Marr College

Standards and Quality Report

Session 2024-25

Community Ambition Respect Equality

Head Teacher's Introduction

Welcome to the Marr College Standards and Quality Report for session 2024–25. This report provides an overview of our progress, achievements, and priorities for improvement. It reflects the collective efforts of our staff, learners, parents, and partners in continuing to build a school community that is ambitious, inclusive, and nurturing.

I am incredibly proud of the dedication and professionalism of our staff, who have embraced professional learning and innovation to enhance their practice. Our learners continue to demonstrate resilience, creativity, and leadership, and their voice is increasingly shaping the direction of our school. We are also grateful for the continued support of our parents and community partners, whose contributions are vital to our success and continued improvement journey.

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

- Progress against our School Improvement Plan
- Attainment and achievement data, including SQA results and wider accreditation
- Stakeholder feedback from pupils, parents, staff, and partners
- Self-evaluation using How Good is Our School? 4 and other national frameworks

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.

Our vision **Proud of our past, ambitious for our future** continues to guide our work. Rooted in our shared school values of **Community, Ambition, Respect, and Equality**, we strive to ensure that every young person is known, valued, and supported to achieve their full potential.

Marr College is a 6-year, non-denominational comprehensive school serving Troon, Barassie, Dundonald and the surrounding areas. Our 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, and a Family First team based in the school.

At the start of session 2024-25, the roll was 1118. Within the context of the Scottish Index of Multiple Deprivation (SIMD) 10% of our students live in the 20% most deprived areas and 32% are deemed to be living in the 20% most affluent areas. 11.5% of our students are in receipt of free school meals. Overall attendance is around 91%, which is above the local authority average and broadly in line with the pre-pandemic average. Positive and sustained destinations stood at 98.9% for session 2023-24, 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;

- Maintaining our status as a Microsoft Showcase school for the fourth successive year
- Achieving the Young Carers Award Keeping and Keeping The Promise award
- S6 Leadership Groups organising a number of events including our annual Sponsored Walk, Children in Need activities and other fundraising activities
- Securing our second Eco Flag for our work in Learning for Sustainability
- Achieving the SCQF Gold Ambassador School award Silver CyberFirst School Award
- Over 100 pupils achieving Bronze, 20 Silver and 6 Gold Duke of Edinburgh's Award
- Our School Colours programme that recognises academic, sporting, musical and wider achievement
- Volunteering within our community through S1 Community Day, the DofE and senior volunteering
- A successful Health and Wellbeing Week and Inspire Sports Day
- Enhancing our transition programme to benefit young people and families
- S6 students organising Legacy Day, raising £4000 for the Ayrshire Hospice

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

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. 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 2024/25

This year, we have continued to focus on three key themes:

- **Supporting and empowering all staff to deliver high-quality learning and teaching that best meets the needs of all learners**
- **Ensuring effective approaches to self-evaluation at all levels to support and inform school improvement**
- **Raising attainment and continuing to improve the wellbeing of young people and staff**

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

Priority 1: To ensure effective approaches to self-evaluation at all levels is supporting and informing school improvement

The school has made very good progress in **developing a culture of robust self-evaluation**. Our revised self-evaluation approach has improved consistency and helped to create an increased culture of ongoing self-evaluation that encourages a more collaborative approach. Staff are involved in department and whole school evaluation and planning for improvement and have shared good practice with colleagues.

Our refreshed approach to **Department Learning Reviews** was implemented in November 2024 and has seen successful visits in the Physical Education and Geography departments. The introduction of visiting peer Principal Teachers has strengthened the review and provided greater opportunities for looking outwards and sharing practice.

Tracking and monitoring systems in the Broad General Education have been significantly enhanced. Improvements in tracking from primary through S1 to S3, alongside GL and National Standardised Assessment data, has **improved the reliability of assessment** and supported more informed transitions into the Senior Phase. More rigorous quality assurance of progress and achievement data was carried out along with professional dialogue with staff to ensure integrity and accuracy of data with a particular focus on ACEL and achievement at fourth level. Identified staff monitor specific equity groups, including care-experienced and young carers, which is **helping to ensure that interventions are well targeted and impactful**. Staff are confident in using data to inform planning and improvement, and there is a shared understanding of the importance of evidence-based decision-making.

