Very Good

As we look to build on our success and achievements, our improvement priorities for 2023 – 2024 are:

- **To ensure high quality learning, teaching and assessment, with a particular focus on effective feedback and retrieval practice to support learning**
- **To continue to develop our capacity for improvement through practitioner enquiry and effective leadership at all levels**
- **To raise attainment and continue to improve the wellbeing of young people and staff**

More details on each of these priorities can be found in our improvement plan for session 2023-24 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 practitioner enquiry, developing leadership at all levels and increasing opportunities for whole-school leadership. Together with a focus on agile leadership, these approaches are strengthening our ability to lead effective change and improvement.

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 2023