

# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023/24



**DRUMMOND  
SCHOOL**

**Drummond School**

HIGHLAND COUNCIL | ADD ESTABLISHMENT ADDRESS

Our core values are Ready, Respectful and Safe and these underpin everything we do at Drummond. As a school we understand the impact of these values and how they support our vision and aims. Our values are interlinked and robust and are applied across school at every level. If we are ready to meet the needs of our learners and show respect, then they feel safe. If they feel safe and respected, they will show increased regulation, confidence and start to thrive. And this is where the small steps add up to huge achievements across the Drummond Journey and we celebrate that together we have achieved remarkable things.

## School Profile

### Pròifil na Sgoile

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It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different sources.

Drummond School is a Special School located in an urban setting serving the local community of South Area in Inverness and surrounding areas, with increasing admissions from the Pan-Highland region.

There are 105 children attending the school, ranging from P2 – S7. Pupils are taught in composite age classes according to need, emotional and behavioural compatibility and most recent admission age spread.

The headteacher has overall leadership responsibility for Drummond School. The headteacher is supported by 2 deputy Head Teachers and 3 Principal Teachers

As the school roll comprises entirely of Level 4+ ASN children, attainment and progress will be lower than expected national norms and targets and expressed in 'overall' statements, rather than specific year groups. This school is dedicated to reducing performance and attainment gaps and demonstrating that all pupils are making academic progress.

Overall, attainment across the school in literacy and English and numeracy and mathematics is satisfactory. Children do not achieve appropriate CfE levels in literacy and numeracy, but across the school, many children are closing the gap on nationally expected levels. All children who face barriers to learning are making satisfactory progress towards meeting their individual targets.

We have no exclusions this year.

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## Data relating to our context:

<b>Pupil Numbers</b>		<b>Attendance</b>		<b>Teacher Numbers (FTE)</b>		
105		89.2%		23.7		
<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>P7</b>
0%	9.5%	7.6%	8.3%	6.4%	9.5%	10.4%
<b>S1 numbers</b>	<b>S2 numbers</b>	<b>S3 numbers</b>	<b>S4 numbers</b>	<b>S5 numbers</b>	<b>S6 numbers</b>	
10	9	6	9	7	9	
<b>SIMD Q1</b>	<b>SIMD Q2</b>	<b>SIMD Q2</b>	<b>SIMD Q3</b>	<b>SIMD Q5</b>	<b>Unknown</b>	
11.4%	16.1%	15.2%	11.4%	26.6%	19.3%	
<b>Overall ASN</b>	<b>Free School Meal</b>	<b>EAL</b>	<b>Glossary:</b>			
100%	100%	9.5%	<b>FTE – Full Time Equivalent</b> <b>SIMD – Scottish Index of Multiple Deprivation 1= % of pupils living in most deprived areas 5=least deprived areas</b> <b>ASN – Additional Support Needs</b> <b>EAL – percentage of learners for whom English is an Additional Language</b>			

## Attainment

### P1-S3 – Broad General Education

In a Special School most children in Broad General Education will be working between pre-early milestones and early level. A few may be working within first in some areas. Children are assessed and their progress is tracked. Interventions are put in place where we feel a child is not making progress as expected in relation to their potential. For some children their progress may be lateral due.

Almost all children and young people will use a range of communication systems to communicate with each other and adults. These include but not exclusively signing, symbols and assistive technologies.

### S4-S6- Senior Phase

Most children and young people are working towards accreditation at level 1 and 2 in a range of curricular areas. A minority of learners may be working at level 3 in some areas. This year children and young people have attained accreditation in the following areas: NAT 1 ICT Units - Information and Communication Technologies-H7OK7 -Working With Software Applications-H7OK7; Working with Assistive Technologies’ – H7OP71, NAT 2 ICT Units - ICT Application Mandatory-H2OT72 -Internet Applications-H2OX72, NAT 1 Practical Craft Skills, Units - Working with Materials -H7OG71 - Making a Craft Work Item- H22L72, NAT 2 Practical Craft Skills Units - Working with Craft tools- H25D72; Working With Materials-H2E72 5E72 -Making a Craft Work Item-H22L72 - Practical Craft Skills-C5972, Scottish Studies Award Level 2- G17642 Units Learning About Scotland H78Y42 Understanding Language with a Scottish Context Creating Text with a Scottish Context Working with Textiles with a Sottish Context, Personal Achievement Award Level 2 Theme – Developing Independence Some have achieved Gold Award for passing 6 units- 2 from each theme Units -Personal Heath -Safety and Security -Healthy Eating -Hobbies and Interests- Having your say -Personal Relationships- Health and Wellbeing Independent living Skills and Personal Development, Nat 1-Health and Wellbeing Independent Living Skills -Basic First Aid - Common Dangers in the Home, Nat 2 -Independent living skills and self-awareness Units -Personal Organisation

