Drumbeat School SEF
September 2022

It is our belief that the implementation of the curriculum through a research based approach, which has EHCP goals at its core, will bring the learning closer to the child and optimise meaningful outcomes for all.
SLT Drumbeat

Quality of Education				
Questions	**Before**	**Actions**	**Impact**	**Evidence**
How does the school's curriculum open the doors for opportunities in later life?	• Assessment was leading curriculum delivery. • There was inconsistency in delivery. • Curriculum linked to key stages. • Personalised Plan targets were broad and inconsistent between key stages. • Some curriculum areas were not as broad and rich as others. • Non-core areas were seen as important areas of development but not as evident in planning.	• Curriculum documents outline progressive skill development across all areas of learning. • Curriculum is coherently sequenced and structured and written using a wide range of research/theory. • Coverage is clearly mapped out across the school. • Curriculum has broadened for 'more able' pupils. Narrowed and more relevant/specific for roots pupils. • Curriculum and teaching alignment is focused on within Trust Based Observations (TBO) and moderation cycles. • Careers pathways are embedded across the school from early years onwards.	• Curriculum is embedded in theory and research and provides progressive and sequential learning for each pupil relevant to their individual strengths, needs and pathway. • EHCP areas are used to shape the personalised learning journey of pupils. • Consistency across pathways in delivery of curriculum leading to meaningful outcomes for pupils at all levels. • Pupil progress seen in all areas (Summer 2022). • Accreditations in KS4/KS5. • All pupils go on to further education/community based settings and maintain their placements.	• Case studies • Progress data • Parent feedback – reviews • Curriculum maps

		• Individual learning maps outline the personalised curriculum for all pupils. • Curriculum documents ensure progressive development of skills across key stages. • Interventions /careers linked to pathway and specific needs, abilities and interests. • Transition plans are personalised. Transitions through phases in the school are seen as an integral part of their learning journey. • Pathways embedded for consistent and formal planning.		
How coherently is our curriculum planned and sequenced to cumulatively build knowledge and skills?	• Classes formed with mixed ability pupils. • A variety of skills being taught in classes. • Pathway curriculum was available but not overt in application or consistency.	• Pathway led curriculum dictated pupil's allocation to classes. • Pathway leaders were appointed in order to drive forward needs of associated classes and their pathway curriculum needs. • CPD training put in to support teachers in accessing this curriculum and supporting their pupils. • Pathway leaders having weekly meetings with AHT to support needs/issues arising.	• Curriculum is progressive with regular pathway meetings for continuous developments. • Target setting became more coherent due to pathway focus. • EHCP outcomes are embedded within curriculum experiences. • Personalised learning is clearly mapped out across the school day for each pupil.	• Progress data • Case studies • EHCP outcomes • Learning maps • Weekly plans

How is reading prioritised to allow pupils to access the curriculum?	• Individualised approach with no overt systematic connection between reading and writing.	• Adopt a reading programme/scheme to develop all associated skills (Read Write Inc. • Formal training/CPD carried out with all staff; teachers and TAs. • Parents informed of changes in reading and writing teaching at school so they could be a part of it and support at home. • Parental and pupil voice formed development of curriculum. • Collaborative planning meetings every half term within pathways to cement curriculum, knowledge being taught and skill development.	• Read write inc is embedded within curriculum documents. • Each class has scheduled sessions in their timetable where RWI sessions are now carried out on a daily basis. • Systematic reading scheme/sequential learning of sounds/blends/words carried out. • Phonic assessments taking place on a regular basis and overseen by literacy lead. • Ability led/pathway led with additional focuses depending on need • Phonics screening for Autumn Year 2 pupils and Summer Year 2 pupils saw an increase in phonological awareness. • Pre and beyond phonic reading is consistent and sequential.	• RWI/reading SOLAR scores/levels and assessments • Phonic screening results (June 2022) • Follow-up support from RWI trainer (June 2022)

