



Drummond

COMMUNITY HIGH SCHOOL

Head Teacher: Jodie Hannan

Standards & Quality Improvement Report for Session 2017-18

Summary for Parents

All schools are required to write an annual Standards and Quality Improvement Report (SQIP). This document reflects on progress made with priorities over the course of 2017-18 and makes evaluative comments about key aspects of the school. We are also required to prepare an Improvement Plan which sets out our priorities for development over the course of the next session. Both of these documents are available in full on our website. Paper copies are available on request from the school office.

This paper is a summary of these documents which we issue to all parents and we hope you find it useful and informative. We would be delighted to receive feedback, which should be sent to Ms Hannan at the school.

Each faculty has also written their own SQIP detailing attainment, pupil achievement, highlights of the year and priorities for the current session.

Standards and Quality Improvement Report

Please note the term 'Virtual Comparator' is used as a measure of success in this report. It is a way of comparing the performance of all pupils at our school with a group of pupils, taken from around Scotland, who have the same backgrounds as those of our school. This gives a fair way of comparing our own performance to that of a similar group of pupils, so that we can see where performance is strong and where it might be considered as needing improvement.

Improvements in Performance

Standards of attainment are good with particularly noteworthy improvements in the number of pupils achieving Highers. This was also the first year of S4 learners studying seven National Qualifications. We continue to evaluate attainment and the curriculum to seek ways in which learners can be supported to achieve their best. Key points from this year's SQA results are:

- In S1-3 students make good progress in their Curriculum for Excellence courses and students are working within the 4 capacities with increasing confidence. A large number of students in S1, 2 are currently judged to be consolidating or making secure their learning within Level 3 in all subjects. In S3 many students are working within level 4.

Our Senior Phase curriculum model allows learners to follow pathways most appropriate to them and we encourage all pupils to see Senior Phase as a three year plan of Nationals, Highers, and Advanced Highers where appropriate, to secure a well developed portfolio of awards:

- Our S4 results continue to improve, and the number of pupils achieving National 3 and 4 is particularly noteworthy. Within National 5, 27% of learners achieved at least 5 passes, an improvement from last year, and this demonstrates the climate of high expectations in the school, with some young people achieving A passes in all 7 of their National Qualifications. 65% of learners achieved passes at National 4 level in S4, an improvement of 15% from last year.

- 61% of S5 pupils gained at least 1 Higher award by the end of S5 which is a 10% improvement on last year. 32% of learners achieved 3 or more Highers as is our number of pupils achieving 5 Higher awards by the end of S6.
- S6 results are particularly improved with the number of pupils achieving Advanced Higher awards the highest in several years. The quantity of pupils securing Higher passes in S6 has also shown significant improvement and we almost level with our Virtual Comparator in this area.

This session we are focusing our attention on improving the number of numeracy and literacy awards, outwith English and Maths, in the Senior Phase as well as different curriculum pathways.

The experience of learners

Pupils told us that they are actively engaged in their learning, being challenged in classes and feel they are making good progress. The school has long had a focus on active learning methodologies and these are increasingly being incorporated into classroom practice to improve young people's experiences.

Wider achievement opportunities were afforded through weekly Masterclasses which focused on topics such as Mindfulness and Heartstart. The participation of all S5 pupils in the Youth and Philanthropy Initiative also developed their research, presentation and team skills. Wider opportunities for achievement are also recognised and celebrated across the school in our vocational options offered both within and out with curricular time: JET (Job, Education, Training), SQA Leadership for S6, YPI, Work Experience, Buddying & Mentoring, Coaching etc.

We encourage our pupils to develop their leadership and celebrate their achievement in and outwith school at every opportunity via Twitter, the daily bulletin and assemblies which motivates and engages pupils. There are additional wider achievement opportunities for S5/S6 pupils through Career Ready, and those who have partaken in these have been very successful. Both attainment and achievement are recognised at the Celebration of Achievement Evening. Our Active Schools coordinator, along with many other teaching staff, have afforded many opportunities to be involved in extra-curricular activities in Art, Drama, Sport and Music.

Our unique city centre location allows our pupils many varied opportunities to enrich their curriculum, increase their confidence and broaden their horizons. Staff continue to develop creative partnerships across the city and further afield to benefit our young people. These partnerships include large corporations such as John Lewis, Laing O'Rourke and RBS to smaller local businesses. Drummond has a very high city and national profile in Art shows and galleries, Maths competitions and the Technologies Design Engineer Construct course.

The school has an excellent record of supporting learners into positive destinations after school and 93% of our young people who left in 2017-18 session are currently in sustained positive destinations.

Meeting Learners' Needs

We strive to reduce any barriers to learning that may affect our young people. Learners are regularly assessed for learning needs; strategies and resources, including access to ICT, are put in place to address barriers to learning. Specialist staff are deployed effectively and the school works with parents and many partner agencies to ensure learners' needs are met. Getting it Right for Every Child (GIRFEC), a national framework designed to ensure the needs of all children are met, continues to be developed in the school.

Pupil Equity Funding (PEF)

The purpose of this additional financial support from the Scottish Government is to close the attainment gap caused by poverty. Every school can decide how best to spend these funds depending on their context. We employed two youth workers for three days per week to support young people; established a free daily breakfast club for all pupils; employed additional support for learning teaching hours; purchased additional literacy and numeracy resources; invested in library stock to appeal to a broader number of pupils;

Curriculum

We continue to review the curriculum to ensure that it is relevant and flexible for all our young people and are currently planning for the new timetable in June 2019.

Improvement through Self-Evaluation

Drummond is committed to improvement through self-evaluation. Data is regularly and rigorously monitored; views of all stakeholders are sought through surveys and focus groups; classroom observation takes place regularly. The conclusions from these activities have been used to develop improvement strategies and target support.

Improvement Plan 2018-19

Our main priorities over the next session address those set out in the Scottish Government's National Improvement Framework for education (NIF) as well as using the Pupil Equity Funding (PEF) allocated to us:

NIF priorities 1 & 2

1. Improve overall attainment and 2. close the attainment gap by focusing on literacy and numeracy

- Improve the number of literacy and numeracy awards gained in the Senior Phase, outwith English and Maths
- Focus on high quality learning and teaching to raise attainment including learner conversations, growth mindset, digital learning, differentiation and developing skills in the BGE to improve the transition to nationals in S4
- Monitor and track the progress of Senior Phase pupils and establish alternative curriculum pathways
- Introduce a tracking, monitoring and reporting tool for all pupils and particularly to track BGE pupils
- Engage in regular self evaluation of our progress towards these goals

NIF priorities 3&4

3. Improve the health and wellbeing of young people and 4. their employability skills

- Focus on respect and nurture as our two key wellbeing priorities across school
- Evaluate all aspects of the curriculum to ensure it is relevant and flexible for all young people such as increased vocational opportunities and employability skills

Detailed action plans have been developed for each of these priorities.

Please address any comments or feedback to admin@drummond.edin.sch.uk

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