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-Self Awareness building Positive Relationships - Self Awareness Personal Health and Hygiene, NAT 1 Personal Development Units -Personal Hygiene -Developing Positive Behaviour -Residential Experience, NAT 2 Food, Health and Wellbeing Units -Food Preparation - Food for Health, Nat 1 PE Units - Taking Part in an individual Activity - Taking Part in a Water based Activity, NAT 2 PE Units - Taking Part in Physical Activities - Improving Performance - Factors Impacting Performance (Some will achieve a Course Award for achieving all 3 units), NAT 3 PE Units - Performance Skills., Expressive Arts National 1 Units Performance Arts-Using Performance Skills Performance Arts- Contributing to Performance, Music: Exploring Sound and Rhythm, Music: Producing a Sound, Creative Arts: Creating Material for Display, Creative Arts: Creating Materials for Performance, Creative Arts: Working with Textiles, Performance Art, National 2-Developing Performance Skills -Using Performance Skills -Developing Personal Ideas: Performance Art -Performance Art Course Award- for those who completed 3 units., Creative Arts National 2 -Developing Skills in Creative Arts, Working With Images, Graphics and Sound,-Working with Textiles,-Creating Materials for Display -Creative Arts Course Award- for those who completed 3 units., Art and Design National 3 -Art and Design Expressive Activity -Art and Design Expressive Activity with a Scottish Context -Art and Design: Design Activity Art and Design: Design Activity with a Scottish Context, Art and Design Course Award (2 units for Award), National 3 Music Technology -Music Technology Skills -Music Tech: understand 20 and 21st Century Music -Music Technology in Context -Music Technology Course Award (3 units), Employment Skills Stand Alone Units -Preparing for Employment, Social Subjects National 1 -Cultural Celebrations and Festivals -The Natural World, Social Subjects National 2

### Destinations of School Leavers

The destinations of our school leavers include Corbett Centre, Grow Project, UHI Skills builder Part-Time and Full-Time, Volunteering placement with Highland Hospice, Futures Studio at Eden Court (funded 3 years), Print Studio, Volunteering placement with Public Library and supported activities in the community.

