

# EDINBURGH LEARNS

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## Standards & Quality Reporting 2022-2023



**Drummond**  
COMMUNITY HIGH SCHOOL

**Context of the School**

Drummond Community High School is a non-denominational, 6 year comprehensive, with pupils drawn from 3 catchment primary schools (Abbeyhill, Leith Walk and Broughton), though we in fact admit new S1 pupils from a very wide range of primaries. The school’s roll has been increasing year on year and the September 2022 census recorded 515 pupils. As of June 2023, we are privileged to be supporting 23 asylum seeker and refugee learners.



Our school vision statement is ‘Nurturing Big Ambitions’, supported by CORE values of Commitment, Opportunity, Respect and Equity. Our vision and values underpin all aspects of our work across the school.

The school was the subject of an HMIE inspection in session 2009-10 with a City of Edinburgh Council (CEC) Supported Self-Evaluation visit in June 2019.

The Senior Leadership Team (SLT) comprises the Headteacher, two Depute Headteachers and an Acting Business Manager. The school operated without a Business Manager from October 2022 - January 2023 due to two unsuccessful rounds of recruitment following the substantive post-holder taking up a secondment and we are grateful to colleagues from St Thomas of Aquin’s RC High School and the CEC central team for supporting operational business during this time.

The Extended Leadership Team (ELT) includes three Pupil Support Leaders, one Support for Learning Leader and ten Curriculum Leaders (CLs), two as a job share. Four probationer teachers have been mentored at Drummond this year. The majority of faculties currently include single-person departments and in line with the growing school roll, we look forward to increased staffing next session with new full-time or part-time teaching posts in English, Mathematics, Computing, Science and Social Subjects and probationer teachers in Drama, English and PE. We are also excited to be introducing Film and Screen Education to the Expressive Arts curriculum next session, in partnership with Screen Education Scotland.

Drummond has a Secondary Resource Provision (SRP) which supports five pupils per year group with mild to moderate learning disabilities to access mainstream classes. In August, the introduction of an Enhanced Support Base (ESB) for S1-3 pupils with places allocated by the CEC Education Placement Group (EPG) meant that there was no intake to the SRP in S1 this session. The ESB has capacity for ten pupils, with places allocated to seven in 2022-23; this will increase to ten next year.

The current teaching staff complement is 43.28FTE, with an additional 12.99FTE non-teaching staff, including Pupil Support Officers, Pupil Support Assistants, an Administrative Officer, Clerical Assistants, Technicians and School Support Assistants.

The school’s SIMD profile is spread across each decile (a comparison between the September 2021 and September 2022 census shown below), but there is a unique context of hidden poverty in the school, with 12% pupils in SIMD 9 and 10 in receipt of free school meals and/or living in temporary accommodation (at date of census).

	SIMD Decile									
Stage	1	2	3	4	5	6	7	8	9	10
Sep-21	4.5%	9.5%	7.6%	19.3%	8.9%	9.5%	9.1%	6.1%	11.9%	13.4%
Sep-22	4%	6%	8%	20%	10%	8%	8%	8%	12%	15%

The school enjoys a high standard of accommodation, although Physical Education facilities are limited meaning that much of this activity is timetabled off-site (including Warriston Playing Fields, Meadowbank Sports Centre and Glenogle Swim Centre). Pupils and staff travel on foot and by coach to access these venues.

We enjoy excellent relationships with a diverse range of partners which enhance our curricular provision, and pastoral support, including Active Schools, Edinburgh College, Career Ready, Daydream Believers, Bridge 8 Hub, The Citadel Youth Centre, The Rotary Club, MCR Pathways, LEAPS, The Junction, Enable, Barnardos and Fareshare. Our work towards the Rights Respecting Schools Silver Award and the LGBT Charter is ongoing.

Drummond CHS has very positive links with parents, local businesses and the local community and we are grateful to community newspaper The Spurtle for its active interest in and support of the work of the school. The Parent Council plays an increasingly active and important role in the life and work of the school; this year, the Parent Council has supported funding requests to reduce the cost of the school day, provided volunteers to support the planning of our reinstated Celebration of Achievement event and facilitated opportunities for critical discussion of school policies and procedures at their in-person meetings.

