

# Summarised inspection findings

**Drummond Community High School**

The City of Edinburgh Council

4 February 2025

## Key contextual information

School Name: Drummond Community High School  
Council: The City of Edinburgh Council  
SEED number: 5532531  
Roll: 642 young people

Drummond Community High School is a non-denominational secondary school located in central Edinburgh. The school roll has increased significantly in recent years. The headteacher has been in post for three years. She is supported by a senior leadership team of two deputy headteachers, a PEF funded Senior Development Officer, and a business manager.

Attendance is generally in line with the national average.

Exclusions are generally in line with the national average.

In September 2023, 18.8% of pupils were registered for free school meals.

In September 2023, 11.5% of pupils live in 20% most deprived data zones in Scotland.

In September 2023, the school reported that 59% of pupils had additional support needs. The number of young people for whom English is an additional language is much greater than the national average.

### 1.3 Leadership of change

good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- Staff and young people understand well the high-profile vision of 'nurturing big ambitions'. Senior leaders developed the vision and values with young people, staff and parents. The vision drives the work of senior leaders and staff to improve young people's experiences. Staff promote effectively the values of 'commitment, opportunity, respect and equity' through assemblies and in classes. The positive relationships across the school are underpinned by a clear and shared understanding of the vision with a commitment to improve outcomes for all young people.
- The school improvement plan (SIP) reflects local and national priorities well. Senior leaders have streamlined the SIP to identify appropriate key priorities. They have consulted with staff and the Parent Council in agreeing improvement priorities. A recent SIP priority was to improve inclusion, diversity and young people's attendance which led to improvement in these aspects of the school's work. Current SIP priorities focus on improving the quality of learning and teaching and continuing to embed tracking approaches to raise attainment and achievement. Senior leaders ensure that the SIP is well informed by effective approaches to self-evaluation. This includes analysis of a range of data, regular observations of learning and teaching and taking account of the views of young people, staff and parents. As a result, there is a clear and shared understanding of how the school can improve.
- The headteacher is highly regarded across the school community and has created a well understood climate for change. She has clarified the strategic direction of the school, managing the pace of change carefully and thoughtfully. The headteacher continues to develop the capacity of the well-established senior leadership team (SLT). They are visible, approachable and focus on developing strong relationships across the school, creating a culture of trust. They support staff well by developing a positive culture of collegiality. Most staff and the majority of parents agree that the school is well led and managed. The headteacher has aligned closely school improvement planning processes, quality assurance approaches, and the use of collegiate time. As a result of linking these together most staff are clear about the rationale for change. Most staff work collaboratively and effectively on school improvement priorities. They have a clear understanding of the areas for improvement and how they are connected.
- The headteacher has supported middle leaders well to understand better their role in leading change. She has introduced structures to ensure that faculty improvement and self-evaluation activities processes are aligned well to whole school approaches. Middle leaders have benefitted from professional learning and support to use data more rigorously to identify appropriate faculty improvement priorities. They review regularly the quality of learning and teaching and seek the views of young people to inform faculty improvement. In most faculties this includes the use of digital platforms to enable young people to share their views as part of

day-to-day practice. Most middle leaders now plan and review their faculties effectively and understand well their role in school improvement. A few middle leaders should continue to develop approaches to self-evaluation to measure more effectively the impact of actions to improve young people's experiences and outcomes.

