



Marr College

School Improvement Plan 2020 - 2021

Our Vision

Proud of our past, Ambitious for our future.

Together, we are Marr

We will endeavour to bring this vision alive through our new shared values of **Community, Ambition, Respect** and **Equality**. At Marr College, we **CARE** about the success, achievement and wellbeing of all our young people, our staff and the wider school community. We hope to achieve the following aims within the 2020 – 2021 improvement timeline:

- To effectively lead and manage school recovery during and beyond the COVID-19 pandemic
- Continue to improve consistency in high quality learning, teaching and assessment, with a renewed focus on digital technology
- Support the health and wellbeing of our school community

Our vision, values and aims articulate with South Ayrshire Council Children's Services Plan 2017-2020 which can be accessed via:

<https://www.south-ayrshire.gov.uk/childrens-services-plan/>



Factors Influencing the School Improvement Plan

South Ayrshire Council Plan

- Maximise the potential of our children and families
- Improve the way we work as a council
- Maximise the potential of our economy
- Maximise the potential of our adults and older people
- Maximise the potential of our communities
- Maximise the potential of our environment

Children's Services Plan

- Ensure South Ayrshire children get the best start in life, it is the best place to grow up, and all children and young people are successful learners, confident individuals, responsible citizens, and effective contributors.
- Reduce the gap in outcomes between the most deprived and least deprived children and young people in South Ayrshire.
- Ensure children and young people who are looked after or are care leavers are cared for and supported to improve their life experiences and life chances.
- Ensure children and young people are supported to achieve and maintain good emotional and physical wellbeing.
- Ensure children and young people have a voice in influencing service delivery that affects their lives.

National Improvement Framework

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in young people's health and wellbeing
- Improvement in employability skills and sustained positive school leaver destinations for all young people

National Factors

- Delivery Plan for Scottish Education/Governance Review
- How Good is Our School? Fourth Edition
- OECD recommendations
- Getting it Right for Every Child
- Developing Scotland's Young Workforce
- GTCS standards and professional update

Improvement Priority		Rationale for Improvement Priority based on evidence		
To effectively lead and manage school recovery during and beyond the COVID-19 pandemic. Ensure young people and staff are safe and resources are in place to support the delivery of the full curriculum. Provide appropriate support for young people to reach their potential. To respond timely and appropriately to changes on local or national guidance.		Schools will return to full time education after a period of almost 5 months. Risk assessments, hygiene and cleaning measures need to be implemented rigorously and consistently. There may be implications for staffing the curriculum due to a range of issues, including and further localised or national 'lockdown' due to a second wave of the virus.		
SAC Priority	NIF Priority	NIF Driver	HGIOS? 4	
	Improvement in attainment (particularly in literacy and numeracy) Close the gap between most and least disadvantaged Improvement in young people's health and wellbeing	School leadership, Teacher professionalism, Parental engagement, Assessment of children's progress, School improvement	1.3 Leadership of change 1.4 Leadership of Staff 1.5 Resources 2.2 Curriculum 3.1 Ensuring wellbeing, equality and inclusion	
What actions are required to reach desired outcome?		Who	When	Resources
Implementation and ongoing review of risk assessments and recovery planning.		G Docherty R Anderson School Recovery Group (including students) Parent Council Rep	Ongoing	Local Phasing Plan Guidance on preparing for school return Time for focus groups MS Forms surveys
Use appropriate assessment approaches to identify gaps in learning for cohorts, groups or individual learners. Provide access to appropriate support and resources to maximise potential, with a particular focus on disadvantaged and vulnerable learners.		G McCallum, N McLean C Moncrieff, D Alford, PTs subject, PTs SSDT, Lead Teacher (Care Exp)	By October 2020	Assessment Pupil Support staff
Ensure appropriate resources are available to support the implementation of hygiene and cleaning measures.		R Anderson H+S Group	Ongoing	LA Funding Facilities Management
Review curriculum offer and ensure appropriate resources are in place to support curriculum delivery. Ensure our blended learning model is ready for implementation, if required. Provide additional time through the WTA to develop resources for blended learning.		SLT, PTs	Ongoing	SQA Updates Blended Learning Guide Development time
Enhance IT provision and training across the school to support a renewed focus on Digital Technology to support learning. Develop and implement a Digital Transformation Strategy.		N McLean ICT Improvement Team	October 2020	Staff Survey PRD Feedback Laptops/Docking Stations
Implement Health and Wellbeing action plan to support school recovery. Further develop HWB web pages.		G Hobson, L Cleland, K Bell, K Walker HWB Improvement Team Student Wellbeing Team	Ongoing	Development time Meeting time Staff/student surveys

