

# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024/25



Drummond School, Drummond Road, Inverness

# School Profile

## Pròfil 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.

In June 2025 there are 109 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 Acting Depute 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 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.

We have no exclusions this year.

## Data relating to our context:

Pupil Numbers	Attendance	Teacher Numbers (FTE)			
109	90.3%	24			
P1 0.92%	P2 5.5%	P3 10.1%			
P4 7.34%	P5 8.26%	P6 6.42%			
P7 10.1%					
<b>S1numbers</b> 13	<b>S2numbers</b> 10	<b>S3 numbers</b> 9	<b>S4 numbers</b> 6	<b>S5 numbers</b> 11	<b>S6 numbers</b> 7
<b>SIMD Q1</b> 16.4%	<b>SIMD Q2</b> 13.8%	<b>SIMD Q3</b> 19%	<b>SIMD Q4</b> 42.2%	<b>SIMD Q5</b> 6.9%	<b>Unknown</b> 2%
<b>Overall ASN</b> 100%	<b>Free School Meal</b> 100%	<b>EAL</b> 9%	<b>Glossary:</b> <b>FTE</b> – Full Time Equivalent <b>SIMD</b> – Scottish Index of Multiple Deprivation 1= % of pupils living in most deprived areas 5=least deprived areas <b>ASN</b> – Additional Support Needs <b>EAL</b> – percentage of learners for whom English is an Additional Language		

## 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 to their individual circumstances and pupils may also participate in awards programmes.

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 level 1 and 2 in a range of curricular areas. In previous years, 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 -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 Sottish 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. This year's qualifications are being accredited in November 2025.

## **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. Culduthel Christian Centre (Volunteering), Inverness Foodstuff (Volunteering), Café 1668 (Volunteering), Drummond School (Volunteering), Cheshire House (Supported Involvement), L'Arche (Supported Activities), Cantraybridge College (Further Education), Glachbeg Croft (Supported Activities), and the Haven Centre (Supported Sessions)

All our school leavers are going on to positive destinations.