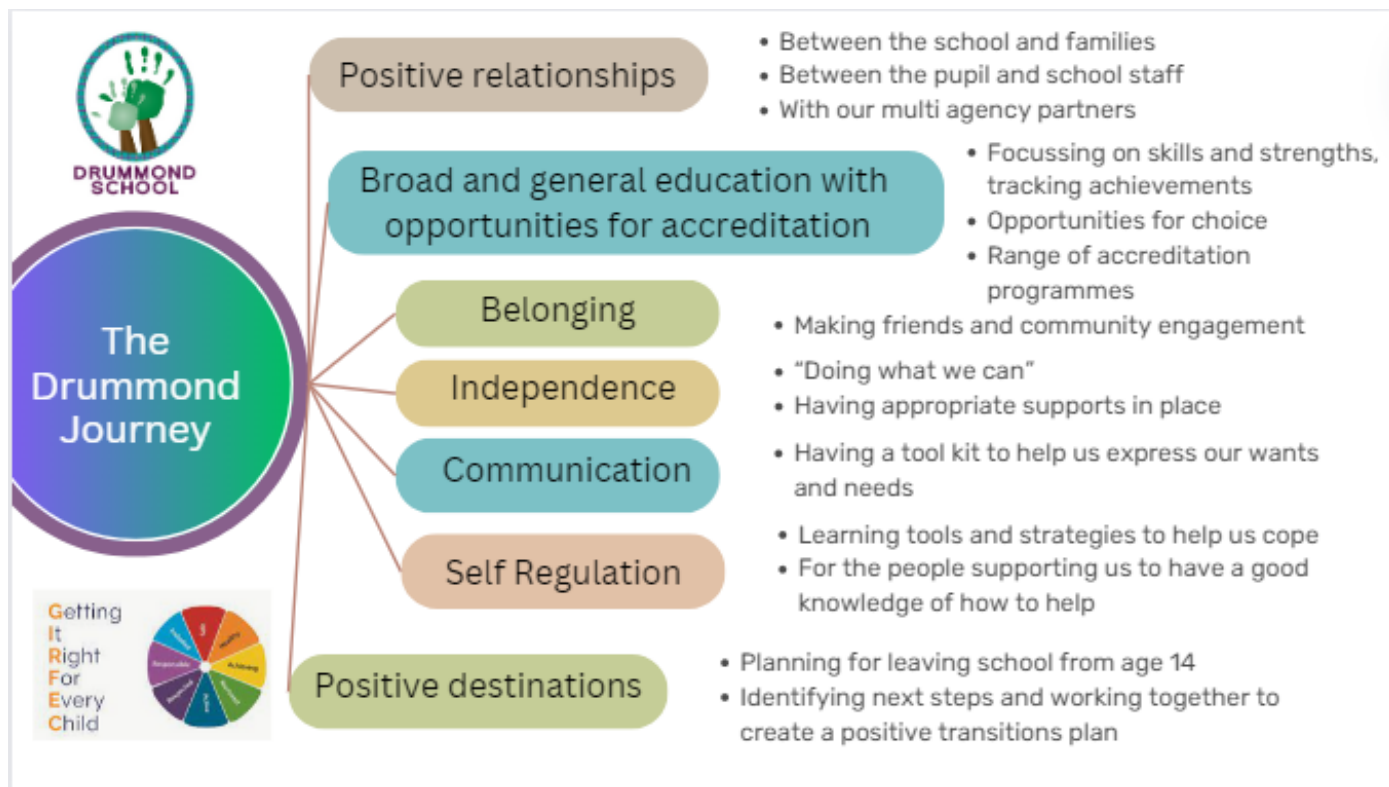
## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

**“Together we can achieve remarkable things.”**

We believe every young person is on a journey with us, and it takes many remarkable people doing remarkable things every single day to enable them to achieve success. We acknowledge all of the little steps our learners take which add up to achieving remarkable things across their school journey and beyond.

Our vision and the Drummond Journey is made up of these key parts:



### Drummond School Values

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#### **Our staff are ready...**

- To support every child, at every stage of their Drummond Journey- being flexible and adapting to the diverse range of needs of our learners
- To meet the learners needs with organised and clutter free learning spaces and resources, strategies, a plan and a positive attitude
- By planning effectively to meet and respond to learning needs
- To learn by engaging in ongoing training and CPD
- By being dressed appropriately for the young people they support
- By being aware of the schools policies and procedures
- To be positive role models by being aware of our own verbal and non-verbal communication

#### **Our staff are respectful...**

- By ensuring confidentiality is maintained at all times
- By never talking about the child in front of the child
- By being considerate and accepting of the children's race, gender identity, culture and religion
- Of every colleague in our Drummond Team at every level by listening to their views, being kind and considerate and taking responsibility for ourselves
- By striving to build positive relationships with every learner
- Of the shared spaces in the school building, leaving things as you wish to find them
- And welcoming to all visitors to the school

#### **Our staff are safe...**

- By working as a team and following agreed plans (PIF- including BSPs, RAs, Medical Protocols, M&H plans, feeding guidelines etc) to support learners
- By keeping training up to date and being responsible for your own learning
- By reporting faults to the office and taking collective responsibility for our school
- By modelling desirable behaviours such as walking indoors and talking quietly on the corridors and teaching about safety at home, in school and the local community
- By striving to make the learners feel safe and creating a safe learning environment
- By asking for help if you need it, and offering help too

