



Drumbeat
School & ASD Service

Self-Evaluation Document

Drumbeat School 2024/25

Updated October 2024 (v1)

School Context	Revision date: September 2024	Author: M Neave
Students	<p>Drumbeat is a community special school based in the London Borough of Lewisham for children and young people aged 5 to 19 with a diagnosis of autism and an associated learning difficulty. Children and young people at Drumbeat have highly complex needs due to their autism that present a major barrier to accessing a mainstream education and they are seen to benefit from specialist autism-specific methods in a dedicated resourced ASD special school environment with a high staff/pupil ratio. All pupils must have a diagnosis of autism to be considered for placement. Pupil attainment is significantly below age related expectations.</p> <p>Drumbeat currently has 290 pupils on roll across 3 school sites. At Drumbeat Downham there are 170 pupils in 18 classes from reception to Year 8. At Drumbeat Turnham there are 44 KS1&2 pupils in 5 classes. At Drumbeat Brockley there are 76 pupils in 8 classes across KS3, KS4 & KS5. Classes are arranged in sizes of 8 to 10 pupils with 1 teacher and 3 or 4 teaching assistants depending on numbers of pupil and their needs. The PAN has been extended to 297 to meet the numbers requesting placements.</p> <p>There are 58 girls and 232 boys. We have 14 pairs of siblings in school, including 3 sets of twins.</p> <p>129 of Drumbeat pupils are in receipt of Free School Meals (FSM), which at 44% is significantly higher than average. All pupils at Drumbeat are in the social care category 'Child in Need' as they have an EHCP, however not all pupils are active children in need cases. We currently have 1 pupil on a child protection plan, 14 active CIN cases and 5 active Early Help cases. We have 2 LAC pupil. 54 pupils have an extended behaviour support plan. 35 pupils require assistance with toileting and personal care. 22% of pupils are non-speaking. The largest ethnic group is Black African. 41 languages are spoken at home, reflecting the diverse community that the school serves. The curriculum at Drumbeat is delivered in 5 pathways according to pupils' needs and rates of progress. Currently engagement consists of pathway 1 has 24%, pathway 2 41%, pathway 3 20% and pathway 4, 10%. Therapeutic input is a strong element of the school's offer to pupils and a school based multi-disciplinary team from Psychology, Speech & Language and Occupational Therapy work across the school using a graduated response model of universal, targeted and specialist. This means that all pupils receive therapy input across the school year. A small percentage of pupils have quantified SaLT and/or OT on their EHCP. Therapy in the curriculum is a core belief of the school and as a result funding from pupil premium is used towards employing the school-based therapy team.</p> <p>22% of pupils are non-speaking - These children have less than 3 spoken words, they may use non-symbolic means of communication or use alternative or augmentative communication.</p> <p>31% of pupils are minimally speaking - These children have some words but are likely to also use alternative or augmentative communication to support their communication. They may also use echolalia or use their spoken words to express their wants and needs in routine situations but are unable to generate spontaneous original language.</p> <p>53% of pupils are non-speaking or minimally speaking</p>	

	<p>47% of pupils are speaking - These children use spoken language as their primary mode of communication. They still have communication differences in line with their Autism diagnosis and benefit from visual support.</p> <p>As a result of highly personalised teaching guided by pupils EHCP outcomes all pupils at Drumbeat leave with accredited qualifications at KS4 and follow a program for LifeSkills, enterprise and financial literacy at KS5. They move on to further education at local colleges and supported internships. Attendance is strong and above national average. First day response is robust, and we work closely with the EWO to address any attendance issues.</p>
Staffing	<p>Drumbeat has 202 members of staff. The SLT team has 8 members, there are 34 class-based teachers and 15 Outreach staff, 6 school-based instructors, 119 teaching assistants, 3 Learning Mentors, 2 family liaison officers, 1 SALT, 2 OTs and 12 non-teaching staff. 11 members of staff have a Masters qualification in Education, SEN or Autism.</p> <p>The Executive Headteacher has been in place since July 2016. SLT consists of 3 Heads of School, 3 Assistant Headteachers and a school business director. There are 2 teaching and learning leads, 1 pathway leads and 3 subject leads for Maths, English and PE. 3 staff are working towards a teaching qualification, 1 TA has qualified as a teacher. There are currently 4 ECTs in school who are mentored by experienced teachers. Mentors work closely with a local hub which gives increased staff support and improved wellbeing. Mentors and ECTs are supported by induction tutors within SLT.</p> <p>Enrichment learning includes, forest school, Duke of Edinburgh, cultural visits, swimming, topic related trips, travel training, bike club, football club, pet therapy, art club, charity work, Shakespeare schools, Champions of inclusion, work experience and residential.</p>
Other features	<p>The school is based across 3 sites in different areas of the borough, Downham, Brockley and Turnham. Brockley and Turnham sites are situated within 0.5 km of each other. Downham is approximately 30 minutes travel to the Brockley and Turnham sites.</p> <p>The school is situated in Lewisham the 51st most income deprived local authority in the country. There are high levels of overcrowded housing. A significant number of our pupils are in temporary housing.</p> <p>Through our safeguarding analysis, neglect is the area that our school reports on most, however a range of circumstances make our pupils vulnerable including poverty, high levels of deprivation and mental health issues.</p>