- The headteacher has strengthened approaches to self-evaluation ensuring it is an ongoing dynamic process. She has developed an effective whole school self-evaluation calendar which defines clearly roles and responsibilities in evaluating and improving the work of the school. The headteacher has established clear expectations to support improved approaches to data analysis, evaluating the quality of learning and teaching and ensuring that young people have the opportunity to express their views on their experiences at school. She has introduced more focused meetings with middle leaders in order to embed further this collaborative approach to school improvement.
- The headteacher promotes distributed leadership well across the school. There are positive examples of leadership at all levels in driving forward change and improvement. For example, staff developed successfully the digital learning strategy and approaches to inclusive practice. Staff are enthusiastic and motivated to lead improvement priorities. Most staff are engaged in aspects of whole school leadership. They are empowered to lead through school improvement groups which align well with whole school priorities. As a result, most staff feel ownership of improvement and a shared sense of responsibility.
- Young people across all stages of the school are empowered to lead change and improvement. A few young people lead as prefects, mentors, ambassadors and in areas such as sustainability and the use of digital technology. Young people represent the views of peers effectively through the Pupil Leadership Team. They are proud to lead change in areas such as supporting peers, championing period dignity, fundraising, and the introduction of hoodies. They are well-placed to take a greater role in school improvement planning, such as improving learning and teaching.
- Almost all staff use General Teaching Council of Scotland (GTC) standards meaningfully to support their professional learning. They benefit from a quality provision of career long professional learning (CLPL), captured helpfully in the whole-school calendar. This calendar is aligned closely to the SIP, quality assurance calendar and whole-school collegiate time.
- Almost all staff have a clear understanding of the social, economic and cultural context of the school. Staff recognise gaps in young people's progress and attainment caused by socio-economic disadvantage. Senior leaders plan the allocation of the Pupil Equity Fund (PEF) well to improve attendance, attainment and reduce the cost of the school day. They work well with a wide range of partners to improve outcomes for young people. Almost all partners agree that partnership working is effective, and their contribution is valued. Senior leaders should ensure greater involvement of partners in agreeing future improvement planning.
- Senior leaders have a clear vision and whole school plan for developing the curriculum in line with Developing the Young Workforce (DYW) priorities. They recognise the need for CLPL for staff focusing on DYW priorities. Senior leaders work well with Skills Development Scotland (SDS) managers to agree the broad strategic approach for the delivery of Career Information Advice and Guidance services. As a result, most young people in the senior phase are well informed about career pathways.

## 2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Staff create a positive, purposeful and inclusive climate for learning across the school. This positive climate is underpinned by the school vision of 'nurturing big ambitions' and promotes high aspirations for young people. In almost all lessons, there is a calm and supportive learning environment where most young people are confident to ask questions and to seek help. Almost all staff have high expectations of young people and encourage them to do their best. Young people are well mannered, polite and proud of their school.
- Across the school respectful, supportive relationships between staff and young people are evident. On occasion low-level disruption in classes impacts the learning of others. Staff support young people well to settle in learning. The recently established nurture and wellbeing hub provisions are enabling more young people to engage in learning.
- Senior leaders have implemented robust quality assurance processes to identify improvements required in learning, teaching and assessment. This includes more targeted observations and 'Walk Thrus', which help inform a relevant programme of professional learning. Staff use the 'Edinburgh Learns Teachers' Charter' well. A staff led school improvement group has developed a clear strategy to improve the quality and consistency of learning, teaching and assessment. As a result, almost all staff have a clear and shared understanding of high-quality learning, teaching and assessment. This has led to a consistent approach to structuring lessons effectively. Senior leaders introduced an effective online platform where most staff collaborate well to share good practice in learning and teaching. Teachers should continue to share effective practice across the school.
- The majority of young people benefit from classroom experiences that are appropriately challenging and enjoyable. Most teachers use a range of teaching approaches which support young people to work collaboratively and independently. Most young people work together well and take responsibility for their learning. In a minority of lessons, the pace of learning is too slow. As a result, a few young people become disengaged. Teachers need to ensure that the pace of learning is brisk and that tasks and activities are appropriately challenging. A majority of staff seek young people's views on their learning and adapt classroom experiences based on young people's responses. In a few subject areas, young people make choices about what they learn. Young people would welcome more opportunities to influence what and how they learn across the school.
- Senior leaders have prioritised improving differentiation in learning as part of the school improvement plan. They have worked with local authority colleagues to deliver a programme of professional learning for staff. As a result of this professional learning teachers are becoming increasingly confident in meeting the needs of learners. Teachers use a range of techniques,

including discreet digital strategies, to effectively support young people in their learning. As a result, staff meet well the needs of most young people.