#### **Drummond School Aims**

- For all pupils to be safe, happy, learning and achieving at their own pace, in their own time and to achieve their potential
- For us as a school to acknowledge and celebrate the small steps which lead to remarkable achievements
- For staff to provide motivating and engaging learning experiences which are designed to discover joy, skill and next steps in learning and are broad and deep in nature
- To work in partnership with families and multi agency partners in order to Get it Right for Every Child in accordance to the principles of SHANARRI
- For all pupils to be treated with dignity and respect and be involved in decisions which affect them
- For young people to have functional communication systems
- To enable young people to have their voices heard and provide tools to capture their views and choices

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- For Lead Professionals to coordinate multi agency Child Plans in order to meet the wide range of needs of our young people, following up with partners to the plan and putting action plans in place to ensure needs are met, and cascading these plans to class teachers
- For class teachers to plan, assess and track individual learners through their Drummond Journey to ensure their potential is achieved
- For all young people to be as independent as they can be
- For all young people to have the equipment and support they require in order for them to be successful
- For young people to learn to self regulate, and manage their feelings and emotions
- To enable young people to learn about their rights in accordance with the United Convention on the Rights of the Child (UNCRC)
- For all learners to become Confident Individuals, Responsible Citizens, Effective Contributors and Successful learners, while we accept that this will look different for all
- For our learners to engage in their local community and make links for the future post school
- For all young people to go on to sustainable post school destinations

## Review of progress of improvement plan projects for session 2023/24

### Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the priorities for Scottish Education based on the National Improvement Framework aimed to deliver excellence and equity. Parent/Carer information is available [here](#).

School Improvement Plan Priority 1 - Curriculum Design: BREADTH & DEPTH: Raising Attainment & Achievement	
Summary of impact	Next steps
The majority of pupil's attainment and performance over time in the BGE has shown a steady improvement supported by ACEL recording and in the future demonstrated through our tracking model started this year.	Almost all or most pupil's attainment and performance over time in the BGE will show a steady improvement.
Most of Senior Phase pupils are engaged in a greater range of SQA accredited courses.	Almost all Senior Phase pupils will be engaged in a greater range of SQA accredited courses.
The number of Senior phase pupils progressing in SQA accredited courses has increased leading to improved Senior Phase attainment.	Continue increasing the number of Senior phase pupils progressing in SQA accredited courses leading to improved Senior Phase attainment.
Timetabling led by SMT has pushed forward curricula development but needs to be further refined next year.	Further refinement of timetabling led by SMT to push forward curricula development.
We have improved our recognition of wider achievement.	Continue to increase our number of wider achievement awards.
We have yet to review our learner pathways/curriculum and research alternative models that could lead to raised attainment and greater choice Implement a centralised timetabling rationale and model in a meaningful way.	Review our learner pathways/curriculum and research alternative models that could lead to raised attainment and greater choice Implement a centralised timetabling rationale and model in a meaningful way.
We have made some progress in developing a DofE programme.	Increase the progress in developing a DofE programme.
The review of the use of technology to be more active and less passive has not begun.	Review the use of technology to be more active and less passive.
The review the use of alternative technology and PMLD curriculum remains central to our curricula development but has yet to make meaningful impact on practice and pupil progress.	Continue the review the use of alternative technology and PMLD curriculum.
The continued focus on curricula area applied to GrowZone and Learning Outdoors has been enhanced by a dedicated GrowZone teacher provision with the majority of pupils accessing structured learning sessions outside and/or within the Growzone.	Continue focus on curricula areas: GrowZone and Learning Outdoors