1 Overall Effectiveness	F. Last revision date: April 2024
<p>E. Summary and Training</p>	<ul style="list-style-type: none"> • The school is clear on their self-improvement direction, it is a self-sustaining and refining model with an ethos of improving on previous best. Leaders are able to utilise capacity across 3 sites to support consistency of culture and standards in a way that is successful and impactful for school improvement. • Leaders see themselves as ambassadors for best practice for autism in education and therefore support schools, universities and organisations in their journeys of improvement. We have worked, and are working with schools in Sweden, Northern Ireland and Japan to support the set-up of SEN resource bases, UCL and University of Birmingham in the teaching of their MA in autism and all leaders are reviewers for Challenge Partners and trainers for Team Teach. The EHT is a lead reviewer, senior associate for the Association of Education Advisers and works nationally across mainstream and special schools. She is also a member of the advisory board for The Centre for Inclusive Education at UCL. • Leaders are currently designing an inclusion project for the DfE on Inclusion in Lewisham Secondaries. This will be delivered by leaders over the next academic year. • The school has built strong links with Lewisham authority. As a result, Lewisham commissioned a new school in 2023 to provide extra capacity for pupils that were previously placed out of borough. The PAN has also been increased to meet demand for places. • Leaders believe the school to be outstanding. • The school has moved forward since the last inspection. All recommendations have been actioned and the ethos of self-improvement is indicated in all key areas, impacting particular on standards across all sites.

Sub-criterion	Summary of main strengths and next steps	Impact
<p style="text-align: center;">Quality of Education</p>	<ul style="list-style-type: none"> • Teaching and learning is galvanised by teacher’s co-ownership of the school’s curriculum intent, they apply their knowledge to deliver and model learning in a systematic way across all areas. • The high-quality work given to pupils is securely embedded across all areas. • Good practice in lessons is securely embedded to meet the needs of all pupils in all areas of the curriculum. • The broad curriculum is well planned, sequenced and implemented, meeting the needs of all pupils through pathways and personalised learning maps. The curriculum is securely embedded across all areas. • Teachers and leaders consistently use assessment to check for understanding across the curriculum. All assessment is recorded on a live framework. This means all assessment is personalised to each student and that teachers accurately adapt learning plans to account for gaps in knowledge for all pupils. • Reading and writing is prioritised to allow pupils to access the curriculum. • Pupils meet or exceed expected outcomes for all areas. • Leaders consistently support the development needs of ECTs, non-specialist or struggling teachers to use assessment effectively in all areas of the curriculum. • EHCPs are an integral part of all planning and teaching across the curriculum which leads to exceptional progress. • Pupils follow a curriculum that prepares them well for opportunities in later life including the broad and ambitious curriculum in Key Stage 5, to include an accelerated offer for 	<ul style="list-style-type: none"> • A range of evidence which includes trust-based observations, moderation meetings, Earwig assessment, progress trackers and discussions with pupils and teachers indicates that standards are high. • Pupils develop strong knowledge and skills across all areas in the primary and secondary phases. • There are no gaps in progress for the most vulnerable pupils in all areas of the curriculum. • Teachers use assessment to identify how to adjust their plans to meet the needs of pupils, including when they need to close gaps or move onto more complex tasks. • Staff talent has been identified, nurtured through training and teaching opportunities provided, to enable them to take the next step in their careers to become professional teachers. Staff are completing MAs and there has been progression for TAs through leader and instructor roles. Middle leaders are able to progress to pathways for teaching and learning leads. • Pupils are making rapid and exceptional progress in Phonics, Reading and Writing from their starting point. There is a daily Phonics session taught across primary/KS3. In the secondary phase pupils gain qualifications in English and Maths (Pearsons Entry Levels 1-3 and AQA unit awards in maths and English topics) and all students were placed in college provision by September 2024. • The school was judged as ‘leading’ in all areas by a Challenge Partner review in 2024. • 3 KS3 students achieved entry level 3 in Maths and English. • 2 KS5 students are on track to achieve functional Maths and functional English qualifications by the end of the year.

	current KS4 students. This curriculum consists of functional maths and English delivered through half termly enterprise projects as well as a specific enterprise and financial literacy curriculum.	
Next Steps	<ul style="list-style-type: none">• To embed wider curriculum schemes of work and planning systems across all key stages and pathways.• To refine new pupil assessment systems.	

