

Standards and Quality Report

2021/22



Drummond School

HIGHLAND COUNCIL | DRUMMOND ROAD INVERNESS IV2 4NZ

This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

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.

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 in order to shape our improvement journey.

When we develop our improvement projects we use key questions at planned review times throughout the session in order to know how well we progressing towards achieving these positive outcomes and changes.

Our School

Drummond School is a 5 - 19 Special school. Last session (2021-2022) it had 91 fte pupils (96fte until Christmas), this session (2022-23) has 100 fte. There are 50 primary pupils and 50 secondary pupils, this incorporates in total 66 boys and 34 girls. In 2021/22 there were 0 exclusions and overall attendance was 90.3 %. In 2021/22 there were 9 leavers, 2 at Summer and 7 at Christmas. All leavers gained access to positive destinations including; SNAP transition group, Cantraybridge, Grigor House, Larche, Corbett centre, UHI College Clay Studio and Glachbeg; with community support from Richmond fellowship. In 2022/23 we have 11 leavers at summer 23. Throughout 202/22, or August 22 we had 14 pupils join the school, 10 in primary phase and 4 in secondary phase. The school is aware of 3 pupils already with places at the school for August 23. In 2021/22 100% of senior pupils were entered for SQA accreditation achieved National 1 to 3.

Our School

We aim to provide our pupils with a quality educational experience, which promotes their independence, quality of life and choice.

- All our pupils will have all their needs met with a fair, safe, fun, caring and encouraging approach.
- All our pupils will be supported to achieve progression.
- Guided in healthy and safe choices to reach their best in life.
- To become happy and confident.
- All our pupils will be encouraged to develop their confidence to enable them to experience all aspects of life to the full.
- All our pupils will have a happy, safe, stimulating and structured educational environment.
- All our pupils will be treated with dignity and mutual respect and will be involved in decisions which affect them.
- All our pupils will be provided with a broad, balanced and flexible curriculum which addresses their individual needs and which increases confidence and enhances self-esteem.
- All our pupils will feel that they are part of a diverse community in which the school interacts to promote equality and fairness.

Pupil Voice: what is working well in our school?

Our children and young people identified the following strengths for our school this session:

This session the pupil Council focused on the school grounds and breaks

- they were all very positive about the equipment and grounds that we have now
- a few of the pupils said they like relax in the woods.
- they all enjoy their break times
- lunch got a special mention from a few.

Pupil Voice: what changes would you like to see made?

Our children and young people identified the following changes they would like to see and the difference these changes could make.

This session the pupil Council focused on the school grounds and breaks

- more to do in grounds for older pupils
- greater say in what they do in their 'free time'

Our Improvement Journey Headlines Session 2021/22

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

Improvement Project 1:

Primary focus: Teacher and practitioner professionalism

Year of Project: 2

Purpose: Recovery from Covid-19 impact

Progress and impact:

- ✓ *greater focus on taking learning outdoors through provisions of learning activity ideas, resources, and creation of a learning outdoors week; including Den building, loose parts play*
- ✓ *creation of teaching partners (buddies) to share and support best practice*
- ✓ *greater focus on mandatory training requirements' including intimate care training, moving & handling, and Child protection.*
- ✓ *training and consideration of the nature of a curriculum truly focused on PMLD pupils*
- ✓ *greater focus and more comprehensive programme of training, planning and assessment for Moving and Handling issues with Moving and Handling co-ordinator in school; including training and guidance in areas such as wheelchair safety, emergency evacuation*
- ✓ *Development of rationale for support and process of de-briefing form V&A incidents*
- ✓ *Inclusion in development of Assistive Technology across Highland and greater training in potential of Assistive Technology*
- ✓ *Revision and sharing of guidance and support for transitions within Drummond school so no practitioner is overwhelmed by process and there is an equity of understanding of responsibilities for all staff.*
- ✓ *Training and discussions on the use of SEEMIS Pastoral Notes*
- ✓ *Training and guidance from Robert Quigley on Online safety*
- ✓ *Continuing organisation, rationalisation and of school store cupboards and staff work base*

IMPACT: –increased practitioner confidence and engagement greater inclusive nature of delivery for all and empowering staff to leadership in their field of expertise and passion. The impact on pupils was more access to outside as a learning environment, greater range of activities experienced in the outside environment, greater participation and

engagement in learning activities. Increased pupil voice in the more regular and universal use of assistive Technology.

IMPACT of Moving & Handling Co-ordinator work and planning: Practice being observed and advised, Training being observed 3.15-5.00pm, Bikes being repaired and serviced, RA being carried out with PE/Swim staff, Classes being helped with M&H plans, Ordering 4 wheelie stools, Liaising with Physio for necessary, Class manual of practice being produced, Consultation slots on Tuesday 8.45-9.00am, Sling hoist positions published for each child for correct hoisting position, Minibus training for clamping carried out on in-service. The impact on pupils was Safer transfers for mobility opportunities, increased transitions to standers or different learning environments for all pupils.

