

## **Drumbeat School & ASD Service**

# School Development Plan 2021-2022

Updated Sept 2021

Excellence

Success

#### Our vision and values

#### **Drumbeat vision**

At Drumbeat we do things the 'Drumbeat Way'. Children get more than education, they get a chance to improve their life.

Opportunities to travel, get involved with the community, do charity work and progress to college mean we aim high for every child in our care.

We want to open doors so that their lives have more choice. This takes patience and resilience but our promise is that we will support and help you to find a way through.

We will make sure that all teaching is excellent so that your child will make exceptional progress.

We will build a collection of amazing experiences where learning is fun and relevant to all needs.

#### **Drumbeat values**

Excellence, Resilience, Challenge, Success, Independence

#### **Overview of general success measures 2020-2021**

- 1. All teaching, learning and assessment will be excellent within the context of COVID.
- 2. Our students will continue to thrive as a result of their learning experience and the strong relationships with staff. The recovery curriculum will enable them to thrive in challenging times.
- 3. Our teaching and learning strategies will be developed by high quality, evidence-based CPD that helps us recruit and retain the very best teachers.
- 4. We will have a school where our values permeate everything we do
- 5. We will have an ASD service that provides the best support that there can be for families of ASD children throughout Lewisham.

#### The School's Self Evaluation Cycle

#### September/October

Progress analysis and action plans Evaluate SDP success criteria Performance Development Cycle ends/begins Safeguarding External QA visit. Revised SDP published.

#### November/December

Implementation of SDP and SEF Developmental activity

#### January – March

Whole school planning and consultation

June PP Report Safeguarding

#### **On-going Self – Evaluation**

Department, Key Stage, Whole School underpinned by the up-dating of all action plans, SDP and SEF and all LM and SLT meetings. All self-evaluation informs the fiscal year SDP.

#### **Governors' Monitoring Cycle**

#### September Meeting Budget Safeguarding Recovery plans

#### **December Meeting**

UPS and PD review SDP/SEF Data analysis

#### **February Meeting**

Staffing Budget Whole school planning and consultation.

#### June Meeting

Staffing Review pay policy Safeguarding PP Report External QA report

On-going through work of the committees monitoring SDP strands for teaching and learning and leadership.

Policy review cycle across committees.

The work of the school is supported by governor visits and reviews.

#### Teachers

Challenge Partners – School improvement skills NQT – in house induction Middle leader external training Outreach services Lessons study Phonics ASD strategies for teaching Masters Degrees

#### Support Staff

Routes into teaching Foundational experience Work based experience Level 2/3 TA qualification ELKLAN Virtual training (Health & Safety, Mental Health, Communication) Food safety and hygiene First Aid

#### All Staff

AET Safeguarding Read Write Inc. GDPR Medical awareness Team Teach Well-being Moderation/assessment Research projects

#### Impact

#### Teachers

School improvement skills in house Supporting new teachers Succession in place – Leadership opportunities Link with community and local schools Teaching is good to outstanding Consistent approach to reading Bespoke ASD strategies in place Self-improvement CPD

### Support Staff

Opportunities for TAs in teaching Degree opportunities for TAs TAs progress to be teachers Level 2/3 TA qualification

#### All staff

Specific training in place for autism A safe environment for all Legal obligations met No restraint used, only positive handling Emotional well-being a priority for all staff Consistent approach to assessment – moderated from within and externally Keeping an eye out on current development

#### School Improvement Planning is determined by a number of factors:

- Robust and effective School Self Evaluation
- Internal stakeholders views i.e. staff, parents/carers, governors and pupils
- External stakeholders views i.e. Local Authority, Challenge Partners, Ofsted, Investors in People



In order to constantly set a culture of high standards and pupil outcomes, the school must reflect and evaluate. Through a process of evidence-based Self Evaluation, Drumbeat views itself as an exceptional School. This is in line with both internal and external Quality Assurance.