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<p>We have made little progress in the review the use of communication systems and methods as management time has been affected by teacher absence and teaching capacity.</p> <p>We successfully continued to monitor and embed the standards achieved in the NAS Accreditation process and were re-accredited early in the session.</p> <p>We have increased range of courses and partners being introduced in Senior Phase in one aspect by more Senior Phase pupils than before attending the Skillsbuilders course at UHI, more work needs to be done to enhance our online provision, to support engagement and achievement.</p> <p>We have yet to research other curricular models nationally</p>	<p>Work closely with SLT colleagues to make progress the use of communication systems and methods.</p> <p>Continue to monitor and embed the standards achieved in the NAS Accreditation process.</p> <p>Focus our online provision, to support engagement and achievement.</p> <p>Seek opportunities to research other curricular models nationally.</p>
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<b>School Improvement Plan Priority 2 - Curriculum Design: BREADTH &amp; DEPTH: Raising Attainment &amp; Achievement</b>	
<b>Summary of impact</b>	<b>Next steps</b>
<p>Robust moderation processes are in place across stages, leading to confident teacher judgements.</p> <p>Some timely professional learning opportunities are in place for all teachers and matched to their needs and interests.</p> <p>A greater variety of assessment approaches are in place to allow learners to demonstrate their knowledge and skills needs to be embedded throughout the school.</p> <p>We have improved planning, tracking and assessment in the BGE by the introduction of a tracking vehicle this session.</p> <p>The introduction of a tracking vehicle this session has begun to mean pupil progress (BGE &amp; SP) is more closely monitored and regularly reviewed to ensure interventions are in place and pupils are on track to achieve.</p> <p>Systematic analysis of BGE data and targeted interventions to support improvements in attainment at SMT and Class/Subject Teacher level has occurred through teacher and management meetings and the assessment windows in the collegiate calendar for SQA moderation, ACEL data input and standardised testing vehicles.</p> <p>Staff still need to become more equipped to be data aware and use it to plan learning, teaching &amp; assessment. All senior phase staff have read SQA verification/assessor reports and had the opportunity to meet with SQA staff.</p> <p>The collegiate programme sessions on raising attainment, inclusive approaches, and data: ACEL, SNSAs, SOFAs have made good progress but can be further developed.</p> <p>Review of current moderation activity and procedures: PAT, The Data entry windows and reporting methods</p> <p>Pupil profiling ('Learning Journals') approaches and increased ownership around independent records of learning are visible in almost all classes but the school has developed a pupil L&amp;T Group to support our approaches to tracking and reporting on learner progress.</p>	<p>Continue to develop moderation in BGE, SQA and use of tracking model.</p> <p>Promote more timely professional learning opportunities are in place for all teachers and matched to their needs and interests.</p> <p>Continue to develop a greater variety of assessment approaches are in place to allow learners to demonstrate their knowledge and skills and insure embedded throughout the school.</p> <p>Continue to develop moderation in BGE, SQA and use of tracking model.</p> <p>Continue to develop moderation in BGE, SQA and use of tracking model.</p> <p>Continue to develop moderation in BGE, SQA and use of tracking model.</p> <p>Continue to develop moderation in BGE, SQA and use of tracking model.</p> <p>Develop further the collegiate programme sessions on raising attainment, inclusive approaches, and data: ACEL, SNSAs, SOFAs.</p> <p>Continue to develop moderation in BGE, SQA and use of tracking model.</p> <p>Develop a pupil L&amp;T Group to support our approaches to tracking and reporting on learner progress.</p>

<b>School Improvement Plan Priority 3 - Curriculum Design: BREADTH &amp; DEPTH: Learning, Teaching &amp; Assessment</b>	
<b>Summary of impact</b>	<b>Next steps</b>
<p>There has been little development of a lesson observation coaching culture and lesson evaluation toolkit. Appropriate timely professional learning opportunities are not in place regularly for the majority of teachers and matched to their needs and interests.</p> <p>There has been an improvement in less than half of learners receiving high-quality feedback and that provides an understanding of their progress and what they can do to improve.</p> <p>The majority of teachers' report improved confidence in our pedagogical understanding.</p>	<p>Focus on developing a lesson observation coaching culture and lesson evaluation toolkit.</p> <p>Most learners receiving high-quality feedback and that provides an understanding of their progress and what they can do to improve.</p>

