



Drummond Community High School Supported Self-Evaluation January 2024 Summary report

Drummond Community High School was pleased to engage with a supported self-evaluation (SSE) exercise in January 2024. A team of City of Edinburgh Council (CEC) Quality Improvement Team Officers, Headteachers and Associates took part in the SSE visit over a two-day period. The team visited 34 lessons, accompanied by a member of the school Senior Leadership Team (SLT) in some of the lessons observed. The lessons covered all areas of the curriculum, all year groups and all levels of National Qualifications in the senior phase. The team also met with the SLT (collectively and individually), middle leaders, teachers, support staff, partners, parents & carers and pupils to review data and evidence and to gather feedback.

Self-evaluation grades are based on the following six-point scale from [‘How good is our school? 4th edition’](#) :

1	2	3	4	5	6
Unsatisfactory	Weak	Satisfactory	Good	Very good	Excellent

The CEC review team agree with the Standards and Quality self-evaluation grades for each of the Quality Indicators shown below:

Quality Indicator	Grade
1.3 Leadership of change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Very good
3.2 Raising attainment and achievement	Good

A summary of strengths and next steps is detailed below.

Strengths

- The school community boasts an exceptionally welcoming, positive, and community-based ethos, evident across all areas. Staff members consistently create a warm and welcoming environment for pupils, colleagues, partners, and visitors, which is reflected in almost all interactions observed.
- The Senior Leadership Team (SLT) have a clear vision of the school’s improvement journey.
- Leadership opportunities for staff and pupils exist across all areas of the school. Particular focus on leadership of staff and pupils in areas of equity, equality and diversity are a strength of the school and reflect the wider context and needs of the school community.
- Positive relationships and high levels of engagement were observed in almost all lessons, reflecting a deep understanding of the school's vision (Nurturing Big Ambitions) and CORE values (Commitment, Opportunity, Respect & Equity) by both staff and pupils.
- The SLT and most teaching staff have engaged well with the Edinburgh Learns Teachers’ Charter to develop a more consistent approach to learning, teaching and assessment across the school. This also extends to a collaborative approach to developing strategies to support learning across the learning community (Drummond CHS and its associated primary schools – Abbeyhill PS, Broughton PS and Leith Walk PS).
- The use digital technology was evident in most lessons observed. This was evident in several ways with some examples of very good practice in the use of digital technology to enhance

learning. Learners with additional support needs (ASN) use digital technology well to support their learning.

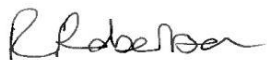
- The expansion of the curricular offer, including innovative qualifications in Screen Education, Exercise and Fitness and Creative Thinking, has significantly engaged and motivated pupils, facilitating access to Level 6 qualifications for more pupils.
- The SLT have created a climate of mutual respect across the school community with wellbeing being at the heart of decision making. This ethos is evident in the positive relationships observed in almost all lessons and interactions throughout the visit.
- The SLT and integrated support team have developed very strong relationships with a wide range of partners, supporting both wellbeing and accredited pathways. The partners commented that they feel a part of the school and not a 'partner'. This collaborative approach allows a wide range of pupils needs to be met and supported. This is evidenced with very strong leaver destination data.
- The SLT have developed a broad Integrated Pupil Support faculty, effectively utilising the resources they have to support all learners in the school.
- The SLT work effectively with curricular leaders in the school to take a data rich approach to improving attainment. The appointed Senior Development Officer works closely with curricular areas to identify attainment trends and gaps, and support identification of appropriate interventions.
- The SLT have developed a robust, strategic, collaborative approach to positive destinations for school leavers and tracking each learner individually. This has had a significant impact on the amount of school leavers who leave to a recorded sustained positive destination.

Next steps

- The SLT should continue to develop the approaches to quality assurance, self-evaluation and improvement planning that have been embedded at SLT and middle leadership level to create a consistency of understanding and practice across all members of staff.
- The SLT should continue to work with Edinburgh Learns (EL) team to develop professional learning opportunities for all staff aligned to the Teachers' Charter, with a focus on impact on practice and outcomes.
- All staff should continue to work with the EL team to develop consistent high standards in approaches to learning, teaching and assessment. Self-evaluation and quality assurance procedures will help to identify key areas for development and the staff who lead on best practice. This will help support a professional learning programme for improvement.
- The headteacher should work closely with the Parent Council to try and widen the participation of parents/carers in the improvement journey of the school and to represent the wide diversity of the school community as much as possible.
- The SLT & key staff leads should develop and finalise their Learning, Teaching and Assessment (LTA) Policy. Staff should also have a clear picture of their roles and responsibilities within the policy.
- The SLT should continue to develop a Digital Learning strategy (aligned with the LTA policy), providing a consistent use of iPads to enhance learning and support consistent approaches to gathering of assessment evidence and gathering revision/reflection resources for learners.
- An integrated single platform for communicating pupil information, particularly regarding the actions of integrated support group meetings, should be developed. This will promote a uniform approach to wellbeing and inclusion across the school, complemented by training on the role of all staff in these areas.
- The SLT should develop a consistent approach to tracking Wider Achievement and participation, and a method of responding to this tracking information.

- The SLT should continue to develop the robust approach to attainment tracking and interventions to include all members of staff in their curricular area discussion. This will increase accountability, understanding and consistency of approach in raising attainment.
- The SLT and key staff should continue to develop approaches to raise attainment in Numeracy and Literacy at all levels through their own self-evaluation processes as well as looking outwards to other schools identified as demonstrating good practice.
- The SLT and Curriculum Leaders should continue to review curricular opportunities using the SCQF framework to allow a wider range of pupils to access Level 5 and 6 qualifications.
- The Headteacher and Curriculum Leaders should continue to work collaboratively with learning community colleagues to develop approaches to moderation, assessment and curricular pathways to support transitions and progression for all learners. This will provide a clearer understanding of standards and increased confidence in judgements on progress allowing for more effective use of intervention strategies and supports.

If you have any questions or feedback, please contact us at admin@drummond.edin.sch.uk.



Rachel Robertson
Headteacher

24 April 2024