## **QI 1.3 Leadership of Change: Developing a share vision, values and aims relevant to the school and its community, Strategic planning for continuous improvement, Implementing improvement and change**

### **What have we done?**

#### ***Developing a shared vision, values & aims relevant to the school and its community***

- Our school vision statement (Nurturing Big Ambitions) and CORE values (Commitment, Opportunity, Respect and Equity) have been the foundation for restorative practice and the development of revised Relationships for Learning, Antibullying and Attendance policies and procedures this session. References to the vision and values continue to be shared through the monthly school Bulletin and assemblies and in our approach to ensuring pupils are 'Ready to Learn'.

#### ***Strategic planning for continuous improvement***

- The Senior Leadership Team, including two CL representatives, have engaged in CLPL led by the Professional Insight Advisor.
- The Extended Leadership Team have revised their approach to ELT meetings and have introduced collaborative learning focused on Quality Indicators from How Good is Our School 4<sup>th</sup> Edition (QIs 1.3, 2.3 and 3.2 this session).
- The quality assurance calendar used in SLT meetings has now been adapted for use in monthly SLT-CL link meetings.
- Almost all teaching staff have engaged in Leadership of Learning CLPL led by the Edinburgh Learns Team related to the Teachers' Charter.
- Pupils have reviewed and identified Improvement Priorities through Learner Participation meetings; parents and carers have done similarly through Parent Council meetings.

#### ***Implementing Improvement and Change***

- Staff at all levels demonstrate an increased commitment to implementing change which promotes equality, equity and social justice. This has been achieved through implementation of our Relationships for Learning Policy and the development of our Wellbeing Hub and Enhanced Support Base.
- Collegiate Activity Time (CAT) increased from 9 to 10 (x 2 hours) this session, aligned to the themes of the school improvement plan. The increased opportunity for collaboration has been well received and is being retained in the Working Time Agreement next session.

### **How well are we doing? What's working well for your learners?**

#### ***Developing a shared vision, values & aims relevant to the school and its community***

- Almost all staff have demonstrated a clearer understanding of the principles of restorative practice to support 'Nurturing Big Ambitions' and inclusion of all learners.
- The development of approaches to support restorative practice and our Relationships for Learning Policy has received positive feedback from pupils, parents and carers.

#### ***Strategic planning for continuous improvement***

- Recent ELT meetings have confirmed a commitment from all Curriculum Leaders to further CLPL in the use of the Insight Analytical Data set (planned for October 2023)
- Monthly SLT-CL link meetings are used to regularly review Tracking data and Faculty Improvement Plans leading to earlier identification of off-track learners and appropriate interventions. In particular, this approach has had an impact on the banking of naturally occurring assessment evidence in S3 to support the lowest attaining 20% of learners when they reach S4.
- All teaching staff participated in the Edinburgh Learns Teachers Charter focusing on Leadership of Learning (during CAT in March 22). Feedback from shared classroom experience during 'WalkThrus' (November 22 compared to April 23) showed that approaches to Leadership of Learning are now evident in most classes, with the majority of pupils who were asked stating that they were able to lead their own learning in classes.
- Pupils and parents & carers agreed with all proposed improvement priorities for session 2023-24 and have also expressed their wish to include Gender Based Violence as an area to address.

**Implementing Improvement and Change**

- The Nurture Hub, Wellbeing Hub and Enhanced Support Base have contributed to an inclusive and supportive learning environment, particularly for those learners who are supported by a flexible timetable to reduce the risk of exclusion or those with significant additional support needs in relation to communication and learning.
- Staff collaboration and reflection sessions have led to the sharing of effective practices and professional growth.
- Pupil Support Officer (Attendance) and DHT have attended CEC Attendance Conferences which has led to the development of consistent approaches to address attendance across the Learning Community.

**How do we know? What evidence do you have of positive impact on learners?**

- Positive feedback from staff, parents/carers, and learners regarding updated policies and procedures based on our vision and values.
- Data gathered during 'WalkThrus' (November and April) indicates that Relationships for Learning is consistently a strength at Drummond.
- Increased attainment (reference S3 ACEL data and Insight benchmarking under QI3.2).
- Reduction in school exclusions.
- Relative attendance rates ('green' using the CEC RAG rating).
- Positive feedback from staff regarding the Leadership for Learning CLPL and its impact on their practice.
- Minutes of Learner Participation meetings evidence pupil involvement in agreeing school improvement priorities.