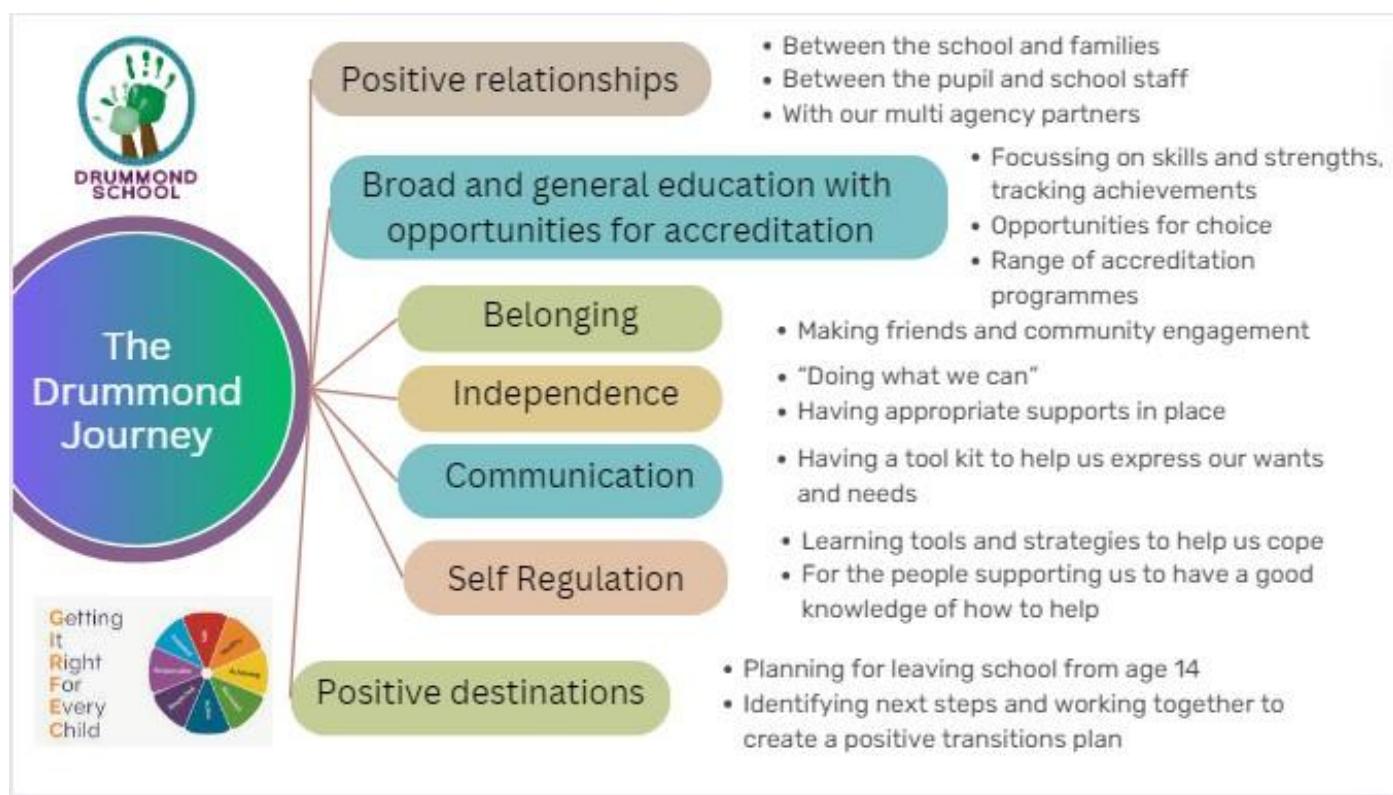
## School vision, values and aims

### 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

Ready \* Respectful \* Safe

**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. 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. These values have been developed through collaborative working with staff at Drummond, with a focus next year to further develop through collaboration with pupils and parents.**

#### **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 school's 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
- 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 2024/25

### 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 QI 3.2 - Curriculum Design: BREADTH & DEPTH: Raising Attainment & Achievement	
<p><b>Rationale:</b> 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</p>	
<p>Summary of impact :</p> <ul style="list-style-type: none"> <li>• Seek opportunities to research other curricular models nationally</li> </ul> <p>This was unable to be actioned due to staff absence. Further research in the PMLD curriculum and in Senior Phase in particular is a priority that will be followed through in this year's SIP.</p> <ul style="list-style-type: none"> <li>• Review our learner pathways/curriculum and research alternative models that could lead to raised attainment and greater choice</li> </ul> <p>This was unable to be actioned due to staff absence.</p> <ul style="list-style-type: none"> <li>• Implement a centralised timetable rationale and model it in a meaningful way.</li> </ul> <p>A centralised timetable rationale was created and choices offered in Senior Phase and 'Buddy' classes in BGE. Teachers delivered literacy and numeracy nationals across two differentiated classes at SQA level, and literacy and numeracy across two classes throughout the senior phase. 'Buddy classes' were created in the BGE where teachers would swap for science or technology, which led to upskilling of staff in curricular areas. Subject specialist teachers taught Art, Music and PE across the school, although the music teacher during the year. Staffing challenges meant that this input was limited at times.</p>	<p>Next steps</p> <ul style="list-style-type: none"> <li>• Learner pathways</li> <li>• Reconsider staffing structure making use of staff's strengths to support attainment</li> <li>• Research other curricular models nationally</li> <li>• Specialist teacher input into CCR time</li> <li>• Review of PMLD curriculum</li> <li>• A focus on IDL when looking at the curriculum</li> <li>• Review curriculum with sensory focus</li> <li>• Tracking and monitoring system, Planning meetings, Attainment meetings, Learning observations, all to be</li> </ul>