- In almost all lessons, teachers' explanations and instructions are clear. In most lessons, staff use questioning well to check for understanding and recall prior learning. In a few lessons, teachers use highly effective questioning to promote higher order thinking skills. In these lessons young people are challenged appropriately to extend their learning. Senior leaders should consider how skilled questioning can be developed and shared further across the school.
- Almost all teachers have a clear structure to their lessons. Teachers share the purpose of the lesson, what successful learning looks like and use a range of effective starter activities to frame the learning. This supports most young people well to understand what they need to do and how to measure their progress. In a minority of lesson teachers make effective use of plenaries to enable young people to reflect and to understand their next steps in learning. Senior leaders should ensure this strong practice is shared across the school.
- The use of digital technology is supporting well independent learning and giving young people choice in how they engage with, present and consolidate their learning. All young people have their own digital device. The school's digital strategy supports most teachers to use digital technology in increasingly creative ways. For example, young people access resources such as class notes, presentations, assignments and feedback via digital platforms. Young people requiring additional support benefit from the use of helpful assistive technology. Teachers support young people for whom English is an additional language effectively in a range of ways, including effective use of digital technology. Staff should continue to develop digital approaches to enhance and extend further young people's learning and engagement.
- Most teachers plan well learning and teaching in the broad general education (BGE) and senior phase. Planning effectively for assessment is an integral part of this process. Most teachers use well a range of assessment approaches which help young people to demonstrate their knowledge and understanding. This includes approaches such as digital surveys, peer assessment and regular checks for young people's understanding. As a result, most young people are clear about the progress they have made and how they can improve. Senior leaders should ensure that best practice in the use of formative assessment approaches is shared across the school.
- Almost all teachers use confidently the BGE Benchmarks and National Qualification (NQ) expectations to plan effectively a range of assessments to assess the progress of young people. Most teachers undertake cross-marking activities to ensure a shared understanding of standards and so that assessment judgements are valid and reliable. A minority of teachers undertake moderation activities within the BGE with colleagues in other establishments and a few teachers undertake duties with the Scottish Qualifications Authority (SQA). These activities help to build further teacher confidence in understanding standards. Senior leaders should continue to support teachers to develop further moderation and cross marking activities beyond the school.
- Most teachers engage in helpful learner conversations with young people which support them to understand their progress and next steps in learning. These are undertaken verbally, in written format or digitally. Most young people in the BGE and senior phase are clear about the levels they are working at and their next steps in learning. Young people in the BGE and senior phase comment positively on the learner conversations they have with their teachers. The SLT identify young people who are not making expected progress and support them with more

specific, targeted learner conversations. This is having a positive outcome on the attainment of young people.

- Senior leaders recently implemented a local authority system to track and monitor the progress of all learners. This builds effectively upon the strengths of the school's previous system to evidence young people's progress over time. Almost all faculties have effective planning, tracking and monitoring systems in the BGE and senior phase which are used well to support planning for learner progress. Most teachers use tracking information well to plan a range of interventions to support the progress of young people.



## 2.2 Curriculum: Learning pathways

- Senior leaders provide an enhanced primary transition programme which supports identified young people to ensure that their wellbeing and learning needs are well understood and addressed. This helps young people develop friendships and settle well into the welcoming and inclusive environment. Senior leaders gather and share data regarding children's achievements in literacy and numeracy as they leave primary school. This is used to support progression in literacy and numeracy as young people move from primary 7 to S1.
- Young people receive their entitlement to the full range of Curriculum for Excellence (CfE) experiences and outcomes up to the end of S3. They access a second additional language during the BGE in line with national recommendations. The school is meeting the requirements for high quality physical education (PE). Young people are not receiving their entitlement to religious and moral education (RME) in S5 and S6.
- Teachers plan progressive programmes and courses in the BGE linked to experiences and outcomes across all curriculum areas. They make effective use of national Benchmarks to plan and assess progress in learning. Teachers track and monitor well the progress of young people through the BGE across all curriculum areas.
- Staff use the local area well for outdoor learning experiences. This includes visits to the Scottish Parliament, the local museum and nearby beaches. As a result, a majority of young people experience relevance and enjoyment in their learning and develop further their knowledge and skills through their local context.
- Teachers, in partnership with the local college, offer young people in the senior phase a range of learning pathways at Scottish Credit and Qualifications Framework (SCQF) levels 2-7. For example, Foundation Apprenticeships, National Progression Awards and Personal Development Awards. School leaders and teachers promote these opportunities well. Teachers' introduction of innovative courses in Film and Screen and Creative Thinking support well young people to relate what they are learning to the world of work. A few young people benefit from bespoke pathways, for example through the Job, Education and Training Academy, DYW Skills Academy and the Mentors in Violence Prevention (MVP). Partners work well together and use data effectively to identify young people at risk of not achieving a positive destination and provide appropriate support.
- The SDS Careers Adviser works well with all staff. Together they support young people well to make informed career choices. Young people are supported well in their transition from school.