Intended Impact against Outcomes for Learners	Measurement/Evidence
School recovery and COVID planning measures supports the ongoing health and safety of young people and staff during the COVID-19 pandemic.	Analysis of feedback from all stakeholders Minutes of meetings Analysis of attendance
We demonstrate a commitment that no young person is left behind as a result of school closure. Through effective assessment, teachers and young people are aware of next steps in learning and students are effectively supported to overcome gaps in knowledge and skills. Young people have access to additional resources, including ICT, to support learning and help reach their potential.	Tracking, monitoring and assessment Insight, CfE and SNSA data Focus groups of young people Attendance and engagement Attendance at targeted study support Analysis of attainment (incl added value from 2020 SQA)
Young people and staff continue to teach and learn in a safe school environment. Hygiene and cleaning measure are significantly reducing the risk of spreading infection.	Minutes of weekly school recovery meetings Number of confirmed COVID cases Feedback from stakeholders
All young people continue to benefit from the full curriculum entitlement that supports them to reach their potential. Should the need arise to move to blended learning, young people will have access to high quality learning and teaching and consistent approaches across each department.	Availability of staffing Minimising cover requirements Return to School Guide – Blended Learning Subject course materials
Young people are benefitting from teachers' enhanced IT practices and approaches to support their learning and engagement. Young people understand the importance of developing their own digital skills for learning, life and work. Students with limited IT access at home will be provided with appropriate devices. All young people will become proficient in the use of GLOW and Teams, equipping them with essential digital skills to be successful during and beyond secondary education.	Analysis of the use of GLOW/ MS Teams %age of young people with access to IT at home Analysis of feedback from surveys/focus groups Accreditation of Microsoft School / Digital Schools Award
Young people are effectively supported in their initial return to school and have access to a range of resources and partners to meet their wellbeing needs. Effective systems are in place to support young people who have been directly or indirectly affected by COVID-19 and/or extended time away from school.	Analysis of surveys/focus groups Analysis of HWB website visits No. of young people attending internal and external supports (e.g. counselling, bereavement support etc.)
Update on Progress	

Improvement Priority		Rationale for Improvement Priority based on evidence		
Continue to improve the consistency of high-quality learning, teaching and assessment across the school to ensure appropriate challenge and the best possible outcomes for all young people.		Completion of 2019-20 project following school closure in March 2020. Self-improvement Visit (SIV, Nov 18) highlighted limited evidence of effective differentiation and many lessons were teacher-led. Next steps need to be identified from Leading Learning audit. Analysis of lesson observations identified the use of Learning Intentions/Success Criteria, though at times these were not always appropriate or created with young people. Observations indicated mixed opportunities for co-op learning or to develop higher order thinking skills. Staff feedback (August 2018) and SIV feedback identified a need to develop greater opportunities to share practice across the school. OECD Report – What Makes a School a Learning Organisations (2016).		
SAC Priority	NIF Priority	NIF Driver	HGIOS? 4	
1, 2	Improvement in attainment (particularly in literacy and numeracy) Close the gap between most and least disadvantaged	School leadership, Teacher professionalism, Assessment of children's progress, School improvement	1.2 Leadership of Learning 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement	
What actions are required to reach desired outcome?		Who	When	Resources
Launch whole school Learning, Teaching and Assessment Policy to support the development of consistency in approach. Provide further opportunities for staff to develop knowledge and skills in co-operative and active learning and higher order thinking.		G Docherty, R Anderson L&T Improvement Team Student Council MTV Champions	By November 2020	HGIOS? 4, Visible Learning Learning Organisation OECD Report National Improvement Hub, school visits L&T Group Time Collegiate Time – Karen Dammer
Implement peer Learning Visits and lesson observation (May 2021) within Quality Assurance calendar) to capture and share best practice and measure the impact of learning and teaching strategies, including MTV and differentiation.		G Docherty R Anderson SLT/PTs	By May 2020	Looking Outwards – school visit Development time Collegiate time Peer Learning Visits proforma
Continue to develop learning and teaching through the reintroduction of Professional Learning Communities, sharing practice in: MTV, higher-order thinking skills, high quality feedback, digital literacy/technology and leading learning.		G McCallum Professional Learning Communities	By March 2021	HGIOS? 4, Professional reading resources Learning Organisation OECD Report National Improvement Hub
Establish a staff professional learning library and GLOW page for sharing resources and links to online reading and research. Introduce a bi-annual Learning and Teaching newsletter.		L + Teaching Group C Owens	By February 2021	Analysis of observations and feedback Collegiate time
Continue to implement SAC reporting of achievement within a level. Review tracking and reporting procedures in light of school recovery planning.		N McLean, QAMSOs, AMFs	By March 2021	Assessment and Reporting Strategy SAC Guidance Achievement of a Level
Develop resources and approaches to support blended learning. All materials to be available on MS Teams.		PTs	By October 2020	Staff development / In-service time
Develop a calendar of family learning workshops (virtual and face to face when possible), delivered by staff across the school on a wide range of topics to promote home learning, including digital technology		PTs Raising Attainment Departments	By December 2020	Analysis of parent surveys (Feb 20) Development time