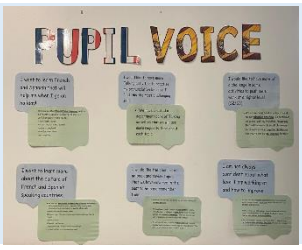
The school's approach to self-evaluation is systematic and well led. There is a clear focus on continuous improvement, and staff are increasingly reflective and evaluative in their practice. "You Said, We Did" boards are now embedded across most departments, providing a visible and meaningful platform for pupil voice. This has **strengthened learner participation** and ensured that young people are actively involved in shaping their learning experiences.

This session, 120 BGE learners participated in a student conference designed to gather their views and experiences to help shape future improvements. The event provided a valuable opportunity for young people to engage in meaningful dialogue, share their ideas, and **influence decision-making at a whole-school level**. Feedback gathered during the conference has directly informed our improvement planning, reinforcing our commitment to pupil voice and ensuring that learners are at the heart of change within our school community.

Student Conference, January 2025

"I feel like I have had my say today. I learned to co-operate and discuss ideas with people I don't know". (S3 pupil)

"I enjoyed the conference and feel I could express my opinions freely. It's good to know that things like this are going to happen again". (S1 pupil)



Leadership capacity continues to grow through the Marr Leadership Academy. The programme was expanded this year to include aspiring Depute Head Teachers and a new Pastoral Pathway, with 18 staff participating and 14 securing internal or external promotions. Senior Leaders actively support staff to initiate and lead change, and most staff report involvement in whole-school leadership roles. As a result, **staff feel empowered to influence improvement priorities** and drive forward innovative approaches to learning and teaching.

Our students play a key role leading change and improvement, which has a positive impact on our ethos and culture across the school. This year, we successfully re-established both our Junior and Senior Student Councils, with bi-weekly meetings providing a consistent platform for student voice and leadership. The Student Council are actively engaged in planning for change, fostering a culture of collaboration, ownership, and shared responsibility

across the wider school community. In addition, we have worked in partnership with Troon and Dundonald Community Councils to ensure that our young people play an active role in informing positive change within the local area. **Students undertake many roles**, including Student Ambassadors, Junior Captains, Prefects, Sports Leaders and STEM Leaders, organising activities within school and in the wider community. STEM Leaders created and delivered Science lessons in our cluster primaries and ran a successful S1 STEM club. All S6 students participated in a Legacy Day, organising a sponsored Goat Fell climb in aid of Ayrshire Hospice.

Priority 2: To support and empower all staff to deliver high quality learning and teaching that best meets the needs of all learners

Over session 2024–25, we continued to strengthen our **culture of high-quality learning and teaching** through collaborative professional learning and a clear focus on pedagogy. Staff across the school demonstrate a strong commitment to professional learning and continuous improvement. All staff have engaged in high-quality CLPL opportunities, including training on adaptive teaching, retrieval practice, and The Promise, which has significantly enhanced their capacity to meet the diverse needs of learners.

The embedding of **adaptive teaching strategies** across departments is a notable strength, with almost all teachers confidently applying a range of approaches to support learners, with a focus on the learning environment, scaffolding and highly-able learners. Our well-established Learning, Teaching and Assessment group consulted with the school community to refresh our **Excellent Learning, Teaching and Assessment guide**, which provides a coherent framework that is consistently used to inform pedagogy. Retrieval Practice is promoted throughout all stages of the learning journey and forms part of the essential 'toolkit' students use to consolidate and deepen their understanding of key knowledge and skills. Observations and feedback from peer learning triads confirm that retrieval strategies are positively impacting learner engagement and attainment.

Staff engagement with digital technologies remains a key strength. We retained our **Microsoft Showcase School status** for the third consecutive year, reflecting our commitment to digital innovation. Over a third of staff are now Microsoft Advanced Educators, with additional staff achieving MIEE and MCE accreditation. Targeted professional learning introduced staff to emerging tools such as AI and virtual reality, promoting creativity and innovation in teaching. The effective use of MS Teams continues to support learning and assessment, with learners confidently accessing resources and feedback.

"I find that learning is more enjoyable when the work is just right, the teacher is helpful and easy to understand, we have a good seating plan and also when the room is welcoming." **(S1 pupil)**

"Teachers use different ways to describe things. If one way doesn't work, they will try something different." **(S2 pupil)**

An **S3 Assessment Calendar** was developed collaboratively across departments, detailing key formative and summative approaches to support learner progression. Staff continue to offer feedback through a range of methods, with learners, supporting them to identify their strengths and next steps. Learner conversations are increasingly embedded across the school, empowering students to take ownership of their learning.