**What are we going to do now? What are your next improvement priorities in this area?**

- Further embed the understanding and connection of the school's vision, values, and aims for all stakeholders, through clear communication and practical examples.
- Facilitate CLPL for Middle Leaders led by the Professional Insight Advisor (October 2023)
- Introduce Leadership of Learning Partners as part of quality assurance approaches – Middle Leaders meeting together with their SLT link to review data and plan interventions
- SCE evidence indicates that our next area of focus on the Teachers' Charter should be Skills and Formative Assessment including a focus on the structure of lessons to include high quality Learning Intentions, Success Criteria and Plenaries.
- Introduce a Senior Development Officer role to support SLT in embedding a culture of data-led continuous improvement, where all members of the school community feel empowered to contribute to positive change.

**How you would evaluate this QI using the HGIOS 4** | **4**

**QI 2.3 Learning, Teaching and Assessment: Learning and Engagement, Quality of Teaching, Effective Use of Assessment, Planning Tracking and Monitoring – Including evaluative comment on progress made with the Teachers’ Charter**

**What have we done?**

***Learning and Engagement***

- We have introduced our Relationship for Learning, supported by enhanced expectations that pupils are ‘Ready to Learn’.
- The roll out of 1:1 iPads has allowed pupils to take increasing responsibility as they become more independent in their learning.
- In our approach to ‘WalkThrus’, pupils have been invited to join staff in lesson observations as part of shared classroom experience and have contributed their views in the school’s self-evaluation of learning, teaching and assessment.

***Quality of Teaching***

- All staff have engaged in ‘looking inwards’ self-evaluation activities focused on Differentiation and Leadership of Learning.
- Staff engagement in “Leadership of Learning” CLPL with Edinburgh Learns has led to improvements in learners having the confidence and skills to take part in discussions and share their views.
- We have implemented a Digital Strategy as part of our engagement in the Empowered Learning Project.
- Through our cross-curricular Digital Learning working group, we have reviewed our Teaching and Learning approaches to support the development of our Digital provision.

***Effective use of assessment***

- Moderation activity in our Learning Community has focused on developing shared expectations of standards to be achieved in Literacy (writing) to support an increase in teachers’ confidence in making professional judgements about pupils’ progress.

***Planning, tracking and monitoring***

- We continue to review our tracking systems to monitor and evaluate learners’ progress to ensure a focus on equity and success for all learners.
- Quality assurance processes at SLT are used to frame discussions with CLs at link meetings, to review tracking and monitoring of the lowest attaining 20%, middle 60% and highest 20% in each year group to inform next steps for learning, teaching and assessment.

**How well are we doing? What’s working well for your learners?**

***Learning and Engagement***

- Shared classroom experiences evidence that in almost all learning episodes learners had strong relationships with teachers. Almost all pupils reported that teachers encourage a positive learning environment.
- Shared classroom experiences evidence that learners’ experiences are appropriately challenging and enjoyable and well matched to their needs and interests. Almost all pupils said that they were able to learn in ways that suits their needs.
- Learners exercise choice, including the appropriate use of digital technology, and take increasing responsibility as they become more independent in their learning.
- Staff reviewed the planning of learning to provide a wider range of rich learning tasks which included elements of personalisation and choice. The majority of pupils said they were able to lead their own learning in classes.

### ***Quality of Teaching***

- Staff have engaged positively with our approach to 'WalkThrus'. This will help to further inform the approach to sharing classroom experience to ensure this collegiate approach to improvement is sustained.
- Shared classroom experiences evidence that in the majority of classes, tasks are well-differentiated to meet the needs of groups and individual learners; in most learning episodes ICT was used to enrich the learning; in most learning episodes there was evidence of chunking, scaffolding and support; in most learning episodes the teacher modelled how to be successful.
- The 'Empowered Learning' project has resulted in staff being more confident in planning and implementing digital approaches more consistently in the classroom to support effective learning and teaching. Almost all pupils (most survey responses were received from S1-3) stated that the use of iPads has impacted their learning this session; most pupils have seen the greatest impact on learning in lessons (rather than at home). Pupils report the greatest change in the use of Digital learning in Social Subjects, English & Modern Languages and Mathematics.

