

Summarised inspection findings

Drummore Primary School

Glasgow City Council

28 October 2025

Key contextual information

Drummore Primary School is a special school situated in Drumchapel, Glasgow. The school supports 72 children with a range of additional support needs. Just under 70% of children live within Scottish Indices of Multiple Deprivation deciles 1 and 2. In recent years the range of children's additional support needs has changed with the school now supporting children with more diverse severe and complex needs. During the two years prior to the inspection there had been a number of changes to senior leadership. The headteacher has been in post since January 2025.

2.3 Learning, teaching and assessment

satisfactory

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

- All staff develop positive relationships with children and their families. Children come to school each day happy and keen to learn. They enjoy lessons, which take good account of their interests. Staff's understanding of each child's needs helps them to support children appropriately to access their learning. In most lessons, children's learning targets are individualised and matched well to their needs. Staff plan predictable daily routines, which help almost all children engage well in lessons. Taking account of their additional support needs, children behave well. In the few instances where children do become dysregulated, staff reengage children in their learning appropriately.
- Staff are developing their understanding of how to ensure children's rights across the school. They discuss these using language which supports more able children to understand their rights. Staff now need to develop how they plan to ensure the rights of those children with more severe and complex needs.
- Children experience regular opportunities to choose which resources they use to support their learning. These include a range of sensory resources such as sand and water. In a few classes, children choose digital technologies to help them access their learning. Teachers should continue to provide children with opportunities to make choices in their learning. A few more able children contribute to the life of the school as part of a 'pupil group'. Staff should continue to explore how they can enable more children to be involved meaningfully in planning school activities.
- The school values underpin teaching appropriately in all classes. Teachers use spaces within each classroom, the school building and the wider campus effectively to motivate children in their learning. For example, children enjoy planting and growing vegetables in the school garden. Teachers have reviewed their individual classroom layouts, including wall displays, to ensure that the learning environment helps children to regulate and engage in their learning.
- In most lessons, teachers use digital resources appropriately to enrich children's learning. Teachers use interactive whiteboards mostly to show children presentations or videos. In a

few classes, children use tablets to research answers to questions. Teachers need to develop further how they use digital technologies to enrich children's learning across the school.

- There is a strong focus on improving approaches to communication across the school. Staff use visual symbols and objects of reference effectively to support children to understand their daily routine. Staff are developing their skills in using signing to help children understand what they are being asked to do. Staff should continue to develop their use of augmentative and alternative communication (AAC) aids to help children to communicate more effectively. This should include considering how other digital tools can be used to support children to express their wants and opinions.
- In all classes, teachers explain clearly what children are about to do. Teachers now need to develop their explanations to be more explicit regarding what children are going to learn. In most lessons, teachers use questioning to check for children's understanding effectively. They now need to develop further their use of questioning to promote children's curiosity.
- In all classes, teachers use praise well to help children recognise when they have done well. Children enjoy being praised and this helps them to maintain their motivation in their learning. Teachers need to develop further their use of verbal, and where appropriate, written feedback. This will help children to understand better what they need to do next to improve their learning.
- In a few classes, teachers are exploring how they can use play-based approaches to support children's learning. Teachers are at the early stages of understanding how to develop play within their lessons. Senior leaders should support teachers to engage with national guidance to help develop further their understanding of play. Teachers would benefit from professional learning to help them build their skills and confidence in developing further their approaches to play.
- Prior to placement at the school, transition arrangements provide staff with appropriate information on each child's needs. This supports staff to settle each child quickly into the school. Teachers observe children each day to assess how well they are progressing in their learning. Teachers gather and collate information on each child's progress in literacy and numeracy and capture this in the school's tracker. This helps teachers to plan learning, which maintains children's interest and helps most to attend regularly. Teachers review each child's progress formally each year. Teachers need to gather a wider range of information and data, including in other curricular areas, on each child's progress as they move through the school. They need to analyse data and information on children's progress more robustly and more regularly. Teachers need to develop further their approaches to how they check children's progress. They need to ensure this captures every child's progress more effectively, particularly for those whose learning is measured in small steps. Teachers need to ensure that checks on children's progress leads to all children making improved progress in their learning.
- Teachers plan lessons focused mostly on children's interests and abilities. Where appropriate, they plan using the foundation milestones and Curriculum for Excellence experiences and outcomes. They adapt their planning appropriately based on how well each child is progressing in their learning. Teachers' approaches to planning varies across the school. In a few classes, teachers create an annual plan, which supports them to plan for progression in children's learning. Teachers now need to work collaboratively to develop their approaches to planning further to ensure all children build progressively on what they can already do.
- Teachers need to review planning for each school day. In too many lessons children spend too much time moving from one activity to another. At these times, children do not experience learning which is progressive nor offers appropriate levels of challenge. In a few classes, children's breaks are too long and children do not receive their full entitlement to education.

Teachers need to plan lessons throughout the school day so that children are engaged in meaningful learning activities more frequently. They need to plan for most children's learning to offer increased levels of challenge.

2.1 Safeguarding and child protection

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

3.2 Raising attainment and achievement

satisfactory

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

Attainment in literacy and numeracy

- Overall, attainment in literacy and numeracy is satisfactory.

