Nurturing Big Ambitions
The Drummond Challenge
Improvement framework

1.3 Leadership of Change
Empowering everyone: staff, young people, partners, parents in our community to improve outcomes for pupils

2.3 Learning, Teaching & Assessment
Improving the quality and consistency of learning & teaching

3.1 Wellbeing, Equality & Inclusion
Focusing on making sure that all pupils are supported and have the opportunity to succeed

3.1 Attainment & Achievement
Increasing all pupils’ levels of attainment and achievement
<table>
<thead>
<tr>
<th>Primary drivers to achieve change</th>
<th>Secondary drivers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. NIF &amp; CEC priority 3: Improvement in children and young people’s health &amp; wellbeing</td>
<td>Develop a consistent whole school system using trios to share best classroom experience</td>
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<tr>
<td>2. Leadership at all levels</td>
<td>Develop whole school systems to use data (ACEL, SNSA, Insight &amp; SQA) and systems (Edict, Seemis &amp; Insight) effectively at all levels of school to identify and target young people at risk of under/ not attaining; set STAN targets using Insight data; monitor progression; no child leaves my class with nothing</td>
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<tr>
<td>3. The primacy of high quality L&amp;T</td>
<td>Improve the quality of L&amp;T in line with Edinburgh Learns L&amp;T policy; consistent implementation of Drummond’s L&amp;T vision &amp; 4 phase model including active learning &amp; AfL</td>
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<td>4. Improve the pace, challenge and rigour in learning from S1-S6</td>
<td>Establish L&amp;T team with driving and sharing best practice as the professional enquiry focus</td>
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<td>5. Rigorous universal and targeted tracking &amp; monitoring of attainment from S1-S6</td>
<td>Continue to improve the pace, challenge, rigour and NQ skills in the BGE to improve NQ attainment: all learners must be Level 5 ready by the end of S3. Ensure S3 is used as transition to Senior Phase.</td>
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<td>6. Exemplify our vision of Big Ambitions and high expectations for all</td>
<td>Improve differentiation in every classroom, particularly to challenge the more able</td>
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<tr>
<td>7. NIF &amp; CEC priority 4: Improve employability skills and sustained positive destinations</td>
<td>Continue to improve the quality of literacy and numeracy awards at the highest level using STAN targets</td>
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**SCHOOL IMPROVEMENT PLAN**

**RAISE ATTAINMENT:** The Drummond Challenge 2019-20

**NIF & CEC priority 1:** Improve attainment, particularly in literacy & numeracy NIF & CEC priority 2: Close the attainment gap between the most and least disadvantaged young people

**NIF & CEC priority 3:** Improvement in children and young people’s health & wellbeing

**NIF & CEC priority 4:** Improve employability skills and sustained positive destinations

**Ideas to drive change**

**The Drummond Challenge**

Professional Enquiry

Positive relationships

Professional Enquiry

CIRCLE

Learning trios

Planners

Sharing good L&T practice at faculty meetings

Faculty reviews

PSL 1:1s conversations

Faculty attainment targets at level 5 and Higher

3 tracking reports S4-S6

School focus wall of pupils at risk

Post TR interventions at class, CL, PSL, SLT levels

S4-S6 Target setting conversations

NPA courses

School focus wall of leavers at risk
**The Drummond Challenge 1**

**To raise the attainment of all our young people**
NIF & CEC priority 1: Improve attainment, particularly in literacy & numeracy

**Targets**
- 90% S4 achieve L4 Literacy
- 83% S4 achieve L5 Literacy
- 65% S4 achieve L4 Numeracy
- 69% S4 achieve L5 Numeracy
- 82% S4 achieve L4 Numeracy
- 51% S4 achieve L5 Numeracy
- 70% of S4 gain 5@N4
- 27% of S4 gain 7@N4
- 44% of S4 gain 5@L5 A-D
- 16% of S4 gain 7@L5 A-D

