

Drumbeat School SEF

September 2019

Effectiveness of Leadership & Management	Quality of Teaching, Learning & Assessment	Personal Development, Behaviour & Welfare
<ul style="list-style-type: none"> Senior leaders including governors are passionate about securing continuous improvement to provide an excellent education that meets the needs of pupils with autism spectrum conditions. The cycle for department reviews drives improvement. Leaders work in a regional schools cluster for special schools and Challenge Partners for school development and are able to check pupils' achievement with that of other schools. There approach to teaching and learning. Teachers and TAs are given every opportunity to continuously improve their practice for pupils with autism. Leaders are AET trainers and qualifications are part of the CPD program. Leaders encourage all staff to develop their professional development through pathways funded by the school. The progress made by pupils is excellent. PP funding is spent effectively and specialists work alongside class teams to ensure pupils learn effectively. The extended services is valued by the parents which the school organises. The outreach service works collaboratively with mainstream schools and has a higher than 85% buy in to the highly regarded service Safeguarding is effective and training is provided for all CP updates and the prevent strategy. Governors have a good balance of experience and expertise which matches well with the educational, social and specific needs of the pupils at the school. Safeguarding leads ensure continuity of excellent practice across both sites. Safeguarding is given top 	<ul style="list-style-type: none"> Accurate areas are targeted for improvement through a personalised assessment system. The curriculum is personalised to meet the learning needs, anxiety levels, motivators, special interests and cognitive levels of each child. Teachers have high expectations for all students. They use well-judged and imaginative teaching strategies that together with interventions match individual needs accurately. Parents are provided with termly updates on progress in relation to PP targets. Teachers' feedback to pupils contributes to effective improvements to pupils' learning. There are a range of strategies including verbal, written and pictorial communication to acknowledge pupils' successes and where they could do better. Teachers plan very effectively through collaborative work with colleagues. They manage behaviour effectively through specialist ASD approaches. Teachers identify those that are falling behind and put support strategies in place. Teachers embed pupils' knowledge through the generalisation of skills taught in and out of the classroom. 	<ul style="list-style-type: none"> Staff work closely with parents and agencies to ensure the well-being of pupils. A member of staff is dedicated to work with parents and make home visits. Families have been supported with a range of issues to improve the well-being of the family. Within the context of their learning needs pupils learn how to keep themselves safe. Staff have a very good understanding of their vulnerability on the internet and help them to understand the dangers. As a result, safeguarding incidents related to pupils online is low. In debate club MBV is debated. There is a strong emphasis on independence skills. This is reflected in all key stages across the school, in particular at Brockley site for our 14-19 learners and in KS3 where pupils have been appointed for roles. The levels of pupils' attendance is high at 94% which is in line with national averages for special schools. A high proportion of pupils have 100% attendance and our persistent absence rate is significantly lower than the national average. Incidents of bullying are very low and this is supported by parent view. It is evident that pupils are supportive of one another. Support for parents, with workshops delivered by the school multi-disciplinary team, including Outreach, on autism specific issues are of high quality and are appreciated by parents. There is a programme run throughout the year for parents to support pupils' personal development and welfare. Pupils and parents are very positive about safety and behaviour in school. 100% agreed on parent view that their children were happy and safe.

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priority by both staff and governors.			The school employs a clinical psychologist and behaviour counsellor to support both pupils and parents with issues around challenging behaviour and mental health. Training and support is also available to staff members dealing with our most complex learners. This input is highly valued by the whole school community.
Key areas of development: <ul style="list-style-type: none"> • Embed new curriculum and assessment. • Develop Outreach service through monitoring and evaluation of service. 			
Link SDP TLD S1	Link SDP TLD S2	Link SDP TLD S4	Link SDP TLD S3
<ul style="list-style-type: none"> • To develop a holistic assessment system. 	<ul style="list-style-type: none"> • To develop a personalised curriculum. 	<ul style="list-style-type: none"> • To ensure communication systems are used consistently across all settings. 	<ul style="list-style-type: none"> • To provide colleagues with best possible professional development.
SDP LMD S1	SDP TLD S3		
<ul style="list-style-type: none"> • To develop Governors training. 	<ul style="list-style-type: none"> • To provide colleagues with best professional development. 		

