

Drumbeat School Improvement Plan 2025 – 26

Priority & Theme 1	To further develop consistency of learning outcomes within the wider curriculum across key stages and pathways.				
Lead					
Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)	

<p>Curriculum developments have maintained personalisation of learning whilst ensuring progression within personalised areas. Curriculum documents ensure all outcomes are written using specialist knowledge and are driven by recent research within each area. EHCP outcomes are at the core of pupils learning and are used to develop skills needed for life beyond Drumbeat.</p> <p>A review of wider curriculum teaching showed rich learning and high pupil engagement. Lessons included targeted EHCP areas.</p>	<ul style="list-style-type: none"> • Long term and mediumterm plans produced in collaboration with SLT, T and L staff, therapists as well as incorporating age not stage elements of the national curriculum for Science, Art, PE, Food. • Implementation of curriculum plans. • Embedding wider curriculum. <p><u>In progress:</u> Appraisal targets for all staff for wider curriculum in place.</p>	<ul style="list-style-type: none"> • Wider curriculum documents. • Update of coverage overview documents • Wider Curriculum roll out in classroom. • CPD sessions for teachers on planning and delivery. • Teachers: Collaborative planning. • Curriculum review • CPD • Learning walks • Earwig review • Pupil progress review <p><u>In progress:</u> CPD: Maths, ICT and AI coming. Curriculum & Earwig: SLT reviewing all the time.</p>	<ul style="list-style-type: none"> • Documents completed for Autumn across all subjects. • 2024/5 overview published. • CPD sessions completed. • First wider curriculum moderation sessions completed. • Curriculum review completed. • Actions in place • CPD sessions finished • Moderation completed <p><u>In progress:</u> Moderation: one session completed.</p>	<ul style="list-style-type: none"> • Consistent and progressive delivery of wider curriculum across all pathways and key stages • Further develop 'love of learning' across a broader subject range • Development of skill across subjects through scaffolded planning cycle. • Wider curriculum embedded across the school.
<p>Next steps: Further development of specific learning outcomes to align classroom delivery. Consistency of delivery in all key stages across the sites Development of curriculum documents to support progressive teaching of wider curriculum.</p>				

Evaluation Where is the evidence? What does this look like? Prove it?	Long term and medium-term planning Weekly planning outline outcomes.	CPD schedule TBO LOTG	Planning TBO	Planning Outcomes TBO Pupil feedback Assessment data
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Priority & Theme 2	To further develop the school's Careers information, education, advice and guidance (CIEAG) to support pupils in choosing their next steps.			
Lead				
Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)

<p>To further embed Careers programme across the school which provides learners with a range of skills.</p> <p>The school recognises that pupils need to be equipped with the necessary skills to prepare them for life beyond Drumbeat.</p> <p>Next steps: To further develop the functional skills and wider curriculum offer.</p>	<ul style="list-style-type: none"> • All key stages celebrate National careers week which provides progressive activities to develop employability skills. • Annual career fair is offered for all students and parents Y9-Y14. • Pupils receive a range of impartial guidance from external providers. • A progressive programme of internal jobs that pupils can engage with (e.g. helping in dining room, washing up classrooms). • School works closely with the London hub for the Careers and Enterprise company and meets regularly with the area coordinator. • All KS4 and KS5 students have individualised careers targets from the Careers curriculum 	<ul style="list-style-type: none"> • A range of activities offered for different key stages and pathways where pupils receive 1st hand experiences of employers and practice skills for different jobs. • Colleges, further education providers, Met Police, adult services and community engagement providers each hold an information stand for parents and students. • Where appropriate, Pupils in KS4 and 5 offered careers advice via external providers from SCOPE and Lewisham work experience team. • Jobs identified and pupils offered opportunities to choose and apply where appropriate. • Pupils provided with external work experience placements which are undertaken with support or independently. 	<ul style="list-style-type: none"> • All pupils provided the opportunity to engage with activities related to careers. • Pupils and parents are informed of the options available to students after leaving Drumbeat. • Students continue to be provided with ideas about life after Drumbeat. • Pupils engaging with a range of jobs across the school. • Pupils continue to sustain work placements with support and independently. • Pupils are becoming better equipped to understand the world of work. • Students provided with progressive careers-based learning in line with individual targets. • All pupils provided with the opportunity to be supported in reading 	<ul style="list-style-type: none"> • Learners are better equipped for the world of work through a more strategic focus on employability skills. • All students have maintained their placements after leaving Drumbeat. • Pupils are more confident about choosing their next steps. • Placements are sustained, once students have left Drumbeat. • Pupils confidently engage in different job roles. • Careers programme is being continually reviewed using Gatsby Benchmarks. • Pupils able to access paid and unpaid work beyond Drumbeat.
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	<p>outlined on their learning maps.</p> <ul style="list-style-type: none"> • Topic cycles for Enterprise and Careers to ensure a range of coverage separate to targeted careers interventions. • Targeted reading for pleasure sessions once per week for all students in Pathway 2 or above. • Gatsby Benchmarks continue to be used as an indicator of progress and evaluated using the Compass Plus tool, • ensuring quality assurance. • Top 10% have access to Level one Functional Skills qualification in sixth form. <p><u>In progress:</u> Used scope need to look at other providers.</p>	<ul style="list-style-type: none"> • Provides access to a range of activities from different employers. • Careers curriculum produced collaboratively with teachers, SLT and MLT using Gatsby Benchmarks, CDI Framework - Career Development Institute and the Skills Builder Partnership to develop relevant learning areas. KS5 students have 3 sessions per week focused on developing their careers related targets. • Students to be offered specific time to read or research a career of their choosing. There is also opportunities to read through job adverts and applications. • Careers activities are aligned to Gatsby Benchmarks. 	<p>career related information.</p> <ul style="list-style-type: none"> • Pupils have access to a robust careers programme. 	<ul style="list-style-type: none"> • All students have developed in personalised areas of careers. • Learners have better comprehension around careers related vocabulary and text structures. • Pupils are prepared for life beyond Drumbeat. • Higher pathway students can leave Drumbeat with a Level 1 functional skills qualification, or knowledge of the functional skills curriculum to prepare them for sitting the functional skills level 1 exam in their next placement.
<p>Evaluation Where is the evidence? What does this look like? Prove it?</p>	<p>Long term and medium-term planning Learning maps Earwig evidence Sessions provided from external providers Parental suggestions at annual review meetings</p>	<p>Observations of pupils Feedback from pupils Range of work Placements offered. Feedback from parents Independent travel programme.</p>	<p>Successful and consistent engagement with internal jobs. Feedback from external work experience providers. Learning map assessments Earwig reports from KS4 onwards</p>	<p>Assessment data: 100% KS4 students and 94% KS5 students achieved careers target in Summer 24. Student feedback (annual review questionnaires).</p>