### ***Effective use of assessment***

- At key transitions, our assessments provide reliable evidence which we use to report on the progress of all children and young people.
- All English teaching staff have engaged in moderation activity with Learning Community colleagues where they have planned a Literacy (writing) learning experience. Appropriate benchmarks have been used to plan assessment opportunities. Almost all staff report that they have an increased level of understanding of planning and assessing pupils' progress with consistency, ensuring equity for all learners.

### ***Planning, tracking and monitoring***

- Most staff are engaging fully with data for their pupils to inform next steps in learning and support effective transitions. This will ensure continuity and progression for all learners.
- Cohorts of pupils have been identified to ensure gaps in learning are being addressed through the planning and delivery of well-considered interventions.

### **How do we know? What evidence do you have of positive impact on learners?**

- Positive feedback from learners regarding an increase in opportunities for personalisation and choice within lessons.
- Improved opportunities for staff to share practice through shared classroom experience to support self-evaluation of learner feedback and target setting.
- Learner focus groups highlight an improvement in the Leadership of Learning in lessons.
- Learners are benefitting from an increased use of Digital Learning tools in lessons as evidenced by shared classroom experience visits and learner feedback.
- Greater confidence in staff understanding of achievement of a level in Literacy (writing) through undertaking learning community moderation demonstrated in staff feedback.
- Increased confidence, engagement and attainment levels of most learners being supported through interventions demonstrated by learner and staff feedback and attainment data.

**What are we going to do now? What are your next improvement priorities in this area?**

- Develop a Learning, Teaching and Assessment policy to create a consistency of pedagogical approaches including the use of Learning Intentions, Success Criteria and Plenaries
- Embed 'WalkThrus' as a feature of shared classroom experience and self-evaluation of learning, teaching and assessment at DCHS.
- SCE evidence indicates that our next areas of focus on the Teacher's Charter should be Skills and Formative Assessment including a focus on the structure of lessons to include high quality Learning Intentions, Success Criteria and Plenaries.
- Review the deployment of our Transition Teacher to teach sets of pupils in English and Mathematics to address the attainment gap next session (rather than extracted groups).
- Embed the use of the P7/S1 Literacy checklist for use across the Learning Community, as well as digital supports for literacy and numeracy accessed via 1:1 iPads.
- Embed consistency of approaches to planning and assessing Literacy (writing) across the Learning Community.
- Develop approaches to quality assurance of tracking and monitoring with ELT.

**How you would evaluate this QI using the HGIOS 4**

3 (with evidence of 4 in the themes of Learner Engagement and Quality of Teaching)



### **QI 3.1 Ensuring Wellbeing, Equality and Inclusion: Wellbeing, Fulfilment of Statutory Duties, Inclusion and Equality – *Including Leadership for Equity and The Promise***

#### **What have we done?**

##### ***Wellbeing***

- We have implemented our Relationship for Learning policy. This takes into account the importance of nurture, the impact of adverse childhood experiences upon a young person's life and the importance of routine and consistency. This in turn allows staff to model emotional self-regulation and to focus on the importance of restorative practice in promoting positive relationships.
- Staff have trained as Sleep Ambassadors and delivered mental wellbeing workshops to senior phase learners.
- Pupil representatives have embedded our approaches (developed as part of our commitment to Learner Participation) to Period Dignity through the provision of free sanitary products for all.
- We have introduced a Wellbeing Hub for S1-3 pupils to support those with social, emotional and behavioural needs. This includes support for anger, anxiety, antisocial behaviour in the community, confidence & self-esteem and managing social situations.
- In line with the introduction of our Enhanced Support Base, pupils in the ESB have worked with a Music Therapy Student from Queen Margaret University.
- Our School Nurse, Citadel Youth Worker, Pupil Support Officer and School Counsellor are all trained in the delivery of LIAM (Low Intensity Anxiety Management) and deliver this to a range of pupils S1-6.
- Our School Counsellor has offered drop-in sessions for those in crisis and to address exam stress.

