



# **Self-Evaluation Document**

## **Drumbeat School 2023/24**

*Updated May 2024*

School Context	Revision date: September 2023	Author: M Neave
<p><b>Students</b></p>	<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 281 pupils on roll across 3 school sites. At Drumbeat Downham there are 159 pupils in 18 classes from reception to Year 8. At Drumbeat Turnham there are 42 KS1&amp;2 pupils in 5 classes. At Drumbeat Brockley there are 80 pupils in 9 classes across KS3, KS4 &amp; 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 for the school is 273 with plans to expand further in the next 3 years.</p> <p>There are 55 girls (19%) and 226 boys (81%). We have 14 pairs of siblings in school, including 4 sets of twins.</p> <p>121 of Drumbeat pupils are in receipt of Free School Meals (FSM), which at 45% 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, 10 active CIN cases and 6 active Early Help cases. We have 1 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. 27% of pupils have EAL and some arrive in the country with little or no English. 41 languages are spoken at home. 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 &amp; 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. Approximately 30% of pupils are non-verbal and use alternative and augmentative modes of communication (AAC).</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. First day response is robust, and we work closely with the EWO to address any attendance issues.</p>	

<p><b>Staffing</b></p>	<p>Drumbeat has 224 members of staff. The SLT team has 8 members, there are 29 class-based teachers and 15 Outreach teachers, 7 school-based instructors, 133 teaching assistants, 2 family liaison officers, 1 SALT, 2 OTs and 9 non-teaching staff. 10 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. TAs have leadership roles for art and phonics. 5 TAS are working towards a teaching qualification, 1 TA has qualified as a teacher. There are currently 4 ECTs in school who are mentored by middle leaders. Mentors work closely with a local hub which gives increased staff support and improved wellbeing.</p> <p>Drumbeat has a large Outreach Team of 14 teachers and specialist advisers working with pupils who have a diagnosis of autism in mainstream schools across Lewisham offering support, advice and training for staff and parents.</p> <p>Enrichment learning includes, forest school, Duke of Edinburgh, cultural visits, swimming, horse riding, topic related trips, travel training, bike club, football club, pet therapy, music therapy, art club, charity work, work experience and residential.</p>
<p><b>Other features</b></p>	<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 51<sup>st</sup> 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>

<b>1 Overall Effectiveness</b>	<b>F. Last revision date: April 2024</b>
<b>E. Summary and Training</b>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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, Ghana and Northern Ireland to support the set-up of SEN resource bases, UCL 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.</li> <li>● 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.</li> <li>● Leaders believe the school to be outstanding.</li> <li>● 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.</li> </ul>

Sub-criterion	Summary of main strengths and next steps	Impact
<p><b>Quality of Education</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The high-quality work given to pupils is securely embedded across all areas.</li> <li>• Good practice in lessons is securely embedded to meet the needs of all pupils in all areas of the curriculum.</li> <li>• 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.</li> <li>• 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.</li> <li>• Pupils meet or exceed expected outcomes for all areas.</li> <li>• Leaders consistently support the development needs of ECTs, non-specialist or struggling teachers to use assessment effectively in all areas of the curriculum.</li> <li>• EHCPs are an integral part of all planning and teaching across the curriculum which leads to exceptional progress.</li> <li>• Pupils follow a curriculum that prepares them well for opportunities in later life.</li> <li>• Reading and writing is prioritised to allow pupils to access the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Pupils develop strong knowledge and skills across all areas in the primary and secondary phases.</li> <li>• There are no gaps in progress for the most vulnerable pupils in all areas of the curriculum.</li> <li>• 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.</li> <li>• 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.</li> <li>• Pupils in the primary phase 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 2023.</li> <li>• The school was judged as 'leading' in all areas by a Challenge Partner review in 2023.</li> </ul>