## 2.7 Partnerships: Impact on learners – parental engagement

- Most parents feel that their child is making appropriate progress and they are satisfied with the school. Parents feel that staff know and support their child well. They are comfortable contacting staff with suggestions or issues and recognise they will receive an effective and timely response. Senior leaders recently identified that families required more support with revision at home. Staff delivered a well-attended 'Supporting Success' information session for parents and this was well received by parents.
- Senior leaders communicate effectively with parents through a school portal, which is translated for parents for whom English is an additional language. Parents value the headteacher's regular newsletter and appreciate the opportunities to give their views on improvement planning. A minority of parents feel that tracking reports do not help them understand the progress their child is making in their learning.
- The Parent Council works well with senior leaders. Parents are consulted regularly about school improvement. Parents support school events and raise funds to enhance young people's experiences at school. The Parent Council communicate effectively with parents through use of the school website and social media. As a result, most parents feel encouraged to be involved in the work of the Parent Council and are kept well informed about the work of the school. Senior leaders should ensure that parents have greater involvement in informing school improvement priorities as well as in the allocation of PEF.

## 2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, young people. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority that need to be addressed as a matter for urgency.

### 3.1 Ensuring wellbeing, equality and inclusion

**satisfactory**

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Strong, mutually respectful relationships between staff and young people are evident across the school. This results in the majority of young people having the confidence to talk to an adult about concerns. Most young people feel safe and the majority feel that the school helps them to do so.
- Young people take part in a range of activities outwith the school day which helps them to develop a healthy lifestyle, for example, cooking healthy meals at the afterschool cooking club. The school's partnership with Active Schools and Edinburgh Leisure is widening access to a range of sporting activities in the local community. As a result, most young people are physically active and are learning important life skills including swimming and cycling.
- Staff, working well with partners, support a few young people's emotional wellbeing effectively. For example, through individual counselling sessions, den building and conservation work. These young people enjoy working together, support each other well and are developing their resilience.
- Senior leaders introduced a nurture area and wellbeing hub designed to support identified young people. These areas help to support the wellbeing of a few young people. Staff provide groupwork and individual support enabling a few young people to feel more included in the life of the school and attend school more regularly. Overall, most young people across the school are not able to discuss their own wellbeing. Most young people are not confident in identifying their wellbeing needs, seeking support to address these needs, or developing strategies to improve their wellbeing. Staff should now work together to support more young people to recognise and use strategies to support their wellbeing.
- Most staff are aware of their roles and responsibilities relating to recognising and meeting the needs of young people. Teachers benefit from professional learning provided by support for learning staff. This relates to inclusive practices, such as supporting young people with autistic spectrum disorder or dyslexia. As a result, most teachers have an increased awareness of how to meet needs in the classroom well. A few teachers have reviewed and adapted the learning environment to better meet the needs of more young people. This good practice should continue to be shared across all curricular areas.
- Senior leaders are at a very early stage of developing a comprehensive, strategic overview of pupil support. This should be developed with staff and partners, including the evolving integrated pupil support team, to ensure that there are clearly defined roles and responsibilities for all stakeholders. Currently the system for identifying young people's additional needs, and subsequent interventions and supports, is neither clear nor consistently applied across the

school. As a result, staff are unable to identify the progress that some young people are making in relation to wellbeing and learning. Staff should ensure that targeted interventions are clearly based on young people's identified needs and that resources are deployed to meet these needs. This should include a shared understanding of how progress made by identified young people will be measured. Senior leaders should also have robust processes in place to regularly monitor the impact of any interventions for young people with an additional support need. This will ensure that the support that they receive is appropriate and enables staff to evaluate the impact of these interventions in improving outcomes for young people.