##### ***Fulfilment of statutory duties***

- We have embedded our attendance procedures (as developed last session) to ensure that accurate and robust data is gathered and that the appropriate interventions are used to improve the attendance of all learners. Our Pupil Support Officer continues to work with S1-3 pupils (and their families) with 85-92% attendance and has further developed tracking and monitoring approaches to target those in SIMD1-3, in receipt of free school meals or living in temporary accommodation in line with our approaches to Leadership for Equity.
- We have engaged in whole school CLPL on The Promise and embedded our systems around supporting our Care Experience young people (including tracking and monitoring outcomes as part of SLT quality assurance approaches).

##### ***Inclusion and equality***

- Our Secondary Resource Provision, Enhanced Support Base and Wellbeing Hub meet the needs of pupils with ASN (including learning needs and/or social, emotional and behavioural needs).
- The Headteacher has participated in Leadership for Equity Training. We have reviewed our PEF plan to ensure that it is targeting resources to narrow the poverty related attainment gap.
- We continue to work toward the Rights Respecting Schools Silver Award and are implementing the main articles from UNCRC to ensure Inclusion and Equality for all pupils.
- We continue to work towards the LGBT+ Charter with the review of whole school policies, completion of staff training and embedding of our pupil champions' group ("Drummond Skittles")
- We have developed our partnership with Intercultural Youth Scotland and now run pupil lunchtime groups ("TLC" and "The Block") for S1-6 Persons of Colour.
- Senior Pupils working towards an SCQF5/6 Leadership Award lead the school in 'Show Racism the Red Card'; this year, their work has included the review of school bullying data, peer-led assemblies and celebrations of our cultural diversity.
- In response to feedback from young people concerned about perceived racism directed towards 'white-passing' peers, information on ethnic background and first language was shared with all staff at the start of session 2022-23.
- Our BAME community has been represented at all stages of our Learner Participation Representatives structure this session (S1-3, Prefects, House Captains and Heads of School).
- All teaching staff have engaged in CLPL on anti-racist education and decolonising the curriculum.

**How well are we doing? What's working well for your learners?**

**Wellbeing**

- Our Relationships for Learning Policy has been welcomed by pupils (as evidenced at Learner Participation meetings) and parents and carers (as evidenced at Parent Council meeting).
- A recent survey of senior pupils in comparison to the Health and Wellbeing Census 2021-22 suggests that lack of sleep presents an increasing challenge for learners; pupil feedback through the Learner Participation meetings is evidence that pupils welcome ongoing support from our staff Sleep Ambassadors.
- Our Wellbeing Hub supports pupils with flexible timetables and provides 1:1 support, in-class support and a self-regulation space to pupils.
- The majority of S1-3 ESB pupils have >90% attendance at school.

**Fulfilment of Statutory Duties**

- Improved accuracy of our attendance data has led to effective targeted support from our House teams, Education Welfare Officer and Pupil Support Officer. In line with the attendance data trend for the North East Locality, the % low attendance (<85%) has increased this session to 23.0%; our relative 'RAG' rating as applied by CEC has improved from 'red' last session to 'green' this year.
- An identified trusted lead adult is in place for each of our care experienced pupils who has an overview of their needs and education planning.
- Outcomes for care experience pupils are carefully tracked by House teams and SLT.
- All members of staff are aware of which of our children are care experienced.

**Inclusion and Equality**

- In the recent HWB Census, Health and Wellbeing Census:
  - The majority of S1-6 respondents Strongly Agreed or Agreed that they have an adult at school to talk to if they are worried about something; the majority Strongly Agreed or Agreed that they are treated fairly by teachers.
  - Almost all S1-3 pupils stated that they Strongly Agree or Agree that they would tell someone who would help them if a friend was being bullied.
  - Less than half of young people S1-3 said that they had experienced bullying in the last year and the majority of these young people reported it to someone.
  - Most S1-3 respondents said that they had never taken part in bullying another pupil in the last couple of months.
- Feedback from staff indicates improved confidence in their understanding of equalities, particularly anti-racist education and approaches to decolonising the curriculum.

**How do we know? What evidence do you have of positive impact on learners?**

- Positive pupil, parent and carer feedback about our responses to bullying.
- Feedback from Young Persons' Planning Meetings indicate that families feel supported.
- Tracking and Monitoring of Attendance data by our PSO indicates maximum positive impact of interventions on pupils with 85-92% attendance.