Priority & Theme 3	To strengthen the specific area of the curriculum and opportunities for pupils at all levels.				
Lead					
Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Outcomes	Final Outcomes (and so?)
<p>The current curriculum supports the needs of pupils within the EYFS. Specific work has been carried out on the prime areas of learning. The specific areas of learning, namely 'Understanding the World', need to be broken down further, where pupils may be struggling to make measurable progress from their baseline assessments, within the current framework.</p> <p>To create opportunities for pupils to explore and interact with their physical world, community and diverse communities, incorporating the Characteristics of Effective Learning and additional steps to learning as part of its implementation.</p>	<ul style="list-style-type: none"> To work with Lewisham EYFS special school's network. Network and collaborate on a best practice model within settings (visits & DBV). Focus on the use of The Characteristics of Effective Learning alongside Understanding the World, as part of its implementation. Support from therapists to create additional levels of learning between current ranges being used. Focus on home/school partnership in the development of this area of learning. <p><u>In progress:</u> Home/school partnership individualised.</p>	<ul style="list-style-type: none"> Looking at crosscurricular links. Identify areas of the curriculum that need more focused attention. Integrating 'Understanding the World' concepts into other curriculum areas. Prioritise hands-on learning experiences, including nature walks and visits to appropriate areas. Encourage investigating surroundings through inquiry-based activities. Ensure adequate resources are available to support implementation of activities. Provide real life experiences. Regular assessments to track student progress 	<ul style="list-style-type: none"> To create a diversified specific curriculum that supports pupils functioning at a more sensory level of need and development. Staff and practice upskilled due to best practice being observed, discussed and shared. Making sure that new additions to this area of the curriculum are added to our current curriculum document. <p><u>In progress:</u> TBO, peers observations, learning walks allocated.</p>	<ul style="list-style-type: none"> Support given to this specific area of the EYFS curriculum, with identified pupils, which has been created through the strong knowledge base undertaken via collaboration and best practice. EYFS provision being supportive to the individual needs of the pupils and families Creating appropriate experiences for pupils to access all areas of the specific curriculum. Impact of curriculum shown on pupil progress, wellbeing and readiness for future learning. 	

and identify areas for improvement.

- Developing the curriculum in relation to opportunities to explore, observe and find out about people, places, technology and the environment.
- Developing this area of the curriculum to support those pupils whose profiles are more complex and what this would look like.
- Support from school therapists.
- Through visits to schools within the Lewisham Special Schools Network to share best practice (half termly).
- Exemplars/moderation of evidence measured against the EYFS.
- Focusing on starting points and progression of individual pupils.
- Sharing of activities carried out in classes and impact on pupils.
- Visits and meetings to involve teachers and teaching assistants so that there is a

		collaborative team approach.		
Evaluation Where is the evidence? What does this look like? Prove it?	Regular meetings with EYFS Team Notes from visits to respective schools in network Parental feedback	Baseline assessments Progression information Notes from meetings and visits Notes from meetings with LA EYFS team Observations	Parental feedback EYFS planning Staff feedback EYFS curriculum document	Emails Feedback information from schools Planning in school Data drop Updated EYFS curriculum document

Updated November 2025