<table>
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<th>Primary drivers to help us achieve</th>
<th>Secondary drivers</th>
<th>Ideas to help this year</th>
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<tr>
<td>Leadership at all levels</td>
<td>High expectations</td>
<td>School focus wall of pupils at risk</td>
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<tr>
<td>Faculty teams</td>
<td>Improved contact with home</td>
<td>Target setting &amp; learner conversations at all levels</td>
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<tr>
<td>Nurturing Big Ambitions</td>
<td>Faculty reviews</td>
<td>Researching level 5 &amp; 6 provision</td>
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<tr>
<td>Positive relationships</td>
<td>Teachers know barriers and plan to remove them</td>
<td>Ready to Learn</td>
</tr>
<tr>
<td>Rigorous universal and targeted tracking &amp; monitoring of S1-S6 attainment &amp; attendance</td>
<td>No child leaves my class with nothing</td>
<td>Staff CLPL on Classroom management &amp; restorative conversations</td>
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<td>Excellent learning &amp; teaching</td>
<td>Use of tracking supports</td>
<td>3 tracking reports in Senior Phase</td>
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<td></td>
<td>Improvement via post TR interventions</td>
<td>Edict</td>
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<tr>
<td></td>
<td>Well planned 4 phase model &amp; AfL</td>
<td>Insight, ACEL, SQA data</td>
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<td></td>
<td>BGE &amp; Senior Phase pace &amp; challenge</td>
<td>L&amp;T Trios</td>
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<td></td>
<td>Teachers seek and share best practice</td>
<td>10 minutes reading in class</td>
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**Leadership at all levels**
- Faculty has, and models, Nurturing Big Ambitions at the heart of all it does.
- Faculty explores different curricular provision at Levels 5 and 6 to improve the learner journey - course choice provision for 2020-21
- Faculty knows its data: sets and tracks own targets for quantity & quality of awards to contribute to raising whole school attainment.

**Faculty attainment contribution to The Drummond Challenge**

**Leadership + high quality learning & teaching + data analysis = raising attainment**

- The faculty aim is that no child leaves their classrooms with nothing and has plans in place to support pupils at risk of under/ not achieving.
- Faculty sets plans for short (S4-S6 this session), medium (S2&S3) and long term (S1) attainment & evaluates progress towards them.
- Faculty sets high expectations for L&T; standing and meaningful agenda item; critical friend approach to sharing best practice.
The Drummond Challenge 2

To ensure that all Big Ambitions are Nurtured by reducing the attainment gap between the most and least disadvantaged NIF & CEC priority 2

S4 CTP targets
Lowest 20% from 65 to 89
24
Middle 60% from 239 to 290
51
Highest 20% from 387 to 426
39

Primary drivers to help us achieve
Secondary drivers
Ideas to help this year

Leadership at all levels

High expectations
Increased contact with home
School focus wall of leavers at risk
Target setting conversations

PEF team supports

1:1 ASL support
Teachers know barriers and plan to remove them
Learner conversations at all levels
Ready to Learn

Faculty team

Nurturing Big Ambitions

Staff CLPL on Classroom management & restorative conversations

Partnership working

No child leaves my class with nothing

Alternative pathways

3 tracking reports in Senior Phase

Positive relationships

Use of tracking supports
Improvement via post TR interventions

Edict
Insight, ACEL, SQA data

DIFFERENTIATION & AiF!

L&T team, trios

CIRCLE implementation
SLT classroom visits

Teachers seek and share best practice

Intra faculty observations

Professional Enquiry

Faculty attainment contribution to The Drummond Challenge

Faculty has, and models, Nurturing Big Ambitions at the heart of all it does.

Faculty has consistent high quality interventions for pupils at risk of under/ not achieving.

Faculty knows its data: sets and tracks own targets for quantity & quality of awards to contribute to raising whole school attainment.

The faculty aim is that no child leaves their classrooms with nothing.