- Pupil support staff provide all teachers with information relating to young people's additional support needs. This includes individual profiles of young people's learning needs. These profiles are not current, nor specific enough. As a result, teachers do not have access to up-to-date information about the learning needs of all young people and strategies that should be used to support their learning and progress. Senior leaders need to systematically review all planning relating to young people who require additional support. This will support better teachers' planning to meet the needs of all young people. These plans should be reviewed timeously and take account of young people and their families views. Pupil support assistants should be more involved in the planning and preparation of learning for specific young people.
- Staff across the school recognise the correlation between attendance at school and young people's success. A few young people have increased their attendance at school as a result of direct and specific interventions such as one-to-one tracking and small group support. Senior leaders should continue to identify and monitor more effectively the few young people who attend school but not class, and those that attend school on a part-time basis, with a view to improving young people's engagement in learning. Senior leaders, as a matter of priority, should ensure more rigorous systems and processes are used effectively to identify individual trends and patterns of absence at an earlier stage. They must use this data to ensure that young people are identified and supported appropriately to improve their attendance at school.
- Senior leaders recently introduced 'The Drummond Promise' and invited staff to commit individually to supporting care-experienced young people. For example, staff suggested they build their own self-awareness and skill and recognise and use appropriate inclusive language. Senior leaders are not yet able to demonstrate the impact of this initiative on improved outcomes for care-experienced young people. This interesting and innovative practice should be further developed to ensure it has the desired impact on care-experienced young people.
- Pupil Support leaders, supported appropriately by partners, teach personal and social education(PSE) weekly to young people from S1 to S6. This supports young people and their families to build trust and strong relationships with key adults. Young people, particularly in the senior phase, have opportunities to influence the PSE curriculum. As a result, young people at this stage experience a PSE curriculum that is relevant to their needs. For example, they learn about aspects of financial education to support them beyond school. However, the PSE curriculum is not well planned and not progressive across all stages. Young people in S1-S3 would benefit from a PSE curriculum which is more responsive to their needs. This would support better their ability to reflect on the progress they are making in relation to their own wellbeing.
- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and young people. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of young

people through food in school. Several areas for improvement have been agreed with the school and the school meals provider.

- Young people, through a school survey, indicated that they were concerned about issues relating to toxic masculinity and gender-based violence. This led to staff introducing the MVP programme. As a result, senior pupils act as mentors for junior pupils to encourage all to have the confidence to highlight inappropriate or hurtful behaviours.
- Young people and staff represent a very wide range of cultures, religions and ethnicities. This provides rich opportunities to learn from and about different countries and beliefs. Overall, staff promote and celebrate diversity well through, for example flags in the canteen to represent the school demographic, the very popular 'Drummond Culture Day' and activities which help promote an anti-racist culture. Most young people agree that this work helps them to understand and respect others. Recently staff recorded improvements in young people feeling supported in incidents relating to racism. Staff should continue to develop an inclusive and diverse curriculum and support young people to be better able to challenge discrimination and intolerance.

### 3.2 Raising attainment and achievement

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

## BGE

### Attainment in literacy and numeracy

- Young people are attaining well in literacy and numeracy. By the end of S3, between 2021/22 to 2023/24 most young people achieved third CfE level or better in literacy and numeracy. In 2023/2024, by the end of S3, the majority of young people achieved fourth CfE level in reading, listening and talking, and numeracy. The school are sustaining high levels of performance in literacy and numeracy over time.

## Senior Phase

### Leavers

#### Literacy

- Between 2019/20 to 2022/23, most young people who left school achieved SCQF level 5 or better, in line with the VC. In the latest year, 2022/23, the majority of young people achieved SCQF level 5 or better which is significantly much lower than the VC. A majority of young people who require additional support achieved SCQF level 5 or better between 2019/20 to 2023/24. A minority of leavers achieved SCQF level 6 or better between 2019/20 to 2023/24.