Does our planning take account of gaps as a result of the pandemic?	• Planning linked to topics and also needs of pupils in class.	• Recovery curriculum • Assessment targets set-clear picture understanding of gaps. • In class targeted learning • 1-1 intervention from gaps	• Gap closed – end of year data. • Results from well-being data.	• SOLAR Data report: 2019-2020, 2020-2021 and 2021-2022.
Do teachers have expert knowledge of the pathways they teach? How do they check for understanding?	• Teachers had expertise in Key Stages/Phases, within mixed ability classes.	• Expert ASD understanding Training embedded. • Wednesday CPD • Buzz training • Collaborative planning • Integrated therapeutic approach. • Teachers have high expectations for all students. They use well-judged and imaginative teaching strategies that together with interventions match individual needs accurately. • New teacher induction • Teachers placed in appropriate pathways, which support their area/phase of expertise. • Teaching and learning leads put into place within both sites. • TBO fosters a culture of continuous professional development using coaching and research based method.	• Highly knowledgeable and skilled practitioners enhance learning opportunities relevant for the needs of all pupils. • Expert leads support continuous professional development. • There high expectations for all areas of learning relevant to the needs of all pupils. • 'Most able' pupils are extended to reach their full potential.	• Meeting notes, feedback and action points • CPD training for teachers • TBO feedback information • Teaching and learning report June 2021

| How is assessment used to support the curriculum and quality of teaching? | • Drumbeat assessment system set-up with some area of the curriculum more developed than others. | • Targets are set according to pathway.
• SLT moderate target setting on personalised basis.
• Data is rigorously monitored with extension targets added 3 times per year to ensure continued high expectations.
• Interventions are created from assessment information.
• A new assessment system has a holistic approach to achievements and indicates exceptional achievement. Challenge Partners review reported the school as Leading in all Areas and Challenge Partners report in June 2021.
• Growing The Top School for Challenge Partners for exceptional practice.
• Assessment and curriculum systems linked. | • Rapid progress
• Progress
• SLT consistent on how assessment system will support curriculum target setting; involving individualisation for those making exceptional progress.
• There are high expectations for all areas of learning relevant to the needs of all pupils.
• 'Most able' pupils are extended to reach their full potential. | • Data report
• Personalised progress
• Personalised pupil trackers |

| How do we know that students are being adequately prepared for next stage of education or employment? | • Differentiated key stage teaching/classes.
• All classes having equality of additional provision. | • Careers thread throughout curriculum, pathways and key stages.
• Therapist interventions to support individualised needs.
• Interventions related to skills/needs according to pathways and pupil interest.
• Additional provision linked more consistently to needs, abilities as well as interests. | • Pathway impact focusing on specific needs and levels of development.
• KS4 and 6th form curriculum leading to accreditation as well as further education placements. | • Class lists
• Personalised plans
• Data report |

Development: Equality and diversity within the curriculum

Personal Development				
Questions	**Before**	**Actions**	**Impact**	**Evidence**
How do we provide opportunities for our children to develop their talents and interests?	• Personalised plans introduced • Intervention groups, sports and arts projects introduced based on needs, strengths and interests. • Duke of Edinburgh Bronze level introduced	• Focus on development of PPs, providing training for teachers on writing outcomes, allocated planning time via Inset day and clear link to non-core curriculum schemes of work. • Collaborative planning provides opportunities for teachers to plan for these areas. • Duke of Edinburgh award (Bronze, silver, gold) is offered to pupils in KS4 and 5. • Links to arts projects in the community provide enrichment opportunities (e.g. Horniman/South London gallery). • Sports teacher/instructor to forge links and provide pupils with the opportunities to participate in a range of sports eg football, rowing. • Art projects led by TA and instructor leads for the Arts. • Employ music expert.	• Personalised plans are more targeted and provide bespoke curriculum that reflects talents and interests-We know this because data indicates that majority of students are on track. However teacher feedback has indicated that there is an issue incorporating PP's into the school day and ensuring that PP targets are SMART. This will lead to a review of the curriculum in order to support teachers with their planning. (e.g. progression documents, curriculum maps). • The culture of the school reflects the importance of creativity and sports to enrich the curriculum. We know this because pupils are engaged in a range of activities related to the Arts and sports e.g. Horniman/South London gallery, Millwall after school club, Football tournaments, rowing and athletics. •	• Learning walks • Solar- non-core data • Personalised plans data • Duke of Edinburgh award-data • Community projects • Arts Projects (e.g. Shakespeare in schools) • Assemblies • PHSE curriculum • Support from Therapists • Support from Family liaison officer • Sports opportunities e.g. football, swimming, horse riding • Specific interventions (e.g. Lego Therapy, Sherborne) • Careers programme