**What are we going to do now? What are your next improvement priorities in this area?**

- Move from red to amber actual low attendance and maintain green relative low attendance.
- Implement Mentors in Violence Prevention (MVP) in response to Learner Participation feedback and desire to address gender equality and gender-based violence.
- Continue to work towards LBGT Charter.
- Embed the Drummond Promise to care experienced learners.
- Embed approaches to decolonizing the curriculum using Anti-Racist Critical Thinking (ARCT) model

**How you would evaluate this QI using the HGIOS 4** | **4**

## **QI 3.2 Raising Attainment and Achievement Attainment in Literacy and Numeracy, Attainment over Time, Overall Quality of Learners' Achievement, Equity for All Learners - *Including progress made on Stretch Aims***

### **What have we done?**

#### **Attainment in Literacy and Numeracy**

- We have further developed our approaches to tracking individual pupils' attainment using the Insight Analytical Data Set and a regular review of EdICT reporting levels for every year group and equity cohorts (including care experienced learners and those with the lowest 20% attainment)
- Our Transition Teacher works with CLs English and Maths to track the attainment of S1 pupils who did not achieve the expected 2<sup>nd</sup> level milestone by the end of P7 and facilitate additional support in mainstream classes and through extracted groups. Furthermore, our Transition Teacher has developed a P7/S1 Literacy checklist for use across the Learning Community, as well as digital supports for literacy and numeracy accessed via 1:1 iPads.
- All individual pupil data has been updated to reflect changes in family circumstance eg families living in temporary accommodation.
- Predictions about pupils' attainment levels, submitted in November and March, have been used as a valid source of assessment information to plan for all children and young people with gaps in literacy and numeracy skills.
- Pupils with Early Level Literacy and English as an Additional Language (including Ukrainian refugee learners) have been offered additional support in a small group setting.

#### **Attainment Over Time**

- SLT/CL link meetings are held at key points throughout the year to review SQA results, Insight data, EdICT Tracking data, ACEL data.
- Moderation activity has focused on Literacy across the Learning Community where colleagues have shared literacy supports and reviewed differentiated assessments.
- Personalised curriculum offers and our targeted attainment group (TAG) has provided additional support for those at risk of under-achieving.

#### **Overall Quality of Learners' Achievement**

- The Integrated Pupil Support Team through regular multiagency meetings and Young Persons' Planning Meetings identify wider achievement opportunities for pupils experiencing barriers to attainment, attendance, inclusion, participation or engagement.
- Opportunities for volunteering (eg Digital Leaders) are accredited through the Saltire award.
- Bike4Ever (Cycling Skills and Trails) has been introduced to support Ukrainian learners living on MS Victoria, docked in Leith.
- S1-3 learners following flexible pathways through the curriculum have benefitted from attendance at Bridge 8, Love Gorgie and Growing Youth as well as outdoor learning provided by the Additional Support for learning Service.
- The Duke of Edinburgh's Award (at Bronze and Silver level) continues to attract participants each year and Outward Bound is now embedded for into the school calendar for S1/2 pupils.

#### **Equity for all Learners**

- The Headteacher has engaged in Leadership for Equity training and is using The Planning for Impact Toolkit to identify the Poverty Related Attainment Gap in our school.
- We have updated our analyses of a range of data (eg FME and temporary accommodation in addition to SIMD) to demonstrate our poverty-related attainment gaps and include all pupils now known to be living in poverty. The school plans targeted interventions for individuals or groups of pupils based on this information. Tracking data for different equity cohorts is discussed at regular SLT meetings, SLT-CL link meetings and at Integrated Pupil Support meetings.

## How well are we doing? What's working well for your learners?

### Attainment in Literacy and Numeracy

- Effective SLT-CL link meetings to review Tracking data have led to targeted interventions to support improved attainment for the lowest 20% in S3.
- Support for early level EAL learners and those who did not achieve their expected P7 milestone has led to improved attainment by the end of S1.

### Attainment Over Time

- Our EdICT tracking system has ensured a consistent approach to tracking and monitoring, including practitioner engagement with data through SLT-CL link meetings.
- Improved approaches to sharing data on the lowest attaining 20%, middle 60% and highest 20% following each Tracking period has allowed staff to consider early interventions to support and challenge.