<p style="text-align: center;"><b>Quality of Education Next Steps</b></p>	<ul style="list-style-type: none"> <li>● Support the professional development of five unqualified teachers as they work towards qualified status.</li> <li>● Embed the broad and ambitious curriculum in Key Stage 5, to include an accelerated offer for 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.</li> <li>● Develop the newly appointed teaching and learning lead so they can effectively support the developmental needs of teaching teams.</li> <li>● Appoint learning mentors to further inform teaching and learning strategies to ensure that pupil's personal emotional and regulation needs are factored into lessons so that readiness for learning is maximised.</li> <li>● Support the newly appointed Heads of School so they can effectively support school development across their site.</li> <li>● To further develop the trust-based observation program through profession.</li> <li>● A communities and research led practice.</li> <li>● To continue to develop and expand SLT advisory work for autism in education across all sectors.</li> </ul>
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<p style="text-align: center;"><b>Behaviour &amp; Attitudes</b></p> <p style="text-align: center;"><b>(including sexually harmful behaviour)</b></p>	<ul style="list-style-type: none"> <li>● Behaviour is exceptional and complex behaviours are managed well through knowledge of triggers and motivators.</li> <li>● Pupils are able to self-regulate through the support of highly qualified staff.</li> <li>● A calm learning environment is ensured through the personalised approach to learners' behaviour by behaviour support plans and pen portraits.</li> <li>● 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, Assistant Clinical Psychiatrist and Family Liaison Officer.</li> <li>● Attendance strategies means that pupils' attendance is above national average for pupils in special education.</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils are well regulated and ready to learn, visual strategies are used to support learning and communication needs.</li> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> <li>● Ofsted judged Behaviour as 'outstanding' in 2019.</li> </ul>
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<p><b>Behaviour &amp; Attitudes</b></p> <p><b>Next Steps</b></p>	<ul style="list-style-type: none"> <li>• A consistent approach to the understanding of most complex behaviour, upskilling of staff to support strategies.</li> <li>• Appoint learning mentors to support, train and analyse behaviour strategies across the school.</li> <li>• New playgrounds on all sites to support a safe, engaging learning environment outdoors.</li> <li>• New sensory rooms on 2 sites to support students' regulation.</li> </ul>
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<p><b>Personal Development</b></p>	<ul style="list-style-type: none"> <li>• Personal Development is exemplary, experiences go beyond the school academic curriculum.</li> <li>• All pupils access a wide, rich set of experiences in a coherently planned way.</li> <li>• Opportunities for all pupils to develop their talents and interests are of exceptional quality.</li> <li>• The highly developed careers programme equips pupils in transition to the next phase of education, training or employment.</li> <li>• All pupils receive a programme that gives them rich opportunities to develop in many diverse aspects of life.</li> </ul>	<ul style="list-style-type: none"> <li>• Ofsted judged Personal Development as 'outstanding' in 2019.</li> <li>• The new RSE curriculum is in place and fulfils all statutory requirements for RSE education.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<p><b>Personal Development Next Steps</b></p>	<ul style="list-style-type: none"> <li>• Leaders continue to develop the enrichment programme, community links and opportunities for student leadership and vocational experience.</li> <li>• Further implementation and embedding of RSE curriculum.</li> <li>• Action recommendations from research and report on diversity inclusion to ensure diversity of population is reflected in curriculum and resources.</li> </ul>	

