



## QUALITY ASSURANCE REVIEW

### REVIEW REPORT FOR DRUMBEAT SCHOOL AND ASD SERVICE

<b>Name of School:</b>	Drumbeat School and ASD Service
<b>Headteacher/Principal:</b>	Marie Neave
<b>Hub:</b>	London AP Special Hub
<b>School type:</b>	Community Special
<b>MAT (if applicable):</b>	Not Applicable

<b>Overall Peer Evaluation Estimate at this QA Review:</b>	LEADING
<b>Date of this Review:</b>	30/10/2019
<b>Overall Estimate at last QA Review (if applicable)</b>	OUTSTANDING
<b>Date of last QA Review (if applicable)</b>	07/12/2018
<b>Grade at last Ofsted inspection:</b>	GOOD
<b>Date of last Ofsted inspection:</b>	19/03/2019



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#### **Quality Assurance Review**

The review team, comprising host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

**Leadership at all levels** LEADING

**Quality of provision and outcomes** LEADING

**AND**

**Quality of provision and  
outcomes for disadvantaged  
pupils and pupils with additional  
needs**

**Area of Excellence (if applicable)** NA

**Previously accredited valid Areas  
of Excellence (if applicable)** Behaviour Systems to support  
Autistic Pupils - 22/03/2017

**Overall Peer Evaluation Estimate** LEADING

*Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed peer evaluation estimates from the review are not equivalent to Ofsted judgements.*

## 1. Context and character of the school

Drumbeat School and ASD Service is on two sites. There are 184 pupils aged between 4 and 19. There has been recent expansion, both in numbers of pupils per class and numbers of classes. All pupils have a statement of special educational needs and or disabilities (SEND), a diagnosis of autism and an educational and health care plan (EHCP). There are 121 pupils on the Downham site in EYFS and Key Stages 1-3. 63 Key Stage 4 and 5 pupils attend the Brockley site, 38 of whom are in the Post 16 provision. There are 81 pupils whose families speak one of 33 languages.

59% of pupils are disadvantaged. Particular barriers for significant numbers of these pupils are: their own or their parents' mental health, learning English as an additional language especially when parents do not speak English, being in families where one or both parents also have SEND and high levels of deprivation.

All pupils have personalised learning plans linked to the targets on their EHCP. The curriculum is organised into three core subjects, English, mathematics and computing. Other subjects are taught as part of understanding the world, independence, health and well-being, and creativity. There are three assessment pathways determined by pupils' starting points and level of need; foundation, developing and enhanced. Classes are organised according to Key Stage and there is a mix of ability and pathways in each class. Pupils in Key Stage 4 study for AQA unit awards and entry level GCSEs. Pupils in the Post 16 provision have individual progression pathways leading to different levels of ASDAN awards.

### 2.1 Leadership at all levels - What went well

- Leaders have acted on the EBI from the previous review and the areas for improvement identified in the subsequent Ofsted report. They have given middle leaders, subject and key stage leads more opportunities to be fully involved in evaluating the quality of education in their areas of responsibility. Staff have worked with the assessment system, 'Drumbeat levels', for over a year and it enables them to accurately determine pupils' progress and next steps. There is consistent use of signs and symbols throughout the school environment and by staff.
- Governors provide exceptional challenge and support. They fully maintain the vision to prepare pupils to live independent lives and ensure it drives the decisions they make. The chair has made sure that there is a close match of professional skills to meet the demands and responsibilities of governance. Governors know and understand the recent developments in assessment and hold leaders to

account for pupils' progress effectively. They have taken strategic decisions to restructure leadership and maintain financial sustainability. They visit frequently and monitor improvements for themselves as well as continuing to check that well-being is maintained for leaders and all staff.

- Middle leaders share highly effective practice and model skills within their subject areas and key stages. They plan collaboratively with the all members of their team each half term. This has enabled all staff to learn from excellent practice and to moderate pupils' work. This continually improves teaching and assessment. Middle leaders feedback regularly to the senior leadership team so that there is a strategic view of the continuing improvements. Key Stage 3 leaders, for example, have worked closely with Key Stage 4 staff to ensure that they teach preparatory skills for accredited courses promoting a seamless transition for pupils.
- Leaders provide excellent, bespoke, continuing professional development for all staff. For example, the appropriate communication systems for each pupil are used extensively and teachers are well trained to teach phonics appropriately. All staff have opportunities to extend their own education, and five support staff are currently training to teach.
- All staff have opportunities to lead special projects that significantly broaden pupils' experiences, skills and involvement in a wider community. Recent examples of these are, Shakespeare School and exhibiting pupils' work at the Saatchi Gallery. Other examples starting in Key Stage 3 include debate club, allotment gardening and enterprise projects. These contribute strongly to the quality of provision and the school is fully meeting the Gatsby benchmarks for careers education.
- Support staff, as instructors, are given responsibility to deliver parts of the curriculum, for example, art, dance, communication support and bike club. School staff have worked with colleagues in mainstream schools on research projects organised by University College London. They have completed work on feedback and assessment in lessons and are now working on a humanities project. Senior leaders use the research to further improve teachers' excellent practice.