Staff are empowered to lead learning through collaborative planning and shared leadership. In collaboration with the PT Raising Attainment, English and Mathematics PTs introduced a **whole-school Literacy and Numeracy tracker**, allowing for earlier and more effective interventions in our bid to improve attainment at Level 5. Almost all S6 pupils have attained Level 5 Literacy at point of exit.

The school's approach to professional learning is highly effective and clearly linked to improvement priorities. Staff voice is actively sought and used to shape CLPL programmes, ensuring relevance and impact.

Priority 3: To raise attainment and continue to improve the wellbeing of young people and staff

We believe that positive relationships are key to ensuring a positive ethos and culture. We have worked hard to establish a strong nurturing approach, where all children are well known and respected. Our inclusive, nurturing approach is underpinned by 'The Marr Way' and supported by effective pastoral care.

We remain committed to raising attainment and improving wellbeing through a range of targeted interventions, effective use of data, and a nurturing, inclusive ethos. Senior Phase attainment continues to be strong. Almost all leavers achieve Level 4 Literacy and Numeracy (93%) and most leavers achieve Level 5. This is consistently above our virtual comparator (VC) and South Ayrshire levels. The majority of leavers achieve Level 6. By the end of S6, almost all learners achieve at least five qualifications at SCQF Level 5 and the majority achieve SCQF Level 6. BGE tracking shows that almost all learners are making very good progress by the end of S3, with literacy and numeracy levels above our virtual comparator.

Marr is committed to the values of the Promise and almost all staff completed professional learning on the Promise, which seeks to provide equity and aspiration for all of our Care Experienced young People. 93 members of staff passed the Promise module, enabling Marr to achieve the 'Keeping the Promise Award'.

This session we have improved attendance further through a focus on coding, late coming and regular checks. Average attendance has increased by 2 % to over 91%. Key staff have worked effectively to reduce under 80% attendance by a third and under 50% attendance by more than more than half, from 3.2% to 1.5%.

As part of 'The Marr Way', we invited the SAC Nurture team to lead professional learning on De-escalation and promoting positive and respectful relationships within the school. Almost all staff felt that training enhanced their understanding and knowledge of de-escalation and are confident in take forward ideas presented.

Interventions such as The Hive continue to have a positive impact, supporting learners with barriers to engagement to achieve success. Almost all young people attending the Hive achieved five or more qualifications and moved on to a positive destination. Numeracy attainment has been supported by a new cluster-wide Numeracy Methodology and Common Language resource, while a project-based approach to S1 Literacy is providing greater challenge and enjoyment. Staff make increasingly effective use of data to identify gaps and plan next steps, particularly through the work of our PTs Raising Attainment.

Wellbeing remains central to our work. Our Outdoor Learning Worker and Welfare Officer have co-ordinated a wide range of interventions, including a thriving Breakfast Club, clothing bank, and access to hygiene products. Learning Outside the Classroom, S3 Confident Transition and Girls Groups, run in collaboration with external partners such as Thriving Communities and Barnardo's, provide accredited learning opportunities and wellbeing support for identified learners. Young people have achieved a range of awards including the Saltire Award, Dynamic Youth Award, and Scottish Junior Countryside Award.

Participation in sport has increased, with the majority of students engaged in extra-curricular sport. Over 70 student leaders helped deliver activities that promote health and wellbeing and our school values. Marr Sports Awards, the Sponsored Walk and Legacy Day all contributed to a sense of community and celebration. Staff wellbeing was supported through collegiate working, participation in wellbeing initiatives, and access to professional learning around mental health and positive behaviour.

We have funded additional hours for our counselling service. This has enabled continuous support on days on which the school was closed, additional sessions before or after the school day and reduced waiting list times. The Wellbeing Officer Co-ordinates with partners including Thriving Communities, LetsLOOC, Barnardo's, Young Scot, Family First, Small Steps, Counselling Service, Dumfries House, South Ayrshire Advice Hub and South Ayrshire Young Carers. The school was recently awarded the Young Carers in Schools award and offer a well-planned programme of drop-ins and activities to support our young carers.

See Appendix 1 for information on attainment and achievement in the Senior Phase.

Evaluation Summary

Quality Indicator	1.3 Leadership of change

Our shared vision and values underpin the life and work of the school. Across the school community we set high expectations for learners and nurture a sense of ambition and belonging. A team of experienced senior and middle leader provide strong leadership and support across the school community.

