

**Drummond School (Special)**  
HIGHLAND COUNCIL | ADD ESTABLISHMENT ADDRESS

# Introduction: 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



#### 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](#)

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%

We are pleased to present our Standards and Quality Report for Session 2022-23. 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.

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-sìgridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Mark Elvines  
Head Teacher

## School Profile

### Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](https://www.parentzone.scot.nhs.uk/). 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

**Attendance**  
89.18%

**Average Class Size**  
5.4

**Meeting PE Target**  
Target Met

**Pupil Numbers**  
97

**Teacher Numbers**  
23.3

**Pupil Teacher Ratio**  
4.2

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 97 children attending the school, ranging from P1 – 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 children with significant ASN, 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 attainments 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.

Overall primary children are making the following progress:

**Reading**

Satisfactory progress

**Writing**

Satisfactory progress

**Listening and talking**

Satisfactory progress

**Numeracy**

Satisfactory progress

**SIMD Q1**  
9%

**SIMD Q2**  
29%

**SIMD Q3**  
11%

**SIMD Q4**  
22%

**SIMD Q5**  
28%

**Unknown**  
1%

**ASN**  
100%

**No ASN**  
0%

**FSM**  
100%

**No FSM**  
0%

**EAL**  
7%

**No EAL**  
93%

### Attainment in literacy and numeracy: Broad General Education

2022/23 Proportions of pupils achieving expected Curriculum for Excellence Levels at S3

**Reading**

Few

**Writing**

Few

**Listening and talking**

Few

**Numeracy**

Few

*Together we can achieve remarkable things*

## Senior Phase

Almost all pupils are engaged SQA accredited courses. Most pupils attend college appropriate courses

## School Leavers

Most leavers left school with qualifications at National 1 and 2 level. Most pupils had a positive destination to progress onto, a few had their support packages reduced or fail to come about

We have had no exclusions this year.

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

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***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.

## Review of progress for session

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

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

#### School Priority:

Curriculum design: DEPTH- progress and attainment (including range and level of accreditation at Senior Phase)

#### Purpose:

The general trajectory is to share more teaching across more classes especially in secondary. Our experience is that this raises the bar and encourages quality and variety of teaching and learning. We are increasing the level of accreditation within the school, especially at senior phase and SQA, and improving/building upon our tracking and monitoring processes

#### Progress:

SQA accreditation

#### Impact:

Pupils are engaging in new and established SQA accredited courses giving them more accreditation opportunity and subject experience. SQA accreditation and subject opportunity has expanded into further Secondary areas. Senior phase pupils beginning to be more confident in assessment situations and more aware of subject preferences. Overall, almost all our pupils experienced SQA accredited courses, Most of our school leavers left with SQA accreditation at National level 1 or 2

Transition Planning and Pathway

There was good evidence of positive participation of young people and families in transition processes, with greater inclusion of pupil voice and choice in destination consideration. There was little success in Increasing provider interaction with pupils whilst still at school, some progress was made in venue and location visits and engagement. The development DYW programme driven by pupil voice and choice remains at an early stage of development. Almost all pupils that attended the college course has a positive experience

PAT audit, revision, and adaptation

The PAT working group established to measure coverage of monitoring and assessment programme and how those impacts planning next steps for pupils progress had limited or no impact this session. A successful data collection was carried out with staff able to RAG student attainment, ensuring ACEL data was current and in place for the school. The PAT system was not reviewed and updated and there remains the need to review systems for consistent monitoring, assessment and planning. Overall, most pupils can be shown to be making progress but within national expectations

Autism Accreditation process and visit

The Autism Accreditation visit provided confirmation of the school's evidence that Accreditation status is still maintained recognising all pupils have every opportunity for success, well-being, and development. The Accreditation status was approved. There is an Action Plan from the Autism Accreditation visit to be implemented to enhance practice further and enhance pupils opportunities for success, well-being and development. Overall. The confirmation of continuing Accreditation status by the NAS means almost all pupils are receiving appropriate strategies in meeting their learning needs,

**Next steps:**

Further curriculum design and timetabling led by SMT

Element of choice and tailoring developed for senior phase and BGE pupils

Greater range of SQA accredited courses delivered to senior phase pupils

Greater use of data to inform planning and subject delivery

Greater use of data to inform staff of pupil progress and attainment (incl. SNSAs and SOFAs)

Learning snapshot introduced to inform parents of progress in key curricula subject area

The continued development DYW programme driven by pupil voice and choice

Further engagement with service providers and local community industries to expand range of destinations for our school leavers

The PAT system will be reviewed and updated to review systems for consistent monitoring, assessment and planning in place by all staff to ensure pupil's opportunity for reaching next milestones or increased E&Os or IEP targets as routine

Continued monitoring and implementation of NAS Accreditation Action Plan to ensure Accreditation status and quality of service is maintained.