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<p>Most teachers have a clear understanding of what high quality teaching and learning looks like.</p> <p>The majority of lessons are appropriately challenging and planned effectively to meet learners needs/interests.</p> <p>The majority of learners are beginning to experience varied approaches of consistent quality across their subjects.</p> <p>We have continued to develop an in-school staff professional learning programme but few lesson observations have taken place, yet there remains a commitment to professional discussion, collegiate working, professional reading/watching/listening, and INSET programmes with most teachers involved.</p> <p>'Pupil profiling ('Learning Journals') approaches and increased ownership around independent records of learning are visible in almost all classes but the school has developed a pupil L&amp;T Group to support our approaches to tracking and reporting on learner progress.</p> <p>There has been little follow up Pupil Focus Groups to feedback on recent experiences and impact of work.</p> <p>The school has established a Learning &amp; Teaching Staff Working Group to take forward key focus areas for training, sharing and implementation from agreed staff Learning &amp; Teaching focus areas.</p> <p>Establish a framework of observation support including lesson observations and sharing of improvement activity.</p> <p>The Learning &amp; Teaching Staff Working Group has refreshed the Learning &amp; Teaching Policy to support all teaching staff. This will support lesson observations, self-evaluation, professional learning, improvement planning and quality assurance. This will give us clarity in educational language and terminology. Implement of our 'Drummond Standard' for learning &amp; teaching</p> <p>SMT have tried to provide regular opportunities for staff to share practice, engage with Google Currents online community, visit other schools and signpost appropriate CLPL.</p> <p>Collegiate session(s) focused on improvement in consistency of experience for pupils in terms of differentiation, pace and challenge have regularly taken place.</p>	<p>Almost all teachers' report improved confidence in our pedagogical understanding.</p> <p>Almost all teachers have a clear understanding of what high quality teaching and learning looks like.</p> <p>Almost all of lessons are appropriately challenging and planned effectively to meet learners needs/interests.</p> <p>Almost all learners are beginning to experience varied approaches of consistent quality across their subjects.</p> <p>Improve the quality and quantity of lesson observations.</p> <p>Develop a pupil L&amp;T Group to support our approaches to tracking and reporting on learner progress.</p> <p>Insure follow up Pupil Focus Groups to feedback on recent experiences and impact of work.</p> <p>Learning &amp; Teaching Staff Working Group to continue next year.</p> <p>Learning &amp; Teaching Staff Working Group to Establish a framework of observation support including lesson observations and sharing of improvement activity.</p> <p>Learning &amp; Teaching Staff Working Group to roll out the Learning &amp; Teaching Policy to all teaching staff</p> <p>Remain committed regular opportunities for staff to share practice, engage with Google Currents online community, visit other schools and signpost appropriate CLPL.</p> <p>Increase number of Collegiate session(s) focused on improvement in consistency of experience for pupils in terms of differentiation, pace, and challenge.</p>
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<b>School Improvement Plan Priority 4 - Listening to Stakeholders</b>	
<b>Summary of impact</b>	<b>Next steps</b>
<p>The school has begun to raise the profile of equality and diversity issues during assemblies.</p> <p>The school needs to begin to allow the Pupil Council and Wellbeing Working Group to review and create pupil friendly versions of our Equality &amp; Diversity, Positive Relationships and Bullying policies, research good practice.</p> <p>The school has maintained a high profile of 'Ready, Respectful, Safe' in assemblies, on corridors and classroom and as an integral part of its Vision, Values and Aims</p>	<p>Continue to raise the profile of equality and diversity issues during assemblies.</p> <p>To begin to allow the Pupil Council and Wellbeing Working Group to review and create pupil friendly versions of our Equality &amp; Diversity, Positive Relationships and Bullying policies, research good practice.</p> <p>The school will continue maintain a high profile of 'Ready, Respectful, Safe' in assemblies, on corridors and classroom and as an integral part of its Vision, Values and Aims</p>