### Overall Quality of Learners' Achievement

- Learner achievements are well documented by the Pupil Support Team and celebrated in the school Bulletin where appropriate.
- Our end of year Celebration of Achievement recognises both Effort and Achievement across all curricular areas in S1-6; certificated wider achievement (eg Duke of Edinburgh's Award and Lego League Challenge) is included in this.

### Equity for all Learners

- The majority of staff now have a deeper understanding of the impact of poverty on pupil health, wellbeing and attainment, through engagement with data. They are able to identify the impact of individual pupil barriers to attainment and plan interventions in a more responsive and creative way.
- Most pupils met predicted levels of attainment. Learners who require additional support with their learning are making good progress due to the targeted interventions which are in place.
- Progress made with Stretch aims demonstrates that targeted interventions are having the intended impact and our poverty related attainment gap has narrowed this session.

## How do we know? What evidence do you have of positive impact on learners?

- 94.5% of pupils have achieved 3<sup>rd</sup> level or above in Literacy
- 94.1% of pupils have achieved 3<sup>rd</sup> level or above in Numeracy
- The 2021/22 FOCUS Tool shows that we are in line with or above our comparator CEC schools for Reading, Writing, Listening & Talking and Numeracy – **to be updated with 2022/23 data when available**
- The data below demonstrates improved attainment in S3:

	S3		S3			
	% Achieved 3 <sup>rd</sup> level or better		% 3 <sup>rd</sup> level		% 4 <sup>th</sup> level	
	2021/22	2022/23	2021/22	2022/23	2021/22	2022/23
Listening & Talking	91.3	89.6	36.9	33.0	54.4	56.6
Reading	90.3	91.5	34.0	34.9	56.3	56.6
Writing	86.4	86.8	60.2	50.0	26.2	36.8
Literacy	86.4	91.4	65.0	25.7	21.4	65.7
Numeracy	91.5	94.1	21.7	25.7	69.8	65.7

- We are in line with our Virtual Comparator (VC) for % leavers attaining SCQF 5 in Literacy and Numeracy
- We are in line with our VC for % leavers at SCQF 4 in Numeracy and slightly below in Literacy.
- Attainment (complementary tariff points) of the lowest 20% and middle 60% of leavers is in line with the VC; the attainment of the highest 20% is above the VC. These statements are also true for those learners with identified Additional Support Needs.
- Attainment (complementary tariff points) of leavers in SIMD1-6 and 9 are in line with or above the VC. Please note that the current Stretch Aims for % school leavers attaining one or more National Qualifications at SCQF 5 and SCQF 6 are skewed for Drummond, where learners in Quintile 1 currently perform better than those in Quintile 5. Please also note that 12% learners in Q5 at time of census were receiving free school meals or living in temporary accommodation and the profile of attainment vs deprivation differs from the National trend.

Report to be updated in Sep/Oct in line with the publication of Insight data

**What are we going to do now? What are your next improvement priorities in this area?**

- The appointment of a Senior Development Officer will support improved Tracking and Monitoring of cohorts across the full range of attainment (L20, M60, H20 in S1-6) as well as Q1 vs Q5 attainment in line with Stretch Aims and outcomes for BAME and care experienced learners.
- Identify individual learners who require targeted support for wider achievement, enabling tailored interventions to be planned and implemented - we have developed a pilot tracker to be used with S1 to identify learners who have not had the opportunity to engage in wider achievement opportunities. This will enable targeted support to be planned, as a priority, for those pupils falling into this category. If successful, this will be rolled out to other year groups.
- Develop wider achievement opportunities in the senior phase through a more structured approach to tracking, monitoring and certification in WAO classes, from a suite of Awards (eg Personal Development, Personal Finance, Customer Service).
- Develop a Learning, Teaching and Assessment policy to create a consistency of pedagogical approaches including the use of Learning Intentions, Success Criteria and Plenaries

**How you would evaluate this QI using the HGIOS 4**

**3** (evidence of 4 for Attainment in Literacy and Numeracy and Attainment Over Time)

## QI 2.2 Curriculum: Theme 2 Learning Pathways

### What have we done?

- A review of Coursing approaches now ensures maximum opportunity for successful progression for all learners, taking into account prior attainment and preferred destinations.
- Most Faculties now deliver senior phase courses and awards that lie outwith the traditional suite of National Qualifications, making the most of the SCQF Framework through National Progression Awards, Skills for Work courses and those assessed by alternative awarding bodies eg *DesignEngineerConstruct!* from TQUK

### How well are we doing? What's working well for your learners?

- Learners are engaged and motivated, with clear pathways that allow them to build on prior learning and develop new skills.
- A wide range of learning experiences are available, supporting learners in developing resilience, creativity, and critical thinking. This is especially evident in the Creative Think Award at SCQF 5 and 6, delivered in partnership with Daydream Believers.