#### **School Improvement Glossary**

- Learning walks a way of sharing good practice and supporting the development of teaching and learning related to a particular focus. The 'walkers' might include teachers from a particular key stage, senior managers, Governors or staff from other schools.
- Lesson study a form of classroom inquiry in which several teachers collaboratively plan, teach, observe, revise and share the results of a class lesson.
- **Recovery curriculum** curriculum created to address COVID-19 with an emphasis on emotional well-being.
- Moderation the process of making sure there is a consistent approach to assessment. Samples of levels are taken and compared across the school by SLT and other special schools.
- **Book looks** once every term books are samples by SLT to monitor through a checklist of key priorities. Feedback is given to all staff with strengths and targets.

- **EHCPs** the Health and Care Plan that all our students have. They contain the targets and strategies to support their learning needs.
- **Personalised plans** are the students' personal plan with targets for learning and holistic needs.

TEACHING & LEARNING DEVELOPMENT STRAND TLD S1: Capture pupils' learning & progress over time by embedding a holistic assessment system.

Actions to achieve TLD S1	Person(s) responsible	Resources and costs	Key review dates	Monitoring Person and Method		Success Criteria/Evidence	Notes on Progress
To embed the new assessment system throughout all key stages so that assessment provides a holistic picture of all progress made by individual pupils over time, taking into account the impact of COVID-19.		Training	Dec 21 May 22 Jul 22	SLT meetings Governors Curriculum Committee	•	All teaching, learning and assessment will maintain standards of excellence. Assessment will take into account the impact of COVID-19 and prior attainment and is in a format that staff, students and parents can access and understand. Assessment will be a holistic system that gives account of all progress made by pupils. The process for checking pupils' progress is exemplary through regular moderation by staff. All pupils have recovery targets, factoring in the impact of COVID-19, including those that receive pupil premium and the more able. More able students make rapid progress in most learning areas.	Ofsted judges progress to be good April 2021 Data drop and analysis complete Report written and shared with Governors. Analysis of progress alongside attendance and curriculum pathways.

**Evaluation arrangements:** 

- Department reviews
- External reviews (Challenge Partners)
- Learning walks, lesson observations, book scrutinies every term
- Governor's meetings
- Moderation meetings
- Progress reports/Teaching & Learning report
- Reviews of the use of CPD across departments
- Adjustments made due to the impact of COVID

Actions to achieve TLD S2	Person(s) responsible	Resources and costs	Key review dates	Monitoring Person and Method	Success Criteria/Evidence	Notes on Progress
To embed clearly defined pathways for each key stage.	All staff / SLT	Training	Jan 22 Jul 22	AHTs	<ul> <li>Clearly defined pathways enable achievement and enrichment of pupils' learning.</li> </ul>	June 2021 LOS look at embedding of curriculum pathways. Report written.
To have a planning cycle that allows for reviews and monitoring of impact.	Staff	Scheduled time reviews	All year	GB / SLT	<ul> <li>SLT monitor impact of curriculum through reviews, learning walks, book scrutinies, data analysis and EHCP reviews.</li> </ul>	
To embed a personalised recovery curriculum that enables maximum progress for individual pupils, particularly more able with an emphasis on mental health.	SLT	Training Resources Time	Jan 22 Jul 22	AHTs	<ul> <li>EHCP outcomes and excellent progress from starting points, taking into account recovery targets due to COVID-19.</li> <li>The curriculum enables student voice for choice and high expectations for learning with families for their decisions about pathways.</li> </ul>	April 2021 Audit of remote learning – surveys sent to parents and teachers.
To develop a consistent approach to the teaching of reading and writing.	SLT	Training review schedule	All year	AHTs	<ul> <li>There is a consistent approach to the teaching of reading and writing.</li> <li>CPD is in place for staff.</li> <li>Resources for reading are appropriate and meet learning needs.</li> <li>Phonics workshop is available for parents.</li> <li>Literacy pathways are in place for all students.</li> </ul>	June 2021 Review and audit of Read Write Ind practices.