Intended Impact against Outcomes for Learners	Measurement/Evidence
Young people will benefit from consistent high-quality learning experiences across all curricular areas. Our teaching is underpinned by our shared school vision and revised values and learning and teaching will be evaluated as good or better in almost all classes.	Lesson observations Department learning visits Analysis of focus groups or young people Daily Dozen
Young people will experience a consistent and inclusive ethos in all learning areas. Young people are appropriately challenged and are engaged in their learning. Through a greater focus on success criteria related to benchmarks, learners will have a better understanding of what they need to do to improve.	Lesson observations Department learning visits Analysis of focus groups or young people Daily Dozen Analysis of pupil reports Increased attendance (above 85% for equity groups, above 91% whole school)
Young people can discuss their progress and achievement and how they learn best. Through inclusive practices, learner's needs are appropriately met.	Analysis of Focus groups – Daily Dozen. % positive responses to pupil surveys Lesson observations Department learning visits Feedback of all learners' evidences they feel supported Staged intervention reviews evidence that learners and their parents/carers feel they are supported and included Accreditation through appropriate curricular opportunities
Staff make effective use of assessments and make confident professional judgements about learners' progress. Staff and young people work together to agree and discuss standards and their levels of achievement and as a result better understand the next steps to improve. Young people are using this information to become more independent and take ownership of their own learning and thinking.	Increased BGE attainment Analysis of learner conversations Clear engagement from young people and their parents with BGE attainment data
There will be an improvement in BGE attainment, particularly in literacy and numeracy.	(Data based on 18/19 levels – no complete data for 2019-20) Literacy: 95% of S3 achieve Level 3, 70% of S3 achieve level 4 (2018/19 – 87% achieved L3, 47% achieved L4) Numeracy: 95% of S3 achieve level 3, 60% of S3 achieve level 4 (2018/19 – 92% achieved L3, 38% achieved L4)
All young people are successful learners and better prepared for the world of life and work. MCMC focus on positive destinations during and beyond Covid pandemic.	Analysis of pupil focus groups Number of young people engaged in wider accreditation/SCQF Framework courses Maintain or improve positive destinations (2017/18 and 2019-20 leavers 96%) Improve positive destinations for S4 from 80% to 90%
Families benefit from strong partnership working to provide and review appropriate support interventions. Parents feel included and involved in their child's learning.	Show My Homework parent/pupil engagement statistics Family Learning Calendar (virtual) Analysis of feedback from stakeholders Attendance at Family Learning events
Update on Progress	