Improvement priorities are identified through our own self-evaluation and local and national divers. Our School Improvement Plan has a manageable number of priorities and sets the direction for the work of the school. Young people have a voice in school improvement, and we seek opportunities to involve the wider community. There is a collective responsibility amongst all staff for leading change and improvement, both within departments and the wider school. There is a clear link between our Improvement Plan targets and our professional learning. We continue to increase opportunities for staff and students to lead change and improvement and have systems in place to monitor and evaluate the impact of change on our young people.

Our Marr Leadership Academy and student leadership opportunities are well established and build capacity across our learning community.

Overall, leadership of change at Marr College is very good.

Quality Indicator	2.3 Learning and teaching

Almost all young people are engaged, motivated and enthusiastic participants in their learning. Learner's benefit from a range of adaptive 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. Learners contribute positively to the wider life of the school and their success and achievements are recognised in a number of ways. Their views are sought, valued and acted upon by staff.

In August 2024, we launched our adaptive teaching journey and all teachers undertook an audit of their classroom learning environment. In May 2025 teachers were grouped in triads and observed colleagues with a focus on the adaptive practices and showcased their professional learning. In almost all lessons, teachers displayed skilful use of questioning to support and challenge learners. In most lessons, creative and effective plenaries were delivered using retrieval practice strategies.

Staff effectively use assessment data to monitor and track young people's progress. All departments contribute to SEEMiS reporting in the BGE and Senior Phase and engage with whole school data to plan next steps in learning. A 'reporting to parents' section and updated Assessment Calendars are helping to develop parents' understanding of progress and enabling them to better support their child at home. Staff provide feedback to young people in a variety of ways, including digitally through the use of MS Teams. As a result, young people particularly in the Senior Phase, are able to identify their strengths and next steps in learning. A next step is to use S3 point-of-exit data to inform S4 option choices and learning pathways, and better align with and inform senior phase tracking and achievement.

The use of MS Teams is well-embedded across the school with pupils clearly able to articulate the benefits of this approach allowing them easy access to support for their learning. Almost all staff use MS Teams effectively, for example through sharing the content of lessons, setting homework, providing revision resources and giving feedback. Young people access resources independently and are positive about how these digital media platforms support their learning.

Overall, learning, teaching and assessment at Marr College is very 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. Positive relationships are central to our work, underpinned by 'The Marr Way' and all staff have a clear understanding of their responsibility to support wellbeing. We promote equality and diversity through our school values, our curriculum and through many school events and activities. Young people play a key role in leading this work through the Marr Allies, Inclusion Ambassadors, Health and Wellbeing Ambassadors, the Eco-group and the Student Council.

Our staff engage in annual Child Protection training and are aware of the expectations in fulfilling statutory duties to support young people. Team With the Family (TwF) meetings are held regularly to support young people and their families and key staff have well-established and effective partnerships with a wide range of partners that contribute to supporting our young people. Our Wellbeing Team have worked together to develop resources and provide direct support to young people. The Family First team are fully integrated within the school and provide effective targeted support for young people and their families. A next step for the school is to use baseline data gathered from staff to focus on embedding our key nurture principle, identifying next steps and resources in partnership with South Ayrshire Council's Enhanced Nurture Team.

We make very effective use of pupil equity funding to address the challenges faced by young people and their families, focusing on literacy, numeracy and participation. Groups of young people are benefitting from a range of accredited outdoor learning opportunities to promote wellbeing and engagement in school. We effectively track and monitor groups of learners, including care experienced learners and young carers, to ensure effective interventions are in place to increase their attainment and achievement.

Overall, Marr College is very good at ensuring wellbeing, equality and inclusion.

Quality Indicator	3.2 Raising attainment and achievement

In S1-S3, our learners make very good progress in literacy and numeracy, with almost all achieving level 3 and the majority achieving Level 4 by the end of S3. Almost all leavers achieve at least SCQF Level 4 literacy and numeracy and the majority achieve SCQF Level 5 literacy and numeracy. This is consistently higher than young people with similar needs and backgrounds across Scotland. By the end of S3, almost all young people achieve third level in their chosen subjects and most have achieved or are making good or very good progress at CfE level 4.

Senior Phase attainment continues to be strong and by the end of S6, also known as exit qualifications, young people's attainment has increased over the last 5 years. The majority of young people leave with at least 5 qualifications at SCQF level 5 and just under half leave with at least 5 qualifications at SCQF level 6. The majority of our learners who stay on for S6 leave with 5 or more Highers.