#### Numeracy

- A majority of young people who left school between 2019/20 to 2022/23 attained numeracy at SCQF level 5 or better. A minority who left over this period achieved SCQF level 6 or better. In the latest year (2022/23), young people achieved significantly lower than the VC at SCQF level 5 or better. Senior leaders and staff who lead on numeracy should continue to address the notable difference between the success young people have in achieving numeracy through units when compared to the percentage who achieve a course award at SCQF level 5 or better.

## Cohorts

### Literacy

- At S4, the majority of young people achieve SCQF level 5 or better between 2019/20 to 2023/24. Young people's attainment at this level is significantly lower than the VC between 2021/22 to 2023/24. By S5 based on the S4 roll, just under half of young people achieved SCQF level 6 in literacy. This is improving and is in line with the VC. By S6 based on the S4 roll, the attainment of young people achieving at SCQF level 6 is in line with the VC.

### Numeracy

- At S4, a majority of young people achieved SCQF level 5 or better in 2023/24. This increased from a minority of young people achieving at this level between 2021/22 to 2022/23 and is now

in line with the VC. By S5 based on the S4 roll, the attainment of young people at SCQF level 6 or better is in generally in line with the VC. By S6, performance at SCQF level 6 or better has improved from 2019/20 to 2023/24 and is generally in line with the VC.

## **Attainment over time**

### **Broad General Education**

- From 2021/22 to 2023/24, senior leaders have introduced effective approaches to gather more rigorous data to measure young people's attainment throughout the BGE. They use this data effectively to identify interventions to raise young people's attainment. As a result, by the end of S3, between 2021/22 to 2023/24, most young people achieved third CfE level or better in literacy and numeracy and across all areas of the curriculum. A minority of young people achieved fourth CfE in all curriculum areas between 2021/22 to 2023/24.

## **Senior Phase**

### **Improving attainment for all**

- Senior leaders introduced a range of approaches to raise attainment for all young people. This includes, for example, broadening the curriculum offer and a considered approach to presentations. Senior leaders support staff to use data more effectively to inform interventions to raise attainment for targeted groups of young people. This is impacting positively on outcomes for targeted young people.
- Senior leaders should continue to take action to address dual presentations where young people are presented for both National 4 and National 5 in more than one subject. In 2023/24, around a third were dual presented with a quarter of young people presented for both NQs in one subject.

## **Leavers**

- The attainment of the lowest attaining 20%, middle attaining 60% and highest attaining 20% of young people is generally in line with the VC between 2018/19 and 2022/23 when using average complementary tariff points. The attainment of young people leaving school is generally showing an inconsistent pattern of improvement.
- When compared using average complementary tariff points, the attainment of young people who require additional support and left school from 2018/19 to 2021/22 shows improvement.

## **Cohorts**

- When using average complementary tariff points at S4, S5 and S6, the lowest attaining 20%, middle attaining 60% and highest attaining 20% of young people is generally in line with the VC. At S5 based on the S4 roll, the attainment of the lowest attaining 20% of young people has fallen to being significantly much lower than the VC in 2023/24. By S6, based on the S4 roll, the attainment of the highest attaining 20% of young people is significantly much higher than the VC from 2021/22 to 2023/24.

## **Breadth and depth**

- At S4, most young people attained one or more awards at SCQF level 5 or better and a minority attained five or more awards at this level from 2019/20 to 2023/24, which is in line with the VC. Between 2019/20 to 2023/24, attainment at SCQF level 5A or better for one or more to five or more courses is broadly in line with the VC
- By S5, attainment at SCQF level 6C or better is improving from 2019/20 to 2023/24 for one or more courses and is significantly higher than the VC in the latest year. During the same period, performance at three or more to five or more at SCQF level 6C or better is generally in line with



the VC. Performance at SCQF level 6A or better is generally in line with the VC from 2019/20 to 2023/24.