## School Priority:

# Curriculum design: BREADTH - curriculum coverage and engagement

## Purpose:

*Meeting the wide-ranging needs of all children, young people and their families is the heart of what makes an excellent school. Schools cannot achieve this by themselves. As noted in the Building the Curriculum series, strong, effective partnerships at local and national level are the key to future improvement in Scottish education.*

## Progress:

Learning Outdoors

## Impact:

More pupils were engaged in planning and participation in learning outdoors focuses, events or activities. Greater use of outdoor environment throughout the year leading pupils being confident and proficient learners in the outdoor environment was promoted by dedicated teaching capacity being created with a specialist team-teaching with colleagues or leading learning sessions outdoors. Almost all pupils had a positive experience of learning outdoors this session.

PMLD Curriculum

There is still considerable work to be done on the Development of key priorities through action plan for the PMLD curriculum to provide more opportunity and diversity of choice for PMLD pupils. There has been some progress on Assistive Technologies to increase pupil voice and participation in areas of the curriculum, with equipment purchases, greater collaboration between Assistive Technology Officer in the Authority and CALL centre Scotland. Investment in training and sharing of strategies has increased, with rebound therapy training to be completed next year.

Grow Zone Project

Grow zone has provided another means of most pupils learning working outdoors. Grow zone has provided greater range of activities for most pupils to be involved in learning working outdoors and a few pupils to gain further accreditation.

RDA

A few pupils engaged in riding sessions providing opportunities for skills growth, well-being, and confidence at the start of the session until organisational issue with RDA group caused these to halt.

Music Therapy

Music therapy sessions for identified groups providing opportunities for skills growth, well-being and confidence in pupils. Many pupils involved showed an enjoyment of the sessions. Greater consideration of which pupils receive music therapy will be given to maximise benefit of provision.

Shakespeare for Schools

Rehearsals and planning took place for identified pupils on Shakespeare4Schools project with a focus on Literacy skills development, well-being and social interaction opportunities with a film being produced that received praise from the project co-ordinators. Almost all pupils involved showed engagement and active participation with development of communication, creative and language skills.

## Next steps:

Further development of learning outdoors within the curriculum

Development of DofE within the curriculum for Senior Phase

Development of residential and Outward Bounds aspects of curriculum

Extension of GrowZone project into enterprise and curricula areas, such as H.E.

Increase in Music Therapy provision with review of those pupils targeted, and exploration of Art and Drama therapy options



Reestablishment of RDA programme alongside other provisions such as for example, skiing, canoeing and therapy pets  
Development of key priorities through action plan for the PMLD curriculum  
Development of SQA accreditation through 'Bikeability' programme

## School Priority:

# Pupil Opportunity – health and well-being, voice and experiences

### Purpose:

*Drummond School will prioritise and focuses on our pupils' which underpins children and young people's ability to achieve success. The school will develop policies and practices that are well grounded in current legislation and have a shared understanding of the value of every individual. A clear focus is being developed ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements.*

### Progress:

Pupil Council engagement

Views in Child Plans

School Grounds Development

Play Therapy

Counselling sessions

Clowndoctors sessions

Right Respecting School process

### Impact:

The school continues to seek effective ways to include the views of pupils and parents into SIP and working groups demonstrating that parental views and pupils' choices are integral part of school planning. The parent council played a more active part in school life this year

Trailing of strategies for collating pupils' views and, listening to pupils has made what they feel and want more central to Child plan process with a few pupils even attending meetings to express their views.

Young one's playground enhancement has not been completed, and outdoor is still to be installed, Greater opportunities for physical health enhancement and focus on IEP targets such as turn taking g, social interaction and creativity have been achieved for most pupils with the GrowZone project and increased use of loose parts and 'messy' play in learning sessions.

Identified pupils have engaged in play therapy sessions. Parental feedback provided has stated that almost all pupils have demonstrated greater ability to communicate with others, express feelings, modify behavior, and have a variety of ways of relating to others. Such progress has been harder to pinpoint in a school setting

Two pupils gave their consent and continued to engage with a counsellor. Parents were positive about the involvement and impact on the young people. Informed consent remains a challenge for our pupils as it is a core tenant of the counselling ethic

Unfortunately the provider was unable to fulfil this service due to restrictions on their travel and accommodation budgets.