Attainment in literacy and English

- A minority of children are working at early level and aspects of first level for reading, writing, talking and listening. Children make appropriate progress in these aspects of learning in line with their development needs. The majority of children make good progress, which is in line with their level of additional support needs. A minority of children need to be provided with more challenge in order to attain better. Children at early level make effective use of visual supports and signage around the school. Staff support most children well to communicate when playing together in the playground. A few children working at early and aspects of first level would benefit from further challenge to accelerate their progress across all aspects of literacy.
- Almost all children have significant communication needs. The majority of children are at an early stage of acquiring language and communication. Children at the pre-verbal stage are working on foundation and pre-early milestones. They communicate using eye pointing, gestures, objects of reference, signs, symbols and pictures. Most children's language develops as they progress through the school. A minority of children use AAC aids and devices including apps on tablets and switch devices to express their preferences or answer questions. These help them to participate more fully in social interactions. Children should be supported to continue to expand their use of assistive technology to support their communication. Staff should ensure that they share the AAC strategies and skills with children's families to provide continuity and consistency across home and school learning.
- The majority of children make meaningful vocalisations in response to familiar people and activities. They show their preference for characters, songs and animals. All children would benefit from increased time in their day listening to and looking at story books. They would also benefit from further experience in mark-making, drawing with pencils or forming letters where appropriate. This should help improve children's motor skills associated with early writing experiences.
- Across the school, a few children would benefit from support, directed by specialist partners such as speech and language therapists, to enhance their communication. A minority of children have English as a second or other language, which adds further complexity to children's progress in language learning. Senior leaders should seek to develop further appropriate links with agencies and local authority partners to support attainment in children's language learning.

Attainment in numeracy and mathematics

- The majority of children are working on pre-early level foundation milestones to develop their numeracy skills. A minority of children are also working on early and a few on aspects of first level mathematics CfE experiences and outcomes. Almost all children have support needs which negatively affect their speed of development in understanding and applying mathematical concepts.
- A few children working at pre-early level show recognition of the terms 'none' or 'one' and are developing a sense of size and amount. The majority of children working on pre-early level could progress onto early level CfE mathematics experiences and outcomes for planned learning and assessment. For example, a minority of children working at pre-early level foundation milestones demonstrate awareness of 'start' and 'finish' and they respond accordingly. Many are also aware of how routines link with time and use 'now and next' successfully. This helps them to be prepared for what will happen in their day. Children's progress in mathematics could be accelerated by participating in learning planned more closely to CfE experiences and outcomes.

Attendance

- Most children and young people have positive patterns of attendance in line with or above the national average. Senior leaders monitor the attendance of pupils effectively. They promptly identify when children's attendance drops and work well with families to achieve improved attendance. Senior leaders and staff understand children's health, social and emotional challenges well, and understand when this is an appropriate reason for reduced attendance.

Attainment over time

- Since 2021, senior leaders have tracked children's progress in literacy and numeracy over time. Almost all children make expected progress against agreed targets. Overall, there is satisfactory progress over time, with stronger progress in literacy than in numeracy.
- Senior leaders have recently implemented regular meetings with teachers to discuss and reviews children's individual plans and progress. Staff are not yet tracking children's attainment across other areas of the curriculum. Senior leaders are developing improved systems which are beginning to identify gaps in children's learning and attainment across learning. Senior leaders should now begin to use this more robust system to track cohorts and identified groups of children to analyse trends over time. This will support senior leaders to scrutinise the pace of learning and to increase this where possible, for example by increasing the level of challenge in mathematics.
- Senior leaders should track and analyse other important data, such as, the number of incidents of challenging behaviour. This will support them to understand the impact of targeted interventions and if they are leading to improved outcomes.

Overall quality of learners' achievements

- Across the school, children and staff celebrate and recognise children's success and achievements appropriately. Staff share accomplishments with families through online platforms and families reciprocate by sharing children's achievements at home and in the community.
- Children achieve a range of skills as they progress through school and participate well in the life of the school. Through their activities in learning for sustainability children demonstrate responsibility and care for the natural environment. They use teamwork skills while working on litter picking in the community and show resilience and perseverance while planting, nurturing and caring for plants in their poly-tunnel. Children recently hosted a daffodil lunch raising

money for cancer charities. Through this work, children demonstrate valuable communication skills and social interactions. Where developmentally able, children are also able to show problem-solving and organisational skills.

- Staff provide valuable outdoor learning activities and encourage children's energetic play. Through these experiences, most children are able to self-regulate and are strengthening their confidence in reciprocal social interaction. Most children are also building and mastering physical co-ordination and confidence in independent play.
- Children are developing their confidence and independence well as a result of their participation in wider achievement opportunities. Senior leaders and staff should now consider how they might support more able children to take further responsibility for the life and work of the school.

Equity for all learners

- Senior leaders understand children's complex learning needs and social economic background well. They support staff to ensure that children are not disadvantaged by their economic circumstances.
- Senior leaders use Pupil Equity Funding (PEF) effectively to provide opportunities for identified learners, with no cost to families. They have used PEF to develop indoor and outdoor spaces to increase children's range of physical play and social interactions. They have also purchased a range of technological devices to increase children's use of AAC to improve children's communication. Senior leaders also used PEF to provide funded places for a residential trip to an outdoor centre.
- As a next step, senior leaders should review how they track the effectiveness of PEF interventions. They should consider how to increase the involvement of the school community in shaping PEF spending plans, by including the Parent Council and learners in decision-making.

Other relevant evidence

- Most children receive their entitlement to two hours of high-quality physical education (PE). Staff provide all children with accessible, planned, progressive and meaningful physical education programmes.
- Children and young people do not have access to modern language lessons in the school as part of a 1 + 2 approach. Most children make use of signing. This approach helps children to communicate more effectively and engage with learning activities. Senior leaders should work with teachers to develop a relevant, progressive and purposeful approach to modern languages that aligns closely with children's additional support needs.
- 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 children. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. Several areas for improvement have been agreed with the school and the school meals provider.

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.