## **2.2 Leadership at all levels - Even better if...**

...leaders further developed staff's professional knowledge of the interaction of acquiring English as an additional language and autism for pupils.

## **3.1 Quality of provision and outcomes - What went well**

- In the Early Years, multi-disciplinary working enables the occupational therapist to clearly demonstrate to staff how to develop children's fine motor skills in the best way. Children in Reception classes are increasingly competent at using symbolled

communication systems.

- In all classes the class teaching teams know and understand pupils exceptionally well. This enables staff to pre-empt pupils' behaviour in reaction to their anxieties and sensitivities. Staff consistently use an established emotional regulation system across the school to help pupils identify their feelings. Staff have the highest expectations of pupils' involvement and attitude to learning and pupils respond with enthusiasm, fully applying themselves to activities.
- All teachers assess pupils' achievement accurately. They plan interesting activities for individuals in each lesson according to the next steps identified by their assessment pathway. All pupils make accelerated progress in acquiring skills. For example, more able pupils in Key Stage 1 recalled the sounds they had already learnt, generalised this knowledge and differentiated between sounds.
- Teachers use well recognised 'Attention autism' techniques to enable pupils with more complex needs to improve their involvement and attention skills well. Younger pupils enjoy the stimuli teachers use and respond enthusiastically. By the time pupils reach Key Stage 5 they understand and can focus well.
- Teachers plan and structure activities and classroom routines highly effectively. Key Stage 3 pupils applied the group work skills they had learnt in 'Lego Therapy' to work together to produce a pizza in food technology. Key Stage 3 pupils wrote their names and addresses from memory using a variety of prompts that teachers skilfully linked to their abilities. Pupils in Key Stage 3 accurately identified a range of 2D shapes, remembering the characteristics they needed to look for.
- More able pupils in Key Stage 4 are working towards entry level qualifications in English. Teachers ensure that activities are based on 'real life'. In an English lesson students actively took part in creative role play, based in a news room, to extend their understanding of questioning for an interview.
- The speech and language therapist works closely with teachers to observe and audit all the strategies used in the classroom and around the school. These are analysed quantitatively to provide rigorous evidence of improvement. Staff ensure that each pupil is making the progress in communication and literacy that they are capable of. The therapist works closely to support parents to ensure that communication with their children is effective at home.
- Staff working with pupils in Key Stage 5 provide a range of practical vocational opportunities for pupils to gain ASDAN accreditation. Employability skills are developed through careful matching of pupils' interest and talents. Working in the school café enables pupils to bake goods for sale, serve drinks, set prices, collect money and provide change. The pupil gardening team grow produce on two allotment plots. They eagerly showed visitors the last few tomatoes of the season and explained they needed to wear goggles when using the strimmer to stay safe. All pupils leave to further their education at a range of colleges.

### **3.2 Quality of provision and outcomes - Even better if...**

...teachers introduced self-assessment skills and peer review for more able pupils.

### **4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well**

- Leaders' comprehensive analysis of pupils' progress and outcomes shows that disadvantaged pupils are outperforming their peers at this school.
- Leaders have accurately identified the barriers to learning for individual pupils and employed a speech and language therapist, clinical psychologist and family liaison officer to fully complement the educational expertise of staff. This team supports the most disadvantaged pupils and their families highly effectively. The team provides bespoke support for mental health and communication through social stories. Case studies clearly demonstrate how pupils have gained independence for travel and how effective this is in raising their achievement.
- The family liaison officer has worked extensively with families to improve attendance. Working with individuals has promoted substantial improvement in attendance which is above average.
- Staff have worked closely with families, for example in providing a key worker, so that they have one point of contact, improving parental engagement.
- Leaders ensure that they provide as many opportunities as possible to raise pupils' aspirations and participation in performing arts in the local community. Pupils are fully involved in the Shakespeare Project to perform Romeo and Juliet. In the Post 16 provision, regular involvement with visiting professionals, who teach art and dance, enables pupils to interact successfully with visitors and try new skills.

### **4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...**

...leaders further evaluated the progress of pupils who were learning English as an additional language who were also disadvantaged.

## **6. What additional support would the school like from the Challenge Partners network, either locally or nationally?**

Senior leaders would like to be connected with other Post 16 provisions for autistic students. Senior leaders would like to work with other settings with EAL pupils who are



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also autistic.

**This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.**