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<p>Behaviour & Attitudes</p> <p>(including sexually harmful behaviour)</p>	<ul style="list-style-type: none"> • Behaviour is exceptional and complex behaviours are managed well through knowledge of triggers and motivators. • Pupils are able to self-regulate through the support of highly qualified staff. • A calm learning environment is ensured through the personalised approach to learners' behaviour by behaviour support plans and pen portraits. • The SaLT works with staff to provide a consistent ASD specific environment in the classrooms. All staff are Team Teach trained to support emotional and self-regulation. There is access to a skilled therapy team, SALT, OT and Family Liaison Officers. • Attendance strategies means that pupils' attendance is above national average for pupils in special education. • There is a dedicated behaviour team within the school. 	<ul style="list-style-type: none"> • Pupils are well regulated and ready to learn, visual strategies are used to support learning and communication needs. • A consistent Team Teach approach is used by all staff to prevent escalation of behaviours. There is a reduction in incidents for pupils when a pattern of behaviour has been identified. • Records of all behaviour related incidents, including bullying, are logged on CPOMS and analysed by senior staff. Senior Leaders use the information provided to work proactively with pupils and their families to support strategies at school and home. • Relationships among pupils and staff are built on respect and positivity. Pupils feel safe and they are safe. In the instances when they feel less so staff work effectively with them to re-build their confidence. • Ofsted judged Behaviour as 'outstanding' in 2019.
<p>Next Steps</p>	<ul style="list-style-type: none"> • Ensuring a consistent approach to behaviour support through the sharing of best practice particularly with new staff. 	

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<p>Personal Development</p>	<ul style="list-style-type: none"> • Personal Development is exemplary, experiences go beyond the school academic curriculum. • All pupils access a wide, rich set of experiences in a coherently planned way. • Opportunities for all pupils to develop their talents and interests are of exceptional quality. • The highly developed careers programme equips pupils in transition to the next phase of education, training or employment. • All pupils receive a programme that gives them rich opportunities to develop in many diverse aspects of life. • RSE curriculum provides a pathway specific universal focus for each Key Stage and individualised targets from KS4 upwards. 	<ul style="list-style-type: none"> • Ofsted judged Personal Development as ‘outstanding’ in 2019. • Trips, residentials, clubs, DofE, enrichment curriculum, music therapy, sports events and work experience all provide exceptional opportunities for pupils to develop their talents and interests. • The celebration of diversity is a consistent theme in the educational offer pupils receive. This has created a diversity culture of tolerance in which diversity is learnt about and celebrated. • 95% of KS4 & KS5 students with personalised targets are making good progress in RSE. • Students can articulate that they have rights and are able to make links between their rights and current events. • Community links have been strengthened with Lewisham Young Mayor’s Team, Young Lewisham Project, Maritime Museum and local employers to provide students with holistic opportunities to engage with their local community. • Drumbeat has joined the Rights Respecting Schools Award and achieved bronze level. • Workshops have been delivered by external facilitators which gives opportunities for student leadership and vocational experience.
<p>Next Steps</p>	<ul style="list-style-type: none"> • Work towards RRSA Silver Award 	