- By S6, attainment at SCQF level 6C or better shows an improving pattern for one or more to three or more between 2019/20 to 2023/24. Senior leaders have focused on increasing the number of young people gaining three or more awards at SCQF level 6C or better. As a result, for two of the three years from 2021/22 to 2023/24 performance is significantly higher than the VC. Performance at SCQF level 6A or better shows improvement at one or more and two or more awards between 2019/20 to 2023/24 and is significantly much higher than the VC for two of the three years from 2021/22 to 2023/24. Attainment of young people gaining one or more and two or more at SCQF level 7C or better shows an improving pattern between 2019/20 to 2023/24 and is significantly higher than the VC in the latest year. Performance at level 7A shows improvement between 2019/20 to 2023/24 and is significantly higher than the VC in the latest year.

### **Overall quality of learners' achievement**

- Senior leaders recently introduced an effective system for tracking young people's achievements. Most young people are gaining skills and attributes through participation in clubs at lunchtime and after school. Young people talk confidently about the skills they are developing as a result of taking part in these activities including communication skills and teamwork. Staff are beginning to use the data collected to identify young people who are at risk of not participating in these valuable activities.
- A majority of young people across the school are becoming more confident through a wide range of achievements. In the senior phase, a few young people exercise responsibility by leading sporting activities and clubs with younger children. A few young people learn new skills through participating in the Duke of Edinburgh's Award, the Young Ambassadors Programme, the MVP Programme and through the John Muir Award. These young people develop organisational, communication, social and leadership skills. They talk confidently about their skills development and how these skills can be used in other contexts. As yet, staff do not have a system for tracking young people's skills across the school.
- Supported by the Ukrainian Fund, a group of young people taking part in the Green Team are learning important life skills, including, communication, team building, social interaction skills and supporting others. Participation in the group helps young people address barriers to learning caused by social isolation, poverty and trauma. Young people report an increase in personal confidence as a result of participating in this achievement opportunity.

### **Equity for all learners**

- Senior leaders worked effectively with young people, staff and parents to develop a whole-school focus on reducing the cost of the school day. This includes the provision of resources, uniform and a breakfast club. These interventions reduce financial barriers and enable young people to be ready to learn and participate fully in the life of the school. As a result, the attendance and participation in school activities of targeted young people has improved.
- Staff have effective approaches to equity. The appointment of key additional staffing is improving young people's outcomes. This includes improvements in attendance and participation for targeted young people. Senior leaders have identified gaps in young people's attainment caused by socio-economic disadvantage. They have put in place targeted interventions to raise attainment for these young people. As a result, targeted young people in the senior phase have increased the number of national qualifications they have achieved.

- Pupil Equity Funding is used well to ensure all young people access events and educational excursions. This includes an S2 Outward Bound experience where young people develop important skills such as teamwork, resilience, and independence.
- Almost all young people move into a positive destination. The number of young people moving into a positive destination shows an improving pattern between 2018/19 to 2022/23. Positive destinations are higher than the VC in the latest year.

### Context

The enhanced support provision (ESP) was established in 2022. Staff work with young people who require significant additional support for their learning and who are assessed as having autistic spectrum disorder. There are nine young people from across the Edinburgh City attending the provision. Senior leaders are currently taking the provision through a period of transition. The school is moving away from a discrete enhanced support base and towards a model providing enhanced support for those young people in the school catchment area who require additional support. Young people now access the ESP until the end of their senior phase. As a result of the changes, a few additional young people within the catchment of Drummond Community High School access the ESP within the school. A deputy headteacher has strategic responsibility for the ESP. She is supported by a curriculum leader (CL) who assumes operational responsibility for the provision. Young people attending the unit are supported by two pupil support assistants (PSAs) and a pupil support officer.

### Leadership of change

- The deputy headteacher leads the ESP effectively, demonstrating well the influence of the school values in her inclusive approach within the ESP. The CL has created a sensitive and nurturing ethos, ensuring an appropriate and stimulating balance of support and educational challenge for all young people. She has fostered strong links across the school, ensuring that young people attending mainstream classes have safe, productive and positive sociable experiences across the school. Staff demonstrate the school values well, and their practice is guided strongly by ensuring the rights and best interests of young people. Staff are responsive and pro-active, creating a calm, nurturing and engaging environment.
- Young people feel well supported to share their views and speak to adults about their concerns. Parents and young people feel confident that their views are heard and that staff have a strong commitment to upholding children's rights.
- As a next step, senior leaders should ensure that staff across the school prepare well for the changing model of practice within the ESP. They should continue to work with young people, their families and staff to devise suitable pathways, which will meet young people's needs through the senior phase of education and beyond.