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<p>The school has continued to increase staff confidence and expertise in implementing inclusive/nurture approaches through CPD / collegiate sessions but would benefit from embedding this further.</p> <p>The use of pupil feedback, offer wide range of activities, events, clubs, and trips to engage various groups across the session has been facilitated in less than half of the classes and this needs to be increased.</p> <p>The pupils in lessons, assemblies and the Pupil Council have had input into the Rights Respecting Schools Award</p> <p>The school has begun Rights Respecting School (Silver Programme) preparation, but progress has been slower than expected.</p> <p>The school has a strong legacy and evidence of Exploring more ways to Celebrate and share Success of pupils.</p> <p>The review of support provided to families to support their child's learning at home has yet to start but there is evidence of individual teachers providing and facilitating such opportunities this year.</p> <p>The school is still to involve Parent groups in SIP review and some working group or curricula areas.</p>	<p>Explore ways to increase staff confidence and expertise in implementing inclusive/nurture approaches through CPD / collegiate sessions.</p> <p>The use of pupil feedback, to offer wide range of activities, events, clubs, and trips to engage various groups across the session to be facilitated in the majority of the classes.</p> <p>Continue and maximise the pupil's exposure in lessons, assemblies and the Pupil Council to the Rights Respecting Schools Award</p> <p>Ensure Silver programme is achieved next year.</p> <p>Continue and maximise ways to Celebrate and share Success of pupils.</p> <p>Establish a coherent approach to families to support their child's learning at home rather than individual teachers approaches.</p> <p>Promote and maximise the involvement of Parent groups in SIP review and some working group or curricula areas.</p>
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## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

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Using Highland Literacy Strategy tools, – developmental Continuum. And identifying personal areas and targets, through the 15 targeted PEF pupils:

9 showed recorded progress in Pre-Handwriting,

4 showed recorded progress in Handwriting,

12 showed recorded progress in Concepts of Print, Book handling, Pictures, and Story Comprehension, looking and recognising, writing and Story Behaviours,

14 showed recorded progress in Understanding of Language and Expressive Language,

11 showed recorded progress in Phonological Awareness

8 showed recorded progress in fine motor skills acquisition.

All the pupils involved in the programme have grown in confidence in their literacy skills. Many of these pupils are non-verbal and progress has been made through a variety of communication aids, including speech devices, Makaton, Communication boards, PECS. 'See&Learn' has been introduced to some pupils.

## Wider achievements

### Coileanaidhean nas fharsainghe

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Some of the wider achievements recorded this year are participating in community groups at Eden Court in and out of school time, Experiencing hill walking and the Abriachan resources through Duke of Edinburgh preparation. Belonging and plying Shinty. Taking part in journeys around the Inverness area with 'Spoke for Folks', achieving level 1 Bikeability Award. Visiting and participating in groups at the 'One Stop Shop'. Holding down regular Community Work Placements. Contributing to the Highland wide craft project, 'Spirit of Highland' tapestry. Competing in Swim galas. Learning how to operate a flight simulator. A brief opportunity to participate in RDA activities. Attending the Haven, associated groups, and sleepover options, as well as similar CHAS and SNAP opportunities. Visited and participated in activities through Cycle ability. Raised money for various charities. Been part of the Christian Youth fellowship, taken part in Highland Highlife courses and Active Schools sessions, experienced residentials and the Culthudel Conservation project

## Comments from learners, families, stakeholders and staff

### Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

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Just wanted to say a thank you from X and Myself for making wee X day awesome yesterday... he was so happy at getting to go into little pool... he was beaming when we spoke to him about it last night...

All the pupils and staff were warm and positive and my happy regards to the Janitor and his assistant who helped me move my drums and gave me a joyous-laughter send-off. The community spirit in Drummond School is an example of good and great practice and thanks to everyone who works so hard to make the place a healing community which I greatly benefited from.

Thank you so much for having us in to visit your setting. We really enjoyed meeting yourselves and the children and young people in your classes. It was great to see the different supports you have in place and has given us lots of ideas for strategies we could implement alongside the education staff in Caithness.

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Just wanted to say thank you for the positive and uplifting session this morning. Sharing your own personal experiences and making us all reflect on our contribution was excellent and set the tone for the day. Don't forget! You are remarkable too.

I just wanted to drop you an e-mail to say how amazing X and the team were yesterday and how much I really appreciated their help. Thank you to both of you as well for releasing X and the PSA's to support me. It was definitely a difficult day but to feel supported by X made it so much easier.

Just a quick email to say thanks a lot for having the students last week. They found it an extremely valuable visit.

This is just amazing to see how excited he is come to school.