			• Students engaged in DofE have achieved accreditation. • From reviewing the offer it has been noted that further opportunities are needed in music.	
How are we developing resilience, confidence and mental health support?	• The school employs a clinical psychologist and behaviour counsellor to support pupils and families with issues around mental health and well-being. • PHSE curriculum in development to enable a more structured approach.	• Clinical psychologists and assistants time has increased capacity to support pupils, families and staff and raise awareness of mental health issues. • Key staff (including SLT) to attend mental health first aid course. • Clinical psychologist and assistants provide CPD for staff to recognise signs of self-harm and deteriorating mental health/crisis and best ways to respond as well as meeting the needs of more complex learners. • Support for parents, with workshops has been embedded. This is delivered by the school multi-disciplinary team, including Outreach, on autism specific issues are of high quality and are appreciated by parents. • A PSHE learning program adapted from Jigsaw introduced for KS4 and 5	• Input from clinical psychologist and counsellor is highly valued by the whole school community. This was particularly valuable during lockdown as parents/families and staff could access support. • All staff have received training and through collaborative planning and team meetings have introduced zones of regulation. This is enabling a more consistent approach across the school. • Parent programme runs throughout the year for parents to support pupils' personal development and welfare. This has continued throughout the pandemic by Zoom.	• Evidence of zones of regulation resources and techniques used in classrooms. • Students know who they can talk to in times of crisis or if they have a problem. • Students are challenged through the curriculum and their resilience has increased as a result e.g. progress made on SOLAR, qualifications. • Parent questionnaires and workshop programme. • Cpoms

		• providing students with greater awareness of their physical, mental and sexual health needs. • Training on Zones of regulation delivered to all staff and strategy has been implemented across the school. • AHT lead for Mental Health/Wellbeing in school.		
Do students recognise the dangers of online abuse and what constitutes harmful sexual behaviour?	• Staff have a good understanding of pupils' vulnerability on the internet and help them to understand the dangers. This has to be continually updated and reviewed with parents. • Safeguarding incidents related to pupils online is low.	• Strong links with parents through regular contact and workshops where online safety is discussed. • PHSE and boys/girls groups focusing on what's appropriate/inappropriate sexualised behaviour supported by teachers and clinical psychologist • Robust systems in place to recognise and respond to issues around online safety and concerns of a sexual nature (CPOM's) • Community links with the MET police which have resulted in workshops for our students on staying safe online. • As a school we offer LGFL filtering for children at home.	• Safeguarding incidents related to pupils online continues to be low. • Students are more aware appropriate and inappropriate behaviour of a sexual nature through highly targeted PHSE lessons. • Raised awareness within families of the importance of monitoring inappropriate content on the web at home and safeguarding pupils to access appropriate content only.	• Students have taken part in boys and girls groups • Evidence of content covered PHSE groups • Parent Communication logs

How do we support a healthy lifestyle?	• PHSE curriculum in development to enable a more structured approach. • Tools introduced to support wellbeing and emotional regulation e.g. headspace, 5 a day, daily mile	• PHSE programme has been adapted from jigsaw and other sources to support schemes of work for upper school. Supported by UPS teachers to develop resource bank. • UPS teachers to develop resource bank to support the teaching of food technology in the upper school • Schemes of work for PE/Curriculum documents have been developed to enable consistency re healthy lifestyles. • Yoga sessions are delivered by a trained instructor to pupils across the school. • Zones of regulation training has been delivered to staff and consistent approach introduced across the school. • OT has developed 'Fun before Food' group to promote food choices and engage students in eating a healthy and balanced diet.	• Pupils demonstrate understanding of the importance of a healthy life style through choice making, discussions and questionnaires. • Families have been supported via the family liaison worker with a range of issues to improve the health and well-being of the family (transport, housing, DLA). • Pupils are actively engaged in yoga sessions. • Teachers have implemented Zones of regulation for pupils leading to a more consistent approach.	• Learning walks • Food tech curriculum • PHSE curriculum • PE curriculum • Personalised plans • ASDAN • School Council minutes • Questionnaires • Family liaison log