### Learning, teaching and assessment

- Young people engage well in challenging and stimulating learning tasks. Staff set learning at the right pace and use individualised strategies to include all young people. They plan and provide enjoyable learning experiences which capitalise on young people's interests. For example, staff plan learning across the curriculum based on individual young people's interests. This helps maintain young people's attention well. As a result, young people enjoy coming to school. Most young people in the ESP have very high attendance levels. Young people's attendance at school typically improves upon taking up a place within the ESP.
- Teachers use formative assessment techniques well to gauge young people's understanding of learning. Staff should now develop the ways in which they maintain and record assessment evidence, using observation notes, photographic evidence and records of pupil discussion. This will help staff report more accurately on the progress that young people are making.

Senior leaders should also ensure that planning reflects the very high-quality personalisation and choice which is clear in staff practice within the ESP.

## **Ensuring wellbeing, equality and inclusion**

- Young people's health and wellbeing needs are met very well by staff within the ESP. Staff have a clear understanding of young people's requirements and know the young people and their families very well. Outcomes are improving for young people within the ESP because of the positive, accepting and caring approach of the staff. Young people are included effectively in the life of the school and feel safe. Senior leaders within the ESP work effectively with the school community to ensure that the diversity of young people within the ESP is valued and that discrimination is challenged. Young people are developing confidence, self-esteem and communication skills. They are also increasing their capacity to develop positive mental health.
- There are clear visual symbols on display widely throughout the school and within the ESP. Staff use hand signs well to enhance communication for learners. This is helping young people to understand and navigate the school environment with ease.
- The balanced curriculum includes a variety of relevant topics, which staff approach in an appropriate and accessible way. Staff are responsive to personal and social issues which are present within the group of young people. For example, young people participate in lessons about personal space, they know how to give and ask for consent and how to keep themselves safe. They are learning about the importance of advocacy, how to make their voice heard and how this can help them throughout their lives. Staff support young people's mental health well and allow them freedom of expressions. Staff work well with sports-based agencies and young people access PE to ensure they are healthy and active.
- All young people have plans in place which sufficiently outline additional support for learning requirements or risks associated with their care. These plans include detailed moving and handling plans, personal emergency evacuation plans, additional support for learning profiles and individualised education plans. These plans support young people to be safe and make social and educational progress. Senior leaders should ensure that these plans are updated regularly in conjunction with young people and their families. They should also review targets within individualised education plans ensuring that they are reflective of young people's additional needs as well and their curricular targets.

## **Raising attainment and achievement**

- Young people within the ESP access highly personalised learning. They are developing literacy and numeracy skills in conjunction with other important skills. These are essential skills which support young people to lead fulfilling lives beyond their school years.
- Almost all young people are currently within the broad general phase of their education and are working at early, first and second levels across the curriculum. Senior leaders should continue to develop strong links with faculties across the school, including the wider support for learning department. This will strengthen young people's opportunities for gaining accredited qualifications and awards during the senior phase. As planned, they should continue to develop an effective system to track and monitor the skills young people are developing. They should link these to pathways for young people which will lead to positive destinations when they leave school.

- Most young people access a range of carefully selected lessons within the mainstream school. These include mathematics, home economics, music and physical education. This is helping young people to learn and socialise with a wider peer group. It is also sensitively and gradually building their capacity to cope with unfamiliar spaces, crowds and louder environment
- Young people access a variety of enjoyable educational experiences within and beyond the school. Young people access outdoor learning including educational excursions in the community, gardening experiences and eco-friendly construction projects. These experiences support young people to understand the world of work, increase their confidence in social interactions and build their resilience to experiences which they may find overwhelming in the community. Young people are proud of their achievements.

## Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.