Improvement Priority		Rationale for Improvement Priority based on evidence		
To support and improve health and wellbeing during and beyond the COVID pandemic and to ensure young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included.		Impact on young people as a result of school closures and potential changes in home life. Ongoing anxiety related to pandemic and health of self and others. Outcome of young people's survey (see Young Scot and ToK). Need to relaunch revised anti-bullying guidelines and support. Average attendance of equity groups is 85%.		
SAC Priority	NIF Priority	NIF Driver	HGIOS? 4	
1, 2, 3, 4	Improvement in attainment (particularly in literacy and numeracy) Close the gap between most and least disadvantaged Improvement in young people's health and wellbeing	School leadership, Teacher professionalism, Parental engagement, Assessment of children's progress, School improvement	1.3 Leadership of change 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion	
What actions are required to reach desired outcome?		Who	When	Resources
Implement Wellbeing action plan with a clear focus on the promotion of positive mental wellbeing. Work towards achieving the South Ayrshire Youth Forum Chartermark.		G Hobson, L Cleland HWB Groups, PTs SSDT Student MH Champions School Counsellor	By November 2020	Mental Wellbeing action plans MH Partners, SAYF Chartermark Analysis of surveys
Following successful pilot scheme, implement SQA Health and Wellbeing course across all S1-S3. Implement smoke-free schools initiative. Revise timeline for implementing Mentors in Violence (MVP) Prevention programme.		G Hobson/N McLean PTs Guidance HE/HWB/PSE Teachers S6 Peer Educators	By October 2020	SQA Arrangements, Tobacco-free school resources (ASH Scotland) Development time
Continue to work towards achieving Rights Respecting Schools Silver Award and maintain the Healthy Working Lives Bronze Award. Embed Rights Respecting Schools across the curriculum and increase the visibility of RRS across the school. Develop S2 equality programme centring on Show Racism the Red Card.		L Cleland, RRS group Dr MacKenzie, C Moncrieff S6 RRS Group, C Dodds Whole school	TBC (based on RRS/HWL availability)	UNICEF Resources, HWL Resources Collegiate time Personal Support time
Re-establish Nurture provision and further develop staff understanding of the wellbeing indicators and nurture principles.		G Hobson, F Young Lead Nurture Teacher PTs Guidance	By November 2021	Nurturing Schools, Nurture training, Collegiate time
Further enhance school ethos, building on positive relationships and launching our revised shared school values. Implement our Pivotal Blueprint and guidelines and continue to provide training for all staff, including follow-up coaching sessions. Promote three school rules.		SLT, PTs Guidance Pivotal Champions House Champions, All staff School Captains	By November 2021	Pivotal Education, Collegiate time, Personal Support Time Student Improvement Plan
Continue to support our most disadvantaged young people and reduce the attainment gap through early interventions to support literacy, numeracy and wellbeing (see 2020-21 PEF Strategy). Support the work of the Lead Teacher – Care Experienced to improve outcomes for young people who are looked after.		G Docherty, G Hobson PTs Raising Attainment Lead Teacher (Care Exp) Wellbeing Officer	By June 2021	See PEF plan
Review and further develop our Pupil Voice Strategy and use a common 'You said, we did' approach to feed back to stakeholders. Ensure all departments have access to appropriate display space.		R Anderson Dr Spencer	By Dec 2020	HGIORS? Collegiate time

Intended Impact against Outcomes for Learners	Measurement/Evidence
<p>Our young people are supported in their return to school following closures in March 2020. Our school community has a shared understanding of wellbeing. The needs of individuals and groups are met through clear pathways to access universal and targeted support in school. Learners benefit from increased staff training and peer support in responding to wellbeing need. School is the main vehicle for referral to CAMHS.</p>	<p>20% reduction in CAMHS referrals and reduced waiting lists Reduced referrals from GPs to CAMHS Progress against Mental Wellbeing action plan Increase in number of staff and S6 undertaking formal training Analysis of feedback from focus groups of pupils Analysis of wellbeing surveys Parental voice through TAC/Staged Intervention, etc. Analysis of feedback from PSE programme</p>
<p>Young people have an improved understanding of matters affecting health and wellbeing and can articulate improvements in their own HWB. Young people are actively supported to make successful, confident and responsible decisions on smoking and their health and wellbeing and learn in a cleaner, safer, healthier learning environment.</p>	<p>Number of young people achieving SCQF level 3 award Analysis of wellbeing surveys Case studies of young people</p>
<p>Relationships across the school community are positive and supportive. RRS ethos is embedded across all our daily interactions and across the curriculum. Young people see the RRS values across the school and can discuss their impact on their life. More young people report a reduction in bullying related issues and they feel staff deal with these well. Learners benefit from a Personal Support programme that enables them to reflect on and bring alive our shared values.</p>	<p>Classroom observations Minutes of RRS meetings, RRSA audit and accreditation Reduction in referrals and exclusions. Analysis of duty calls and attendance data Analysis of Daily Dozen, increase in % positive responses in pupil surveys Analysis of staff survey and focus groups – increase in % positive responses to Q6 (behaviour) Q9 (respected) and Q16 (valued)</p>
<p>We have effective strategies in place which are improving attainment and achievement for our young people facing challenges including those from our most deprived areas, young carers, care experienced and those with additional support needs. Young people who are care experienced are benefitting from additional targeted support and their attainment and wellbeing is improving. All learners feel included and supported and benefit from well-planned opportunities to achieve and be accredited for the skills-related courses they undertake.</p>	<p>Accreditation data (Insight) Uptake of DYW courses Feedback from pupils on approaches to inclusion Increased attendance from 87% to 90% for identified young people Year on year reduction in referrals and reduce exclusions</p>
<p>All learners feel listened to and involved in decision making. Views of young people are routinely gathered and used to inform improvements in Learning and Teaching. Effective feedback demonstrates how their views informs change and improvement.</p>	<p>You Said We Did displays Analysis of feedback from stakeholders Classroom observations Minutes of departmental meetings Feedback from Daily Dozen / Student Council</p>
<p>Update on Progress</p>	
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