| Do transitions support better outcomes? | • A transition program is in place to ensure all students transitioning to next key stage or beyond Drumbeat are well prepared. | • Transition program embedded and resources extended to include a comprehensive tool box e.g. transition booklet, social stories, photos, video tours etc.
• Transition sessions supported by the psychologist to be delivered to leavers in Pathway 3.
• Pathway 3 pupils in KS5 to access the College link programme for up to 24 weeks a year. This includes work in a vocational capacity such as students working in a professional kitchen.
• Increased work place opportunities to develop employability skills.
• Adult services to train teachers and parents about transition to adulthood services
• Annual review process has been developed with a greater emphasis on student voice and involvement in their choices. | • Pupils are very well prepared to move on confidently in their school career.
• Pupil placements are sustained within school and beyond.
• Through good relationships with provisions and tracking, the school know that placements are sustained once pupils leave school.
• Destinations data-100% in sustained placements.
• Teachers and parents have a better understanding of how the services work and support available.
• 100% of leavers achieved qualification. | • Transition plans in place for all pupils and beyond
• Transition plans in place for pupils moving into each year group.
• Planning demonstrates individualised strategies to address transitions between activities.
• Accreditations achieved
• College link programme |

| How does the school's Careers information, education, advice and guidance (CIEAG) support pupils in choosing their next steps? | • The careers programme is established in KS5 and provides links and opportunities both internal and external | • School joined the London hub for the Careers and Enterprise company and work closely with the area coordinator and business volunteer.
• A Careers Policy has been implemented to capture the whole school approach.
• Gatsby Benchmarks used as indicator of progress
• A Careers link Governor is identified
• Careers lead to present to Governors termly
• Lewisham Work Experience Team bought in to set up placements for KS5 students on Pathway 3 and provide impartial advice.
• Resulting from review of careers curriculum, enterprise initiatives have been introduced in KS5.
• Resulting from review of qualifications offer, new accreditations have been introduced in KS4 and 5. This has included the creation of the Drumbeat transition challenge award for pathway 1 and 2.
• Celebrate National Careers week across the school | • Pupils are more confident about choosing their next steps. We know this because they are expressing their views more readily through questionnaires, discussions and workshops
• Pupils receive a range of impartial guidance e.g. LWEX
• There is an established Careers programme that is being embedded across the school which provides learners with a range of skills.
• Learners are better equipped for the world of work through a more strategic focus on employability skills and are able to sustain work placements with support.
• Gatsby Benchmarks are established and Compass plus tool shows this. Termly data shows progress. | • Careers Programme and policy
• Provider Access policy
• Gatsby benchmarks
• Compass plus tool
• Annual reviews
• Work experience programme
• College link programme
• Support for families-workshops
• Governor reports |

		• Promoting students awareness of different jobs through a robust internal work experience program where students have to apply and be interviewed for a position of interest and then take on a position of responsibility throughout the upper school.		
How we promote an understanding of and respect for people, families and communities beyond their own?	• Incidents of bullying are very low and this is supported by parent view. It is evident that pupils are supportive of one another. Behaviour is outstanding (Ofsted 2019).	• Celebration of different cultural events throughout the year e.g. Diwali, Black history Month, Mental health week which further promote an understanding of and respect for people, families and communities. • Strong community links through voluntary work in local parks, libraries, cafés and shops. • Promoting students' awareness of different roles in school and work as volunteers contributing to their own community.	• Pupils are well versed in the spiritual, moral, social and cultural differences within society through targeted and planned curriculum at all key stages through: • PSHE and Citizenship; Careers Guidance and Work Related Learning; English; knowledge and understanding of the world. • Teachers select resources for their positive representation of cultural diversity.	• Student non-core curriculum folders • Work related learning evidence • Young Mayor voting • Assemblies • Visitor presentations