<ul style="list-style-type: none"> <li>• Embed and secure tracking model developed</li> </ul> <p>The tracking model was implemented but requires to be used effectively, embedded and secured.</p> <ul style="list-style-type: none"> <li>• Review use of technology to be more active and less passive</li> </ul> <p>This process is ongoing.</p> <ul style="list-style-type: none"> <li>• Continue to monitor and embed standards achieved in NAS accreditation process</li> </ul> <p>This has continued and Drummond will go for re-accreditation next year.</p> <ul style="list-style-type: none"> <li>• Focus our online provision to support engagement and achievement</li> </ul> <p>Digital learning journals have been successfully implemented by some of our teachers where appropriate. We need to continue to review the use of alternative technologies and the PMLD curriculum.</p> <ul style="list-style-type: none"> <li>• Develop further collegiate programme sessions on raising attainment, inclusive approaches and data, ACEL, SNSAs and SOFAs</li> </ul> <p>A range of training opportunities were offered, which included SLT drop ins on data, story massage, CALL Scotland for AT and Com friendly environments, Makaton training</p> <ul style="list-style-type: none"> <li>• PEF pupils identified and literacy PSAs create programme of intervention for targeted literacy skills in collaboration with class teachers</li> </ul> <p>PEF pupils were identified and literacy PSAs worked well to evidence the impact of their targeted literacy interventions. There have been staffing challenges that have impacted on PSAs being able to do this work.</p> <p>There was a focus on high quality literacy sessions being delivered everyday by class teachers, making use of school facilities like dark room, soft play, outdoor learning for literacy activities.</p>	<p>added to QA calendar with three tracking openings (October, January, May)</p>
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School Improvement Plan Priority 2 QI 2.3 - Curriculum Design: BREADTH & DEPTH: Learning, Teaching & Assessment	
<b>Rationale:</b> The need to agree as a school a consistent standard for all staff, including PSAs & teachers, and clear understanding of what good Learning & Teaching looks like. Including but not exclusively active learning, multi-sensory approaches	
<p><b>Summary of impact</b></p> <ul style="list-style-type: none"> <li>• Focus on developing lesson observations to promote coaching culture and lesson evaluation toolkit</li> </ul> <p>A learning and teaching policy was created by a short-term working group. This is still to be shared with staff.</p> <ul style="list-style-type: none"> <li>• Improve quality and quantity of lesson observations</li> </ul> <p>This was not possible due to staffing challenges. However feedback from observations in the HMIE literacy inspection and the Autism Accreditation team were positive.</p> <ul style="list-style-type: none"> <li>• Develop Learning and Teaching group to support our approaches to tracking and reporting on learner progress</li> </ul>	<p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>• L&amp;T policy to be shared with staff, pupils and parents and further development of L&amp;T working group next session</li> <li>• Further embedding and moderation of tracking system</li> <li>• Review assessment tools and strategies</li> </ul>

A tracking system was created which now needs to be used, embedded and monitored. This will inform planning, and information will be shared with parents.

- Complete learning and teaching policy with consultation of all stakeholders and implementation strategy

This has been completed, consultation to be sought from all stakeholders.

- Embed and secure tracking model developed

Commitment to this is inconsistent and with limited impact in terms of intervention.

- Specific use of tracking model to focus on literacy attainment

This needs to be embedded and secured by all staff.

- Greater structure and planning to literacy sessions as part of learning and teaching developments

This will continue next year.

### **School Improvement Plan Priority 3 QIs 2.7/3.1 - Listening to and involving Stakeholders**

**Rationale:** The need to have pupil voice and parental engagement at the centre of school improvement priorities

Summary of impact	Next steps
<ul style="list-style-type: none"> <li>• Continue to raise the profile of equality and diversity issues during assemblies.</li> </ul> <p>This has been successful and is an integral part of the Drummond week.</p> <ul style="list-style-type: none"> <li>• Explore ways to increase staff confidence and expertise in implementing inclusive/nurture approaches through CPD / collegiate sessions.</li> </ul> <p>An induction programme was being developed last year by the PT Communication. Within the collegiate calendar time was set aside for BSPs, RA, Communication passports, sensory profiles and CALM.</p> <ul style="list-style-type: none"> <li>• Continue and maximise the pupil's exposure in lessons, assemblies, and the Pupil Council to the Rights Respecting Schools Award Slides</li> </ul> <p>This was successful and is ongoing.</p> <ul style="list-style-type: none"> <li>• Continue and maximise ways to celebrate and share success of pupils.</li> </ul> <p>Assemblies, newsletter, Facebook, communication with parents are all ongoing and successful.</p> <ul style="list-style-type: none"> <li>• Promote and maximise the involvement of Parent groups in SIP review and some working group or curricula areas.</li> </ul> <p>This has been unable to happen due to staffing pressures.</p>	<ul style="list-style-type: none"> <li>• Programme of in-house CPD to be offered that supports meeting the needs of the learners in the school</li> <li>• Promote and maximise the involvement of Parent groups in working group or curricula areas.</li> <li>• Pupil voice to be actively sought.</li> <li>• Seek views of all stakeholders</li> </ul>