### How do we know? What evidence do you have of positive impact on learners?

- High levels of learner engagement and motivation, as evidenced by attendance, participation, and feedback.
- Improved attainment and achievement across all stages of the curriculum
- Positive feedback from learners, parents/carers, and staff regarding the learning pathways and experiences offered. Almost all S2 learners received their first choice of courses for S3; most senior phase learners received their first choice of courses for S4/5/6 as part of the in-school offer and almost all had their curriculum needs met as part of the CEC consortia arrangements.
- Successful partnerships with external organisations and community partners, as evidenced by the range and quality of learning experiences available.

### What are we going to do now? What are your next improvement priorities in this area?

- Introduce SolarPunks to the S3 Science Curriculum in partnership with Daydream Believers - this will offer learners greater personalisation and choice whilst still covering 3<sup>rd</sup> and 4<sup>th</sup> level science outcomes offering progression to either Laboratory Science or Creative Thinking.
- Introduce Film and Screen Education at BGE (a project-centred S1-3 curriculum that includes both the reading and writing of screen texts) and SCQF 5 and 6 (to provide a broad, investigative and practical experience of film and screen) in partnership with Screen Education Scotland.
- Develop a senior phase curriculum offer to meet the needs of learners in the Enhanced Support Base; Horticulture is one example of the courses under consideration.
- Introduce the Epic programme to S3 learners in the Wellbeing Hub, in partnership with Edinburgh College

How you would evaluate this QI using the HGIOS 4

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## **QI 2.7 Partnerships: Theme 3 Impact on learners (parental engagement only)**

### **What have we done?**

- We have continued to build our partnership work with the Parent Council, fostering a collaborative relationship between the school and parents/carers.
- Provided opportunities for parents/carers to volunteer and contribute to the planning group for the school Celebration of Achievement evening.
- We have actively sought and valued parental feedback, using it to inform school improvement planning and initiatives; this includes new, revised and updated policies (Relationships for Learning, Antbullying, Digital Learning, Attendance and Child Protection) and approaches to Parents' Information evenings.
- We have continued to provide Coursing Information evenings for parents and carers of S2-5 pupils to discuss our curriculum offer, school-College partnership, consortia arrangements and SCQF framework.
- We have reintroduced (post-pandemic) and in-person Open Evening for current and future (P7) parents and carers and ESB learners and families.

### **How well are we doing? What's working well for your learners?**

- We have established various channels of communication for parents/carers, such as newsletters, social media, and online platforms (the school App), to keep them informed and involved in school activities and decision-making processes.
- Regular feedback received from members of the Parent Council in relation to school policy, procedures and improvement priorities.

### **How do we know? What evidence do you have of positive impact on learners?**

- High levels of parental engagement and satisfaction, as evidenced by information sessions and feedback. A recent Parental Involvement and Engagement Census received 33 responses and indicated that most parents feel that staff are approachable and will respond helpfully to questions and comments; the majority felt that the school keeps them informed about their child's progress in a way they can understand; the majority would like to be more involved in the life of the school.
- Improved learner outcomes, including increased attainment, achievement, and wellbeing, which can be attributed in part to enhanced parental support.
- Demonstrable examples of school improvement initiatives and decisions informed by parental feedback and involvement (eg amendments to draft policies and inclusion of approaches to address gender based violence as a key improvement priority).

### **What are we going to do now? What are your next improvement priorities in this area?**

- Create a programme of Family Engagement sessions through the Wellbeing Hub
- Strengthen the role of the Parent Council in representing the views and interests of all parents/carers (representative of our whole school community), ensuring that they have a meaningful impact on school decision-making and improvement planning.

**How you would evaluate this QI using the HGIOS 4**

**3**