Behaviour & Attitudes				
Questions	**Before**	**Actions**	**Impact**	**Evidence**
How do we ensure a calm environment for learning?	• This has always been a priority area for teachers to ensure that their classroom is calm and encourages behaviour for learning. • It was noticed that there were areas of excellence across the school in pockets e.g. key stages and some individual teachers while some classes could have benefited from more strategies and approaches for some learners. It was decided a set of core standards for classes should be implemented as a minimum as led and guided by the school SaLT.	• Personalised approach to supporting individual learners' behaviour through their Behaviour Support Plan. Consistent approach from all staff working with the learner. • ASD specific environment in classrooms as guided by the SaLT to ensure a consistent approach across the school meaning learners have access to strategies that keep them well regulated as they move through the school. • Visual individual and class schedules accessible to all learners meaning they know the expectations of them and what is coming next which supports regulation.	• Reduction in episodes of dysregulation for the learner. Improved quality of life for the learner, including more access to curriculum and learning when well regulated. • Pupils well-regulated and ready to learn. Pupils using visual strategies to support their learning and communicate their needs. • Pupils are able to access their learning.	• CPOMS data • Individual learner case studies • Audit by SaLT • Learning Walk focus • Lesson observations
What strategies are used to support emotional and self-regulation?	• Learners' well-being is of paramount importance. We believe that behaviour is a form of communication. If a learner is dysregulated an analytical approach is always taken based on the principals of PBS (Positive Behaviour Support). Drumbeat has been recognised for excellence in this area by Challenge Partners and has delivered	• Staff regularly trained in a range of approaches to support emotional and self-regulation, including; social stories, waiting circles, now and next, TEACCH, sensory circuits. • Access to advice from a highly qualified and skilled therapy team consisting of Speech and Language Therapists, Occupational Therapist, Behaviour	• Staff confident and consistent in delivering strategies and approaches to support individual learners. • Learners well regulated. • Learners receive high quality ASD specific strategies throughout the day. • Staff make referrals and these are responded to quickly and efficiently. • Learners well regulated.	• Training schedule and feedback from staff • Referrals • Learning walks • CPOMS data

	training to others in the network on 'Behaviour systems to support pupils with Autism' • Drumbeat has always included a therapeutic approach in its offer to pupils. During a period of financial difficulty, the school were not able to replace the Occupational Therapy role. The impact of this was noticeable and the service from the NHS very boundaried meaning that not all pupils had access to OT. Drumbeat decided that OT input was a priority for all pupils emotional and self-regulation and as a result recruited a highly experienced OT to the school based therapy team.	Counsellor and a Clinical Psychologist. • Opportunities for learning breaks including physical movement and a rich sensory diet for those learners needing it led and guided by the school-based OT. • Monitoring and analysing patterns in behaviour, including work with families and CAMHS at a bi-annual school based clinic.	• All staff have a problem solving approach to behaviour. • Reduction in incidents for pupils when a pattern of behaviour has been identified.	
How do we ensure a safe environment?	• The school environment has to be a physically and emotionally safe space for learners to flourish. • The school has systems and accountable personnel in place to ensure that the physical environment is safe for learners. Any concerns raised by staff are responded to quickly. • Best practice standards for visual environments for	• Pupils have access to a range of outdoor spaces purpose built to enhance regulation, including; a sunken trampoline, swings, a sensory garden, a slide and a dedicated EYFS play area. • Behaviour support plans for individual learners are working 'live documents' which are reviewed and updated as and when there is any change to a learner's	• Learners are well regulated. • Outdoor spaces are well used as part of a learner's sensory diet. • Pupil behaviour is responded to and analysed. • Behaviour Support Plans are current and reflect learners' needs. • Staff are confident and consistent in supporting	• Sensory diet • Learning walks • Behaviour support plans • Staff training record and feedback

	learners with ASD are embedded across the school and monitored by the SaLT and the leadership team.	presentation, including the environment and any influence this has on them. • All staff are trained in Team Teach positive behaviour approach to ensure consistency in the response and delivery of strategies used to support learners behaviour and emotional regulation.	pupil behaviour and emotional regulation.	
How demonstrable is the behaviour and attendance of our pupils?	• Both behaviour and attendance are closely monitored for all pupils. A personalised approach is applied to both areas. Pupils who sometimes use behaviour as communication have an individual behaviour support plan used by all staff working with them. • Attendance is monitored and bespoke support is provided for the family to address the barriers to attending school. •	• Behaviour is reported on using the online platform CPOMS. This is analysed by teachers using a functional analysis approach. • Training is provided for all staff in functional analysis and looking for the purpose and communication of the behaviour. • An additional level of support from SLT is provided for pupils where their behaviour frequent and severe and impacting their quality of life. The SLT member will lead on implementing specific strategies to support the pupil and the class team. • Attendance is regularly monitored by the Lead and Deputy DSL. The lead DSL works closely with the LA EWO.	• Behaviour levels are stable and well managed by staff. • Staff are equipped to deal with behaviours which may challenge through training in fuctional analysis and team teach. • Staff feel well supported by SLT when they have a pupil presenting with severe and frequent behaviours. • Attendance at the school is good, above national average for special school and below national average for persistent absence.	• Behaviour analysis data • Training records • Case studies • Attendance data