I loved coming to try supply at Drummond before the summer

I just wanted to drop a wee email to say how much I am enjoying my new role in Drummond. In a way it feels like I've been working in Drummond a lot longer than 3 and a half weeks - but in a good way! Everybody is so lovely and so dedicated to the pupils. I'm very aware of the many challenges being faced daily but it's also so easy to see how many are thriving. All staff have been so kind to me, so welcoming. Seeing you all, as management out helping so much and being so involved is so refreshing and encouraging. You really are supporting your staff as much as the pupils. Thought it would be nice to share some positives and thank you for having me join the team.

I am getting in touch to thank you very much for agreeing to release X for some of the week to support X.

Yesterday was amazing!! Thank you so much for the organisation and wonderful morning of making precious memories together. X is so relaxed and happy at Drummond school and has wonderful relationships with you all. We are extremely grateful and are overwhelmed with X progress. Thank you from the bottom of our hearts. Yesterday was X first ever sports day!! This is such a special occasion for him and us. With Amelia's young highlander awards nominations now being open I have nominated X for Drummond school pupil of the year. I know that all the pupils deserve this recognition but X really has made such incredible progress over such a short time. We look forward to seeing what happens next on X Drummond journey and are delighted that X will be remaining with Y next year too.

## Capacity for continuous improvement Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made progress as follows:

	2023-2024
QI 1.3 Leadership of change	Satisfactory
QI 2.3 Learning, Teaching and Assessment	Satisfactory
QI 3.1 Ensuring Wellbeing, Equality and Inclusion	Good
QI 3.2 Raising attainment and Achievement	Satisfactory
Other QIs reviewed	

**Our overall evaluation of our capacity for continuous improvement is:**

**We are confident in our capacity for continuous improvement.**

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## Key priorities for improvement planning

### Prìomhachasan airson planadh airson leasachadh

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Improvement Priority Title
1. -Curriculum Design: BREADTH & DEPTH: Raising Attainment & Achievement
2. Curriculum Design: BREADTH & DEPTH: Learning, Teaching & Assessment
3. Listening to and involving Stakeholders

## Planning ahead

### A' planadh air adhart

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Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website or by contacting the school office.

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# Appendix 1: Local and National Context

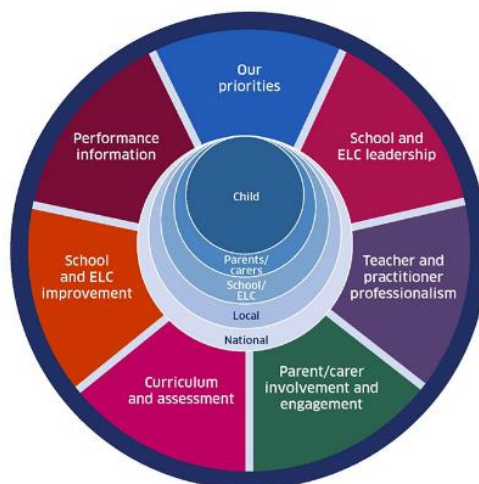
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

### Highland Priorities



### National Improvement Framework Priorities



### Accuracy?

#### Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

#### Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

#### Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

#### Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

#### Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

[National Improvement Framework Improvement Plan HGIOS? 4](#) and [HGIOELC Health and Social Care Standards](#)  
[National Gaelic Language Plan](#)

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In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

**Self-Evaluation for Self-Improvement** is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

#### **Looking inwards - starts with those working with our children and young people**

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

#### **Looking outwards - learning from others**

Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

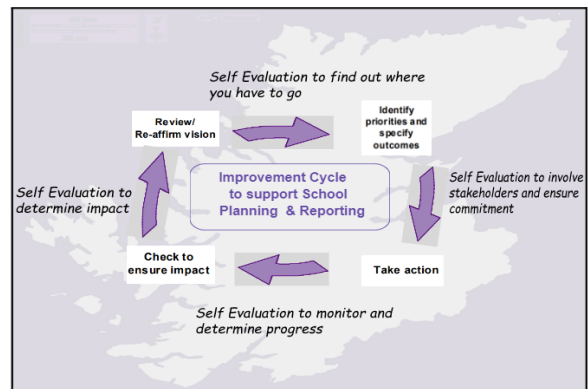
#### **Looking forwards - creating a vision and planning for implementation**

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

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Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.  
Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Mark Elvines  
Head Teacher  
Drummond School

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