# Progress and impact of Pupil Equity Fund

## Adhartas agus buaidh Maoin Cothromas Sgoilearan

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Last year there were 17 children from the full PEF list who were considered for the PEF literacy interventions. Appropriate groups were formed and targeted literacy work. Positive relationships were built with the young people and plans were adapted to allow for the transition needs to be met. The PSA used Highland Literacy based activities and games, as well as topics the children enjoyed or were doing in class. Some of sessions were out of class, but some were within the classroom. The PEF PSAs created their activities and resources using topics the young people most enjoyed, eg SpongeBob, Minecraft etc, using core words and key focus words for communication. PEF PSAs worked with pupils with a wide range of communication needs, from the PMLD classes to verbal/independent young people. Staffing challenges meant that the opportunities to carry out these interventions were limited to just a few weeks, but PEF PSAs endeavoured to continue to support the identified pupils with literacy focused work when in supporting classes.

## Wider achievements

### Coileanaidhean nas fharsainge

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Some of the wider achievements recorded in the school have been 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 playing 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 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 residential and the Culduthel Conservation project.

## Capacity for continuous improvement

### Comas airson leasachadh leantainneach

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As the SQR is being completed retrospectively by SLT who were not in the school last session, it is not appropriate to evaluate progress that was made for last session.

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:

	2024-2025
QI 1.3 Leadership of change	Satisfactory
QI 2.3 Learning, Teaching and Assessment	Satisfactory
QI 3.1 Ensuring Wellbeing, Equality and Inclusion	Satisfactory
QI 3.2 Raising attainment and Achievement	Satisfactory
Other QIs reviewed	

## Key priorities for improvement planning Prìomhachasan airson planadh airson leasachadh

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Improvement Priority Title
Please see action plan

## Planning ahead A' planadh air adhart

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Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed by contacting the school office.

# Appendix 1: Local and National Context

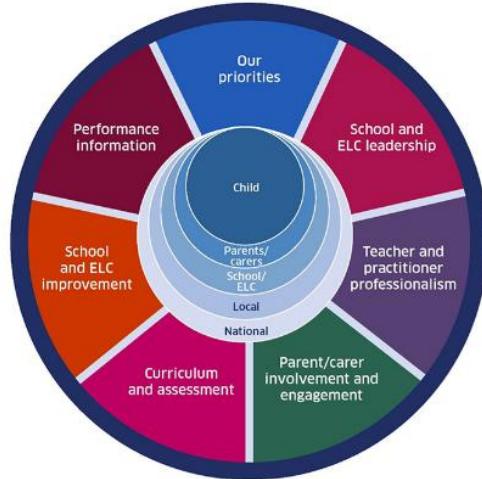
## Ro-ràdh: Co-theacsa ionadail agus Nàiseanta

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?*<sup>4</sup> 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%

- READY \* RESPECTFUL \* SAFE

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**

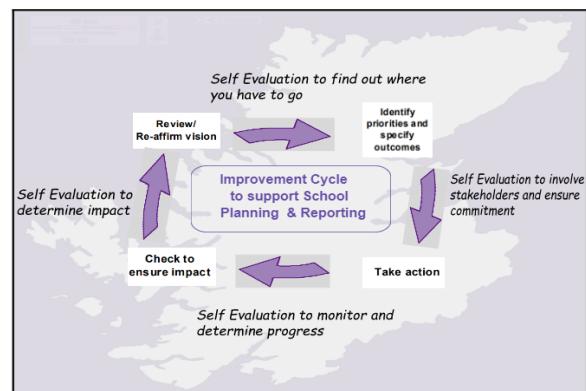
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### **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-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.**

Connie Farrel  
Acting Head Teacher  
Drummond School

- READY \* RESPECTFUL \* SAFE