Outcomes for Pupils	Early Years Provision	16-19 Study Programmes
<ul style="list-style-type: none"> • Pupils' attainment on entry is almost always well below that expected for their age. From these very low starting points many pupils including those from all groups, progress rapidly. • The development of good, usable communication underpins all learning in the school. The majority of pupils are non-verbal when they enter the school. Teachers and support staff are innovative in the resources they produce and as a result pupil can begin to make sense of their world and express themselves more effectively. • The high proportion of disadvantaged pupils achieve as well and better than other students. The funding of speech and language therapists, occupational therapists and clinical psychologists help pupils overcome barriers to their learning. Interventions have high impact on pupils. • Pupils are exceptionally well prepared for adulthood. In 2019, all pupils have been offered a college placement or social care placement. • Achievements in social and communication skills that are particularly important for learners with autism are recorded and celebrated. • All students leave with qualifications in a range of accredited pathways. 	<ul style="list-style-type: none"> • Pupils enter reception class with levels of development that are well below those of their peers, particularly in social and communication development but make rapid progress. • Pupils settle quickly and begin to flourish in a well organised environment with excellent support from highly skilled and dedicated staff as a result of internal and external CPD. • Outcomes in the Early Years Foundation Stage (EYFS) are outstanding and this is largely due to the holistic baseline measures that are taken on entry to the school. • The school therapy team carries out short SCERTS assessments to provide a holistic progress measure that enables children to make small steps of recognisable progress in their early learning skills. • Parents are included in the induction process and all parents receive a home visit by the teacher to assess needs and welcome the family to the school, making them feel supported and included in their child's education. • All parents have a 'My World' meeting with their teacher in the first couple of weeks of term and this informs annual personalised targets. • Teaching, learning and assessment is excellent in early years. There are high expectations for what they can achieve in literacy and numeracy demonstrated through excellent outcomes. • Staff are vigilant in ensuring pupils' safety and well-being to support them to develop good behaviour and social skills. They have the firm foundations they need for good and excellent learning when they move into Key Stage 1. • Assessment in EYFS is rigorous as a result of a 	<ul style="list-style-type: none"> • The curriculum has been extended to provide high-quality experiences for learners to develop their enterprise skills. As a result, students have accessed a wide range of experiences. • There are strong links between the curriculum they are offered, the career aspirations of learners, the work experience made available and opportunities for work when they leave the school. As a result of all these factors learners are exceptionally well prepared for the next stage in their education, employment or training. • Teachers successfully show students how to apply their skills to practical situations such as in work-related activities. As a result, the new sixth form learners are making excellent progress towards achieving national qualifications. • The learners have excellent attitudes to their learning. They are well motivated by their activities and they socialise more and more effectively with other pupils and with adults. Student behaviour is outstanding. Learners are given good advice to keep themselves safe and develop their strengths through personalised learning plans. • The leadership and management of the sixth form provision, including the small team of staff, is exceptional. As a result, adults work very effectively with individual learners and ensure they continue to make excellent progress. • Ofsted judged behaviour and personal development as outstanding (March 2019).

Outcomes for Pupils	Early Years Provision	16-19 Study Programmes
	<p>range of assessment strategies including SCERTS, therapy reports, home visits, information from other settings, the school's Outreach team and close on-going relationships with parents and families. External moderation in June 2019 evidenced standards.</p> <ul style="list-style-type: none"> Ofsted judged behaviour and personal development as outstanding (March 2019). 	
Key areas for development:	Key areas for development	Key areas for development
<ul style="list-style-type: none"> Embed strategies for teaching of Maths for the most complex learners. Develop reading and writing strategies. 	<ul style="list-style-type: none"> Develop the use of communication systems in outside play. Training for new staff so that consistency of approach to teaching and learning is sustained. 	<ul style="list-style-type: none"> Develop knowledge of, and links with post 19 destinations for more complex students. Embed new qualifications.
Link SDP TLD S2	Link SDP TLD S4	Link SDP TLD S2
<ul style="list-style-type: none"> To develop a personalised curriculum 	<ul style="list-style-type: none"> Ensure communication systems are used effectively across all settings. 	<ul style="list-style-type: none"> To develop a personalised curriculum.
Link SDP TLD SC	Link SDP TLD S3	
<ul style="list-style-type: none"> To provide colleagues with best professional development. 	<ul style="list-style-type: none"> To provide colleagues with best professional development. 	