Sub-criterion	Summary of main strengths and next steps	Impact
<p>Leadership & Management</p>	<ul style="list-style-type: none"> • Leadership is strong and improvements are embedded across the school. • Leaders and governors are ambitious and confident to challenge the status quo when seeking to improve outcomes for pupils. Leaders actively seek feedback to develop and grow. • Leaders commission and use partnerships effectively, as well as utilising capacity within the school, in a timely way to maintain successful and impactful school improvement. • The school is clear on their improvement direction, it is self-sustaining with refining practice. • Leaders support schools, resource bases and universities through their advisory work and professional networks to impact on educational practice for autism nationally and internationally. • Leaders are all Challenge Partners reviewers. The EHT is a Lead Reviewer and Senior Associate for Association of Educational Advisors. • Leaders manage an Outreach team to support pupils with autism in mainstream. 	<ul style="list-style-type: none"> • Leadership has been evaluated as ‘leading’ by Challenge Partners in 2024. • Leaders are clear and ambitious in their vision for a high-quality education for all pupils • Leaders ensure that pathway curriculums are ambitious and reflect the learning needs of pupils. • Leaders engage effectively with pupils and all other stakeholders including parents, governors, local education authorities, the police, social services, external education and training providers. • Leaders always make staff wellbeing an important factor in decisions that are made so that workload is managed carefully, support is provided where personal or professional needs arise to provide best care possible. • Leaders protect staff from bullying and harassment. • Governors understand their roles and carry them out effectively, leaders provide training to provide effective support so that they can carry out their duties effectively, governors hold leaders to account as well as providing support for them as part of a high-performing team. • Those governors with responsibility for safeguarding ensure that the school fulfils its statutory duties. • The school has a culture of safeguarding to ensure that effective arrangements are in place to identify pupils who may need early help or are at risk of neglect, abuse, exploitation or grooming.
<p>Next Steps</p>	<ul style="list-style-type: none"> • Leaders continue to be ambitious and innovative so that pupils receive an exceptional education. • Leaders continue external work to support autism education and research both nationally and internationally. • Leaders will continue to talent spot and nurture existing talent within the staff, including provision of innovative professional development pathways built on an exceptional training offer, so that Drumbeat School & ASD Service continues to evolve through sustainable, cost-effective strategies that provides best value for pupils and develop staff so that they can continue to evolve in their careers. 	

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Safeguarding	<p>Effective</p> <p>All staff understand systems and processes for protecting children from maltreatment, preventing impairment of children's health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. The culture of the school and the curriculum ensures there are robust procedures and there is a programme to support children and staff. Children feel safe and know who to go to if they have issues, difficulties or concerns.</p>	<p>Safeguarding processes are effective within the school. This includes;</p> <ul style="list-style-type: none"> • The SCR • Regular training for staff, including weekly briefing mini-training updates • Safeguarding education for pupils • Working alongside the parents, police, social services, the local education authority.
Next Steps	<ul style="list-style-type: none"> • Ensure consistency in practice for SCR when there is a turnover of staff. • To increase student voice, particularly nonverbal pupils. • Celebrating positive attendance. 	

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Early Years	<ul style="list-style-type: none"> • Baseline assessment in early years is robust through moderation meetings and LA, EYFS scrutiny. • Language and communication are developed and extended through SALT assessment with child lead, directed and focused activities. • Learning is focussed on communication and language. • Parents know how to support the child’s learning and development through face-to-face transition meetings and stay and play sessions with therapists. This is continued throughout their first year of school. • Staggered transitions and home visits take place at the beginning of the year. • There is a sharp focus on the delivery of phonics with daily session by trained staff. • There is OT support in classroom and individual advise is provided for parents. • Trust Based Observation has been adapted for EYFS learning. 	<ul style="list-style-type: none"> • SaLT support with strategies for home and school creates generalisation and consolidation. • There are specific next steps for progress and improvement. • There is a pathway for communication, feeding and routines, pupils in Early Years achieve exceptional outcomes. • OT support with strategies for home and school creates an environment of self-regulation and readiness for learning.
Next Steps	<ul style="list-style-type: none"> • Develop collaborative work for Early Years with Lewisham Special Schools. 	

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Sixth Form Provision	<ul style="list-style-type: none"> • Students are well prepared for the next stage of education. • Twelve weeks a year access is given to pathway 3 at the local FE college. • Work experience is tailored to the needs of the pupils. • Gatsby Benchmarks are used as an indicator of progress. • The curriculum is ambitious for our students and provides the life skills required for post 19 transitions: functional skill curriculum projects are in place for Pathways 1-3 and Pathway 3 & 4 students identified as top 10% are offered functional skill accreditation and curriculum. This means they can access NVQ. • Designated work experience link coordinator has made links with new employers for internships and work-based learning 	<ul style="list-style-type: none"> • Sixth Form provision was judged as ‘Outstanding’ by Ofsted in 2019. • Pupils achieve exceptional outcomes through an enriched and ambitious curriculum. • All students achieved their qualifications and secured an FE college placement. 1 student successfully completed Drumbeat’s midday meal supervisor internship and is now employed as an ‘as and when’ midday meal supervisor. • Students consolidate maths and English knowledge by generalising across real-life contexts in the form of functional skill projects. • Students now have a breadth of work experience opportunities that are tailored to different pathways with more opportunities for pathway 1 and 2 students.
Next Steps	<ul style="list-style-type: none"> • Develop Preparation for Adulthood, Careers and Enterprise and Functional Skills Curriculums to provide topic cycle coverage in collaboration with teachers. • Develop Global Citizenship curriculum to consolidate geographical and historical knowledge and skills gained through Drumbeat’s wider curriculum. 	