<p><b>Leadership &amp; Management</b></p>	<ul style="list-style-type: none"> <li>● Leadership is strong and improvements are embedded across the school.</li> <li>● 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.</li> <li>● 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.</li> <li>● The school is clear on their improvement direction, it is self-sustaining with refining practice.</li> <li>● Leaders support schools, resource bases and universities through their advisory work and professional networks to impact on educational practice for autism nationally and internationally.</li> <li>● Leaders are all Challenge Partners reviewers. The EHT is a Lead Reviewer and Senior Associate for Association of Educational Advisors.</li> <li>● Leaders manage an Outreach team to support pupils with autism in mainstream.</li> </ul>	<ul style="list-style-type: none"> <li>● Leadership has been evaluated as 'leading' by Challenge Partners in 2023.</li> <li>● Leaders are clear and ambitious in their vision for a high-quality education for all pupils</li> <li>● Leaders ensure that pathway curriculums are ambitious and reflect the learning needs of pupils.</li> <li>● Leaders engage effectively with pupils and all other stakeholders including parents, governors, local education authorities, the police, social services, external education and training providers.</li> <li>● 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.</li> <li>● Leaders protect staff from bullying and harassment.</li> <li>● 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.</li> <li>● Those governors with responsibility for safeguarding ensure that the school fulfils its statutory duties.</li> <li>● 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.</li> </ul>
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<p><b>Leadership &amp; Management</b></p> <p><b>Next Steps</b></p>	<ul style="list-style-type: none"> <li>• Embed a high-quality curriculum in all subjects so that pupils make rapid and sustained progress in their educational journeys.</li> <li>• Leaders continue to be ambitious and innovative so that pupils receive an exceptional education.</li> <li>• Leaders continue external work to support autism education and research both nationally and internationally.</li> <li>• Continue to roll out coaching programme to middle leaders.</li> <li>• 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 &amp; 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.</li> </ul>
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<p><b>Safeguarding</b></p>	<p><b>Effective</b></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"> <li>• The SCR</li> <li>• Regular training for staff, including weekly briefing mini-training updates</li> <li>• Safeguarding education for pupils</li> <li>• Working alongside the police, social services, the local education authority.</li> </ul>
<p><b>Safeguarding</b></p> <p><b>Next Steps</b></p>	<ul style="list-style-type: none"> <li>• Bullying and harassment information and training for all staff.</li> <li>• Ensure consistency in practice for SCR when there is a turnover of staff.</li> <li>• To increase student voice, particularly nonverbal pupils.</li> </ul>	

<p><b>Early Years</b></p>	<ul style="list-style-type: none"> <li>• Baseline assessment in early years is robust through moderation meetings and LA, EYFS scrutiny.</li> <li>• Language and communication are developed and extended through SALT assessment with child lead, directed and focused activities.</li> <li>• Learning is focussed on communication and language.</li> <li>• Parents know how to support the child's learning and development through face-to-face transition meetings and stay and play sessions with therapists.</li> <li>• Staggered transitions and home visits take place at the beginning of the year.</li> <li>• There is a sharp focus on the delivery of phonics with daily session by trained staff.</li> </ul>	<ul style="list-style-type: none"> <li>• SaLT support with strategies for home and school creates generalisation and consolidation.</li> <li>• There are specific next steps for progress and improvement.</li> <li>• There is a pathway for communication, feeding and routines, pupils in Early Years achieve exceptional outcomes.</li> </ul>
<p><b>Early Years Next Steps</b></p>	<ul style="list-style-type: none"> <li>• Adapt trust-based observations to support specific teaching and learning needs for Early Years.</li> <li>• Develop collaborative work for Early Years with Lewisham Special Schools.</li> <li>• Baseline with LA in October 2023.</li> </ul>	

<p><b>Sixth Form Provision</b></p>	<ul style="list-style-type: none"> <li>• Students are well prepared for the next stage of education.</li> <li>• Transition by the psychologist team is offered.</li> <li>• Twelve weeks a year access is given to pathway 3 at the local FE college.</li> <li>• Work experience is tailored to the needs of the pupils.</li> <li>• Gatsby Benchmarks are used as an indicator of progress.</li> <li>• The curriculum is ambitious for our students and provides the life skills required for post 19 transitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Sixth Form provision was judged as 'Outstanding' by Ofsted in 2019.</li> <li>• Pupils achieve exceptional outcomes through an enriched and ambitious curriculum.</li> <li>• 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.</li> </ul>
<p><b>Sixth Form Provision</b> <b>Next Steps</b></p>	<ul style="list-style-type: none"> <li>• Increase links with employers for internships and work-based learning.</li> <li>• Develop further relationship with LA to action a plan for improved employment opportunities.</li> <li>• Develop the SEND Employment Forum addresses employment gaps for SEND in Lewisham.</li> </ul>	