Young people continue to benefit from wider achievement opportunities, including the Duke of Edinburgh's award, Young Enterprise, STEM Leader, Sports Leader, the Wellbeing Award, Saltire Award, Youth Achievement and Junior Park Ranger. 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, Ambassadors and Sports Leaders.

Almost all young people move on to a positive and sustained post-school destination, which is consistently above local and national comparators.

Overall, Marr College is very good at raising attainment and achievement.

As we look to build on our success and achievements, our improvement priorities for 2025 – 2026 are:

- **Enhancing Learning, Teaching and Assessment**: *Driving Excellence through Adaptive Teaching and Responsive Assessment*

- **Continuing to Promote and Support Wellbeing, Equality and Inclusion**: *Ensuring a Thriving, Inclusive and Supportive School Community*

- **Raising Attainment and Achievement for All**: *Ensuring Equity and Enhanced Opportunities for Success*

As we look ahead to session 2025–26, we remain committed to continuous improvement through collaboration, leadership at all levels, and a relentless focus on equity and excellence. I am confident that by working together, we will continue to strengthen our school and deliver the best possible outcomes for all our young people.

More details on each of these priorities can be found in our improvement plan for session 2025-26, which can be found on our website at http://www.marr.sayr.sch.uk/improvement.html. Young people will take forward identified areas through their own dedicated Student Improvement Plan.

We are increasing capacity of staff across the school to lead effective change through our focus on developing leadership at all levels and through collaborative professional learning and enquiry. Together with a strong focus on student voice and student leadership, these approaches are strengthening our ability to lead effective change and improvement.

We are very proud of our school and the success and achievements of all our young people. I am confident that by continuing to work in partnership with our young people, parents and the wider community, we will continue to improve our school and the attainment and wellbeing of all our young people.

George Docherty

Head Teacher

August 2025

Appendix 1: Attainment and Achievement in the Senior Phase

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. The results achieved by students in Marr College are compared to the results of a virtual comparator. A virtual comparator is determined by the Scottish Government selecting at random 10 pupils from across Scotland with similar characteristics to one of our pupils. This is done for every pupil in S4 to S6 in Marr College. This enables a fair comparison with pupils of similar needs and backgrounds from across Scotland.

Attainment in Literacy and Numeracy

Establishment	Year	% Level 4 Lit & Num	% Level 5 Lit & Num	Number in Cohort
Marr College	2024	93	77	199
Virtual Comparator	2024	87	71	--
Marr College	2023	95	79	177
Virtual Comparator	2023	92	74	--
Marr College	2022	97	72	179
Virtual Comparator	2022	93	77	--
Marr College	2021	94	79	177
Virtual Comparator	2021	93	79	--
Marr College	2020	96	77	133
Virtual Comparator	2020	94	80	--

Almost all young people make very good progress from prior levels of attainment in literacy and numeracy. This table shows the percentage of leavers achieving SCQF level 4 (equivalent of National 4) and SCQF level 5 (equivalent of National 5) in both literacy and numeracy.

Almost all young people leave Marr College with qualifications in both literacy and numeracy at SCQF level 4 or better. Most leave with awards in both literacy and numeracy at SCQF level 5 or better. In the last 3 years, this has been significantly greater than the virtual comparator and the national figure.

The percentage leaving with an award in literacy and/or numeracy at SCQF level 6 (Higher) is in line with or above local and national measures.

Attainment Over Time

The attainment of young people leaving Marr College is very good. Almost all leave with at least 5 qualifications at SCQF level 4 or above (National 4 level) and most leave with at least 1 qualification at SCQF level 5 or above (National 5 level). A majority leave with at least 5 National 5 qualifications and just under half leave with at least 5 Highers. These figures are generally higher or in line with our virtual comparator.