The school successfully achieved Bronze Level Committed Award for Rights Respecting schools

### Next steps:

Involvement of the parent Council in the delivery and monitoring of the School Improvement Plan 23/24  
Pupil's voice is central and integral part to child plan meetings and has direct impact on action plan and all pupils feel safe, listened to and that they have control over their learning and school life

Completion of outside trampoline and enhancement to 'young ones' playground area, further improvements to school grounds

Further development in partnership with Highland council provider of counselling service

To achieve Silver Level, Rights Respecting Schools

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

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Shakespeare for schools: Rehearsals and planning took place for identified pupils on Shakespeare4Schools project with a focus on Literacy skills development, well-being and social interaction opportunities with a film being produced that received praise from the project co-ordinators. Almost all pupils involved showed engagement and active participation with development of communication, creative and language skills.

NAS Autism Accreditation Status: The Autism Accreditation visit provided confirmation of the school's evidence that Accreditation status is still maintained recognising all pupils have every opportunity for success, well-being, and development. The Accreditation status was approved. There is an Action Plan from the Autism Accreditation visit to be implemented to enhance practice further and enhance pupils opportunities for success, well-being and development. Overall. The confirmation of continuing Accreditation status by the NAS means almost all pupils are receiving appropriate strategies in meeting their learning needs,

Closing the Gap (Literacy PSAs deployment): All the pupils targeted with use of sessions with the school's dedicated literacy PSAs demonstrated progress that could be evidenced in the following areas; Pre-Handwriting skills, Concepts of print, Book Handling, Picture and Story comprehension, Looking and recognising, Writing and Story Reading Behaviours, Expressive language, understanding language and phonological awareness

## Wider achievements

### Coileanaidhean nas fharsainghe

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This year the school made good progress in widening its achievements for the pupils, or re-establishing achievement opportunities for pupils after the impact of the COVID 19 pandemic. Almost all pupils were able to experience sharing achievement via Google Classroom, celebrating success and growing understanding in Assemblies, participating, or learning about National Events and celebrations. Most pupils developed roles and responsibilities in schools, pupil council, chef cafes and leading events, took part in Learning in the Community, PE events, competitions and tournaments and had their learning experience enhanced by visitors group visits and performers/performances. Most pupils have been able to demonstrate caring for others and raising money for causes through enterprise projects or charity events. Some pupils where eligible or appropriate have performed on camera for the Shakespeare for School, participated Outward bounds and Residential experiences and expanded their links to mainstream, Transition events, post-school destination visits and college

## Comments from learners, families, stakeholders and staff

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

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Parental feedback provided has stated that almost all pupils have demonstrated greater ability to communicate with others, express feelings, modify behavior, and have a variety of ways of relating to others. When creating and developing the Senior Phase residential parents commented that they were only prepared to let their pupil go on the trip because of their total faith in the school. At a Child Protection review meeting a reviewing officer commented how dedicated and caring the staff of Drummond were for all their pupils. Our engagement with the Altnacriche Outward Bounds Centre was positively written up in the SUScotland magazine. We received positive feedback from our involvement in Disc Golf project co-run

*Together we can achieve remarkable things*

by NHS and Scott Stokely (a famous disc golfer from USA). Similar praise and experience was feedback to the school by representatives of the Scottish Curling Team. All members of the VSE team that visited the school in May 2023 spoke highly of the welcome and professionalism of staff. The school also has evidence of numerous examples of feedback from parents, staff and partnership agencies of positive and successful interaction, appreciation the work the school doing and observed progress of pupils or initiatives put in place.

## 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 the following progress this session:

	PRIMARY	SECONDARY
<b>QI 1.3</b> Leadership of change	Good	Good
<b>QI 2.3</b> Learning, teaching and assessment	Satisfactory	Satisfactory
<b>QI 3.1</b> Wellbeing, equality and inclusion	Good	Good
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Satisfactory	Satisfactory

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

## Key priorities for improvement planning

### Prìomhachasan airson planadh airson leasachadh

Curriculum Breadth and Depth  
Use of data, recording attainment and reporting pupil progress  
Including and listening to pupil voice  
Parental engagement

## Planning ahead

### A' planadh air adhart

Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://drummondschool.wordpress.com> or by contacting the school office