Faculty sets plans for short (S4-S6 this session), medium (S2&S3) and long term (S1) attainment & evaluates progress towards them.

Faculty sets high and clear expectations for high quality L&T; standing and meaningful agenda item; critical friend approach to sharing best practice.
The Drummond Challenge 3

Ensure that all our young people feel valued, safe, respected and supported as they progress through school

NIF & CEC priority 3: Improvement in children and young people’s health & wellbeing.

92% attendance as a stretch aim from 89%

Target of improving HWB survey undertaken 2 years ago & Pupil HGIOURS in March 2020

Faculty attainment contribution to The Drummond Challenge

Leadership + high quality learning & teaching + data analysis = raising attainment

Faculty has, and models, Nurturing Big Ambitions at the heart of all it does.

Faculty gathers pupil voice regularly and makes use of the data.

Faculty has consistent high quality interventions for pupils at risk of under/ not achieving.

Faculty knows its data: sets and tracks own targets for quantity & quality of awards to contribute to raising whole school attainment.

The faculty aim is that no child leaves their classrooms with nothing.

Faculty is aware of equity cohorts (Care Experienced and Young Carers) as well as impact of ACEs and poverty upon young people’s outcomes and can support them.

Faculty sets high expectations for L&T; standing and meaningful agenda item; critical friend approach to sharing best practice.
The Drummond Challenge 4

To improve employability skills and sustained positive destinations for all young people

98% of leavers go on to a positive destination (currently 95%)

SIMD 1&2 S4 leavers 97% from 92%

Primary drivers to help us achieve

- Staff model CORE values & Nurturing Big Ambitions
- Career Education Standards introduced in all faculties by May 2020 and in BGE course plans
- Partnership with SDS & Spartans
- 16+ group tracking
- Faculty partnerships with business/ outside agencies
- Working with families
- Deployment of MWOW ambassadors

Secondary drivers

- PSL 1:1 interviews
- No child leaves Drummond with nothing
- Work placements
- Insight data
- Target setting conversations
- Use of tracking supports & interventions
- Close & rigorous tracking of pupils at risk
- Teachers know ACE, CE, YC and poverty barriers and plan to remove them
- SfW & NPA courses

Ideas to help this year

- School focus wall of leavers at risk of leaving with nothing
- DYW is the responsibility of all staff
- STEM work
- DEC project with primaries
- Career Ready programme
- Mock interviews
- MCR pathways?
- Professional Enquiry

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27% of S4 gain 7@N4 17%
44% of S4 gain 5@L5 A-D 21%
16% of S4 gain 7@L5 A-D 9%

1. Improve the quality and consistency of learning & teaching

Consistent implementation of literacy strategy 10 minutes reading in class
Consistent implementation of Drummond’s L&T vision & 4 phase model including active learning & AiFL
Rewrite the L&T policy in alignment with Edinburgh Learns L&T policy
Co-ordination & common focus of Learning Trios
Sharing best practice January 7 2020
Improving pedagogy to improve the pace, challenge, rigour and NQ skills in the BGE to improve NQ attainment: all learners must be NQ ready by the end of S3
Mailray treats
Improve differentiation in every classroom, particularly for the more able

Primary drivers
Secondary drivers
Who & how
Sharing best practice ‘Swapshop’ CLPL October 22 2019
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Improve differentiation in every classroom, particularly for the more able
LT&A SIG to lead Swapshop 22/10/19. Time given on Inset to Faculties to develop strategies.
Andrea Wallace
QA by CL and SLT. LT&A SIG Links to Faculties outlined in Minutes of LT Meeting of
LT&A SIG to write in consultation with staff.
LT&A SIG to create professional dialogue trios and share at 29th Nov CAT.
LT&A SIG to lead “Silent Debate”.
CLs, key feature on Faculty Agendas.
LT&A SIG November 2019
All faculties, led by CL