	Level 3	Level 4	National 5	Higher	Adv. Higher
1 or more	99%	96%	85%	67%	25%
Virtual Comparator	97%	94%	86%	68%	29%
3 or more	94%	92%	78%	56%	4%
Virtual Comparator	93%	89%	77%	55%	4%
5 or more	91%	89%	70%	45%	0%
Virtual Comparator	87%	83%	68%	43%	0%

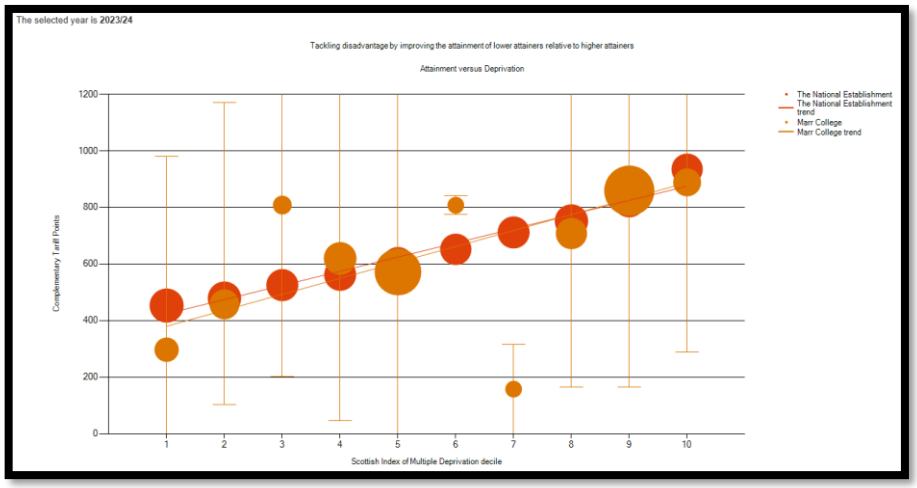
Overall Quality of Learners Achievements

Achievement is a key strength of Marr College. Our young people benefit from a wide range of opportunities to gain both personal and accredited achievements, offered in a progressive and supportive way. These include Skills Academy courses, Saltire Awards, strong participation in the Duke of Edinburgh's Award, Leadership and Sports Leaders, House challenges, and a variety of citizenship activities such as the Youth Philanthropy Initiative, Eco Committee, Wellbeing Ambassadors, charity initiatives, and our Marr Allies Group. The Marr Future Fit skills framework also supports our learners by giving them a clear language to reflect on and confidently communicate their achievements.

Equity for all Learners

Attainment versus Deprivation

A key national priority is to reduce the gap in attainment between the most and least deprived pupils. The data is based on the Scottish Index of Multiple Deprivation where decile 1 would be the most deprived and decile 10 the least deprived. The larger the dot, the greater the number of children living in that decile. Our young people (represented by the orange dots) perform in line with or better than the virtual comparator in the majority of deciles.



Through close monitoring and timely, targeted interventions, we ensure that almost all learners gain the qualifications and awards needed to progress into further or higher education, training, or employment. Our Pupil Support team, Pupil Equity–funded Wellbeing Officer, PT Curriculum, and Family First team work in partnership to support young people in engaging with planned learning activities and achieving agreed attainment targets. This collaborative approach is leading to highly positive outcomes, particularly for those facing additional challenges.

Leaver Destinations

	2024	2023	2022	2021
Marr	99%	99%	99%	97%
VC	95%	96%	97%	96%
SAC	99%	98%	99%	99%

By September, almost all young people (99%) who left Marr College in 2024 were in a positive destination. This is in line with the South Ayrshire average and above our virtual comparator. Follow up data indicated that they were still in a positive destination by April 2025. In the last 3 years, all S4 leavers have gone on to a positive and sustained destination.

Guidance Teachers, Pupil Support and our PT Curriculum work closely with partners such as Skills Development Scotland and Thriving Communities, to support all young people into positive and sustained destinations. Identified young people are very well supported through targeted supports and transition reviews. In 2024, a majority went on to further or higher education with the remaining choosing to go on to training or employment.

Point of Exit Qualifications

By the time of leaving Marr, S6 student attainment is very good. Almost all S6 leavers achieve at least one higher and the majority achieve at least 5 Highers. Attainment at higher level is consistently above our comparator school.

	Level 3	Level 4	National 5	Higher	Adv. Higher
1 or more	99%	98%	96%	96%	44%
Virtual Comparator	99%	99%	99%	95%	51%
3 or more	97%	97%	95%	87%	7%
Virtual Comparator	99%	99%	97%	86%	8%
5 or more	95%	95%	94%	73%	0%
Virtual Comparator	98%	97%	93%	71%	0%
6 or more	94%	94%	90%	63%	0%
Virtual Comparator	96%	96%	90%	57%	0%
7 or more	93%	93%	81%	51%	0%
Virtual Comparator	93%	93%	84%	39%	0%