Leadership & Management				
Questions	**Before**	**Actions**	**Impact**	**Evidence**
How are we improving pathway and pedagogy knowledge for our staff?	• CPD focus on autism strategies. • No subject leads/senior teaching and learning roles. • No maps	• CPD every week that is teacher led. • Senior teaching and learning leaders appointed, model best teaching and training in house. • Curriculum maps written with detailed information on subjects. • Subject leads for English, Communication, Maths, PE and Humanities. • Collaborative planning that has focus on pedagogy and pathway expertise. • Meetings with SLT – intent/implementation/impact/plans in place. • TBO monitors consistency across classes, Key stages and pathways. • TBO develops teaching and learning through a coaching and research based approach. • New teaching staff have clear personalised support systems from teaching and learning leads.	• Progress data • Teaching pedagogy • Curriculum breadth • Pathways and destinations are clear. • Clear alignment between curriculum intent and impact. • Consistent high standards of teaching across classes, key stages and pathways.	• Data • Teaching and learning review. • Maps • Curriculum pathways • CP review feedback • TBO feedbacks • Teaching and learning reviews. • New teacher induction reviews
How do we take account of workload and staff well-being?	• No planning time. • CPD not timetabled regularly. • No golden weeks or shortened days.	• Shout-outs • Termly awards • Tea/coffee/cakes at the end of the term. • Christmas dinner • Staff social events	• Low staff turnover • Improved staff morale • Team work well together. • Staff are well informed about avenues for	• Feedback • Surveys • Low staff turnover • Quality of teaching & learning and support is exceptional.

		- Golden week at the end of term (no meetings). - Support for family leave, care and responsibilities. - Well-being charter - Collaborative half day planning for teaching staff every half term. - PPA at home an option for teachers. - Access to education support partnership with time given to share information. - TBO: builds positive trusting relationships between teachers and leaders. - Teachers feel safe to take informed risks and be innovative practitioners.	- support both in terms of work life and home life. - Senior leaders have a clear understanding of the day to day working in each class. - Teaching is continuously improved using a research based model. - There is a wealth of Innovative and creative teaching styles.	
How well do our staff feel supported around their well-being?	- No planning time or golden weeks - Limited surveys	- Collaborative days every half term - Coaching model to be introduced - Trust Based observation model for observations based on trust and risk taking - New well-being strategy - Support in place through education people and psychologist - Menopause support group in place - Curriculum changing to support a reduction in workload	Current surveys and feedback are positive	- Policies - Surveys - Curriculum planning - EHCPs

How well do Governors understand their roles and carry them out effectively?	• Not all committees in place • Vacancies	• CPD in place • All committees meet between GB meetings • Accountable through actions from meetings • All vacancies filled	• Meaningful discussions around school improvement and effective leadership.	• Committee and GB minutes • Presentations
How effectively do they make sure that the school has a clear vision and strategy, resources are managed well and leaders are held to account for quality of education?	• Committees and meetings hold leaders accountable through rigorous discussions around curriculum, data, parental feedback, school improvement strategies and effective use of funding.	• As before and analysis of reasons behind expanding and justification for this	• Ethos and values clear for strategies for improvement	• Policies • SEF • Strategies

Early Years Provision				
Questions	**Before**	**Actions**	**Impact**	**Evidence**
How robust are baseline assessments in the EYs?	• One form entry year group • External moderation from LA carried out on a 3-year cycle • Use of Development Matters	• Expansion to 2 form year group and parallel moderation. • Moderation carried out with LA throughout the year (Zoom due to pandemic). • Special school's moderation group (Zoom) established to support practice as well as moderation of initial baselines. • LA EYFS lead visiting school in the autumn term to moderate baseline assessment scores (face-to-face).	• Parallel teacher and TAs support for baselines. • Discussion of baseline process with external schools and specialists within the EYs and SEN specifically. • Robust assessment of initial baseline scores.	• Baseline scores • Moderation notes • Baseline moderation notes • LA official report on baseline assessments
How well do staff observe the children's use of the learning environment, indoors and out, to make changes that reflect individual interests?	• Teacher's leading observation process with TAs being supported. • Outside play activities arranged by class teacher.	• Reflective daily plans • Holistic approach between teachers and TAs to set up activities of interest, both in and out of the class. • Responsibility of observation is evenly undertaken and discussed between teachers and TAs.	• Cross class support with set-up and planning. • More accurate support for individual needs. • Challenging those pupils who are more able. • Putting in extra supports for those who need additional attention.	• Class planning • Scrapbooks • Evidence Me programme
How is individual language development supported and extended in the EYs?	• SaLT support in class • SCERTS assessments carried out in Autumn Term.	• SaLT support and assessments carried out. • SCERTS assessments • Individualised communication supports	• Specific and accurate targeted support for development and need within class cohorts.	• Planning • SCERTS assessments • Book Looks • Assessments