Next steps:

- ✓ Completion and consolidating framework for de-briefing from V&A incidents
- ✓ Continuation of support for developing learning outdoors
- ✓ Consolidation of teaching partners' model
- ✓ Continuation of support for developing PMLD curriculum rationale and provision
- ✓ Production of Pastoral Notes Crib sheet for staff following staff consultation on positives and challenges of Pastoral notes use
- ✓ Online safety embedded into curriculum delivery for all secondary pupils where appropriate
- ✓ Greater storage provision in school grounds to insure compliance with 'loose parts' storage and provide easier access to existing storage areas

Improvement Project 2:

Primary focus: Curriculum and assessment

Year of Project: 1

Purpose: Recovery from Covid-19 impact

Progress and impact:

- ✓ Progress towards a greater range of SQA accreditation available for our pupils
- ✓ Planning and launch of new curriculum design
- ✓ training and consideration of the nature of a curriculum truly focused on PMLD pupils
- ✓ work together with colleagues from Alltnacriche Outdoor Centre in providing Outdoor learning experiences and John Muir Award provision
- ✓ creation of planning and rationale for Drummond 'Grow zone', utilising the school's Polytunnel and Potting shed effective within a curriculum context.
- ✓ Participation in 'Intofilm' festival and resumption of Drummond Film Club
- ✓ Replacement of Polytunnel covering and new raised beds procured to enable 'GrowZone' to move forward

IMPACT: New ways of collaborative working, greater curriculum breadth and SQA accreditation rolled out 2022/23 and embedded. The impact on pupils greater range of accredited courses either completed or started. Experience of different learning styles from different teachers that increases coping strategies and resilience or senior pupils when they leave school and work with more partners in adult services/further education environments.

Next steps:

- ✓ Ensure New ways of collaborative working, greater curriculum breadth and SQA accreditation are rolled out 2022/23 and embedded. Review impact with all stakeholders and adapt accordingly

Improvement Project 3:

Primary focus: Performance Information

Year of Project: 2**Purpose: Recovery from Covid-19 impact****Progress and impact:**

- ✓ Use of PEF funds to employ 2 x 0.6fte Literacy PSAs to work with identified pupils to enhance literacy acquisition and skills
- ✓ Publication of Drummond sources of support for all our parents as a support mechanism for families during summer holidays to consolidate and maintain learning and well-being of pupils during summer period
- ✓ Greater use of social stories for every element of pupil lives within and without school context, including long weekends, in-service days and vaccine participation
- ✓ Paperwork audit by SMT to understanding and provide guidance on completion of tasks, best practice and areas of challenge
- ✓ Successful completion of internal moderation ASDAN materials
- ✓ Completion of Safe, Strong free programme with all pupils
- ✓ Greater engagement and participation of identified pupils through PEF funding' including DrumFun, ClownDoctors
- ✓ Successful completion of a significant number of complex, Covid/Lockdown impacted post school transition processes with many positive, supported destinations acquired, including sessions in school with Pottery club, engagement with CALMAN, continuing visits to 'The Meeting Place' and Inverness College
- ✓ work together with colleagues from Alltnacriche Outdoor Centre in providing Outdoor learning experiences and John Muir Award provision
- ✓ Participation in many sporting festivals/competitions as possible as of the recovery from Covid programme and the promotion of Health and Well-being, including Athletics, Boccia, Aquadome swimming sessions, Orienteering, indoor curling

IMPACT: Greater opportunity for all pupils, recovery of support and provision and support for pupils, establishing pre-pandemic routines and purpose to school life. The impact on pupils is a successful return to school, the support of confidence and well-being development for pupils. The return of the school community and social interaction that has enriched and enhanced their life experience and quality of life. The celebration of success and achievement and a chance to experience learning with their peers in a known supportive environment.

Next steps:

- ✓ Continue with Literacy PSAs through PEF funds and consolidation of tracking monitoring of those pupils engaging in literacy programme progress
- ✓ Collaboration with parents on more support materials
- ✓ Continuation of Paperwork audit by SMT and consideration further audit vehicles to support and evaluate performance of staff
- ✓ Replacement of ASDAN modules with SQA accreditation and achievements within the new curriculum design and rationale
- ✓ Further development of the transition pathways and the transition role
- ✓ Continue provision and opportunities offered by John Muir Award
- ✓ Greater participation in local, regional and potentially national sporting events

Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator**School self-evaluation**

1.3 Good

Leadership of Change

2.3 Satisfactory
Learning, teaching and assessment

3.1 Good
Ensuring wellbeing, equality and inclusion

3.2 Satisfactory
Raising attainment and achievement

Our children and young people believe we have made the following progress this session:

Theme 1 Very good
Our relationships

Theme 2 Good
Our learning and teaching

Theme 3 Very good
Our school and community

Theme 4 Good
Our health and wellbeing

Theme 5 Very good
Our successes and achievements

Our overall evaluation of our school's capacity for continuous improvement is:

We have some concerns about our capacity for continuous improvement.

Planning Ahead

Full details of the school's 2022/23 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website www.drummondschool.wordpress.com or by contacting the school office.