TEACHING & LEARNING DEVELOPMENT STRAND TLD S3: To provide colleagues with the best possible professional development

Link SEF: Quality of Teaching and Learning and Assessment

Actions to achieve TLD S3	Person(s) responsible	Resources and costs	Key review dates	Monitoring Person and Method		Success Criteria/Evidence	Notes on Progress
To continue a teacher led CPD program to meet the teachers' & TAs' developmental needs. To link all training to an evidence based professional development programme that has at its core teaching and learning in the school.	SLT	Funding	Jan 22 Jul 22	SLT Governors standards committee	•	Expert staff have led CPD successfully. Impact of CPD evidenced in classroom. Sharing of best practice. Impact of COVID blended into CPD needs.	<b>April 2021</b> Survey of CPD needs of staff incorporated into forward planning for CPD
To refine CPD so that the processes are consistently good and focus on the impact of the quality of teaching and learning and autism in education excellent practice.	SLT	Training	Jan 22 Jul 22	EHT	•	NQT support and mentoring is high quality leading to great teaching.	April 2021 Induction process refined for new staff and NQTs.
To move teaching from good to excellent through peer collaboration.	SLT	Training		EHT	•	Teaching practices are excellent.	June 2021 Throughout lockdown all teachers had half day for planning and communication with parents.
To develop the collaborative approach.	SLT	Training Time	Jul 22	SLT	•	Special school meetings productive. Evaluation of assessment in place. Sharing of training and ideas across boroughs and nationally. Strong collaborative relationships with classes and key stages.	June 2021 CP meetings on 2 weekly cycle as well as Lewisham Special Schools.
To further develop CPD for non- teaching staff.	SLT	Funding	Jul 22	SLT	•	Non-teaching staff have career pathways in education.	June 2021 Offer of further education taken by several TAs to progress to teaching.

#### Evaluation arrangements:

- GB meetings
- EHT reports to GB
- SLT evaluations and department reviews
- NQT reports
- Assessment information

Actions to achieve TLD S4	Person(s) responsible	Resources and costs	Key review dates	Monitoring Person and Method		Success Criteria/Evidence	Notes on Progress
Audit of communication systems to include outside of classroom.	AHTs	Scheduled review	Jul 22	EHT	•	Communication systems are used effectively and consistently in all settings and contexts.	
Parents workshops to improve the use of communication systems at home.	DHTs AHTs	Training	Jul 22	KD	•	Parents feel more confident about the use of communication systems.	June 2021 Throughout lockdown iPads were provided for all families.
Create a culture of using communication systems so they are part of the school day.	All staff	Training	Jan 22 Jul 22	AHTs	•	Communication embedded into school day.	June 2021 Regular communication continues with parents post lockdown.

Actions to achieve TLD S1	Person(s) responsible	Resources and costs	Key review dates	Monitoring Person and Method	Success Criteria/Evidence	Notes on Progress
Continue to implement programmes SLT to train TAs as teachers.	Planning Jul 22 time	Jul 22	EHT	<ul> <li>Rigorous appraisal targets for support staff are set and these will become useful guidance to training needs and skills development. The checklist will be an on-going process that is improved to meet the needs of the pupils.</li> <li>Targets provided for all key stages.</li> <li>Aspirations of support staff are raised and they are given a practical route that is affordable to train.</li> </ul>	June 2021 New cohort supported for 21/22.	
DHTs/AHTs produce reviews twice a year detailing progress and impact.	DHTs	Time	Dec 10 Jul 22	EHT GB	<ul> <li>Reviews provide the targets for SDP and SEF.</li> </ul>	June 2021 SDP reviewed in light of COVID.
Improve leadership capacity through a strategic use of roles for SLT.	EHT	Funding and training	Jul 22	EHT GB	<ul> <li>Pathway leads in place.</li> <li>Roles change with new academic year.</li> <li>UPS roles strengthened through appraisal process.</li> <li>New senior lead roles in place.</li> </ul>	<b>April 2021</b> 2 new Senior Leads appointed for Teaching & Learning
To support enhanced training for all teachers.	SLT	Time		EHT	<ul> <li>Increased lesson study training.</li> <li>Access increase qualifications/visits post Covid.</li> <li>Appraisal lined with SPD &amp; teaching standards.</li> </ul>	July 2021 Pathway leads appointed. Sept 2021 New appraisal system in place.
Continue to train SLT to be CP reviewers.	EHT	Funding and time	Jul 21	EHT	<ul> <li>All SLT are trained to do CP reviews.</li> <li>"Growing the Top@ process is completed.</li> </ul>	Sept 2021 School selected for 'Growing the Top' as an exceptional Special Scho category.

• EHT LM meetings

• GB and SLT meetings

Reports