		- between home and school. - Intervention sessions each week to support language needs. - Communication and language highlighted as part of every day sessions.		
How is assessment used to support the curriculum and quality of teaching?	- Assessment tracker carried out on a termly basis. - Assessment linked to curriculum taught.	- Learning walks - Book looks - Cross EY class teaching - Focus on new "Birth to 5 Matters" as a way to support new curriculum within the new EYFS framework.	- Adaptation of new curriculum and support curriculum and adapt to the needs of our cohort. - Used to support pathway 1	- Assessments - Planning
Do our parents know how they can best support their child's learning and development?	- Initial transition meetings over Zoom. - Staggered transition with Covid restrictions.	- Face-to-face transition meetings - Home visits before starting academic year - Staggered transition to start school, individualised to pupil needs - Use of "Evidence Me" as a link between home and school progress - Stay and Play sessions, with therapist support after.	Continuing strategies and support at home; generalised from class. Behaviour support in regard to structure and routine.	- Transition meeting forms - Home visit forms - Staggered transition timetable - Home visit information and feedback - Emails from parents/feedback from parents
How does the EYs support the end outcomes for all students?	- EYFS seen as a separate phase from the rest of the school - One EYFS class	2 EYFS classes - Teachers working together and supporting each other's practice. - EYFS linked to Pathway 1 group to support learning and development - Handover from EYFS to KS1 more formalised and	More accurate levels created against SOLAR and moving into Drumbeat Pathway focus; to support needs and progress further.	- Handover sheets; EYFS to Drumbeat levels - Baselines in Yr1 - Pathway meeting notes.

		- highlighted in summer term - Joint EYFS and YR1 baseline levels made together for consistency and continuity - Continuation of SCERTS Assessments - Therapeutic strategies set-up to support needs moving forward		

16-19 Study Programme

Questions	Before	Actions	Impact	Evidence
How do we know that students are being adequately prepared for next stage of education or employment and how does the school's curriculum open doors for opportunities later in life?	• A basic transition program is in place to ensure all students transitioning to next key stage or beyond Drumbeat are well prepared. • College link programme for KS5 introduced. • Student post Drumbeat destinations maintained but employment opportunities limited.	• Join the London hub of the Careers and Enterprise company and work closely with the area coordinator and business volunteer • Maintain good relationships with providers, so that leavers can be tracked and placements sustained. • Pupils to access a range of work related opportunities successfully. This includes internal and external • Build on community links and provide work related opportunities to provide pupils with more practical work related opportunities which could lead to employment and knowledge of the voluntary sector. • Continue the college link programme which offer an insight into life after school and the possibilities • Introduce a formal internal work experience system in KS5 • Lewisham work experience team to be bought in to provide external placements for KS5 Pathway 3 students	• Students present as confident about their next steps and have a positive attitude. Their behaviour is outstanding. • They transition very effectively to their destination and placements are sustained. • Students can access a range of work related learning activities confidently both in and out of school and as a result are exceptionally well prepared. • All Students gain nationally recognised qualifications (AQA unit awards, ELC, ASDAN) • There is a very effective system in place that ensures that students receive a range of impartial advice e.g. LA, LWEX • Gatsby Benchmarks are used very effectively and practice is regularly measured using Compass plus. This ensures that there is a constant review of these benchmarks. • Students are attending Annual reviews and are facilitated to have their 'voice' heard.	• Destination data • Pupil questionnaires and observations • Sustainability of work placements • Behaviour observations and transitions • Compass Plus tool • Qualifications • Compass plus (Gatsby benchmarks) • SOLAR for KS5 • ASDAN folders • Book looks/learning walks

		• Students to be provided the opportunity to express their views through consultations and questionnaires. • Clinical psychologist to support pupils with discussions about their next steps. • Nationally recognised qualifications introduced e.g. ASDAN, DofE • Celebrate National Careers week across the school which provides a platform of possibilities later in life.		
Does our planning take account of gaps as a result of the pandemic?	• Personalised approach to learning is sensitive to individual needs. • Considerations for further interventions are being introduced. • Employment of specially trained professionals such as SALT, OT, Music therapists.	• PP's were assessed and adapted with a greater emphasis on life skills as a result. • Recovery curriculum put into place as a result of information collected. • Staff training about the recovery curriculum followed up by evaluations of impact. • Baseline assessments were more rigorous to ensure students received the correct level of support and intervention where necessary in order to plug the gaps in learning. • Timetable adaptations to promote greater play and social interactions	• Based on recent data students have been assessed as having improved in their life skills and independent targets based on the July 2021 data report for PP's. • Greater use of intervention and one to one and small group learning to plug gaps in students learning as a result of the pandemic. • These timely interventions for identified students not on target in April meant that by July 2021 they were on course and within 5% of their target. (eg road safety role-play). • Parental surveys which showed that the therapists	• Therapist reports • Intervention groups and SOLAR data • PP data • Individual Intervention plans

		• Greater emphasis on community projects and travel training to plug gaps post pandemic.	employed meant their children were better supported throughout the pandemic and beyond. • Personalised plans-Data indicates majority of students on track.	
How far does the work of our students reflect consistently demanding goals?	• Curriculum was less structured and formalised to meet individual needs • Work based opportunities were limited • Accreditations were minimal	• Development of pathways to ensure high expectations and meet needs • Individualised work experience programme matched to pathways and provides high expectations • Curriculum provides challenge through development of employability and life skills leading to accreditations • Enterprise projects provide students with challenging goals and sense of achievement • Projects such as Café, garden and allotment provide continuous work based opportunities and high expectations • Extension of Lewisham college link program/work experience program to provide more experiences of life beyond Drumbeat • Embedding of Duke of Edinburgh award scheme provided a platform for demanding goals.	• Students can access a range of work related learning activities confidently both in and out of school and as a result achieve their potential • All Students gain nationally recognised qualifications • Students achieve their goals which are realistic but challenging.	• ASDAN folders • Personalised Plans • Progress reports • Work experience records • Feedback from employers • Trust Based Observations • Certificate portfolios

| How far does our 6th form consistently and extensively promote students' personal development? | • Personalised plans introduced
• Intervention groups, sports and arts projects introduced based on needs, strengths and interests.
• Duke of Edinburgh Bronze level introduced | • Lead teacher to adapt Jigsaw PHSE programme to support schemes of work for upper school. Supported by UPS teachers to develop resource bank.
• UPS teachers to develop resource bank to support the teaching of food technology in 6th form
• Schemes of work for PE are embedded so that they are consistently used to support knowledge of a healthy life style.
• Yoga sessions are delivered by a trained instructor to pupils across the school.
• Zones of regulation training to be delivered to staff and consistent approach introduced across 6th form
• Variety of interventions to promote personal development e.g. Sherborne, gym, pets as therapy
• Promotion of links with community(internal and external) to provide a sense of belonging and giving back
• Targeted interventions with psychologist | • Students are better regulated across 6th form with fewer behaviour incidents.
• Targeted Interventions have helped students with their health and wellbeing.
• Students have a greater awareness of their emotional needs and are better able to communicate this.
• Students demonstrate a higher degree of independence and confidence | • Trust Based Observations
• Personalised Plans
• Governor reports
• Planning
• Book looks
• CPOM's
• Psychologist report
• EHCP outcomes |

		• A focus on roles and responsibilities such as work positions that promote independence and match skills to abilities		
How effectively do leaders and staff create an environment where students feel safe because bullying, harassment, discrimination and peer on peer are not accepted?	• PHSE curriculum in place but not coherent and progressive • Staff have a good understanding of pupils' vulnerability and issues of bullying, harassment, peer on peer • Safeguarding incidents related to pupils online is low.	• Training from psychologist about behaviour for communication • 6th Form common room-provides safe space for students to communicate any worries • Boys/girls PHSE group provides information about these issues • NSPCC-speak out stay safe-promotes student voice and awareness of issues.	• Staff have better understanding of issues and pupil presentations • Students have better understanding of these issues and how to make themselves heard.	• Trust Based Observations • CPOMs • Schemes of work and lesson planning • CPD program