

Drumbeat School and ASD Service

Roundtable Road and Revelon Road, Downham and Brockley, London BR1 5LE

Inspection dates

19–20 March 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
16 to 19 study programmes	Outstanding
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- Leaders and governors have high aspirations for the school. They have introduced positive changes that are beginning to have an impact on pupils' progress.
- Staff know pupils very well. They use a range of techniques to engage and motivate pupils in their learning. Staff anticipate when a pupil may be growing anxious and put in place effective calming strategies. Consequently, the school is a quiet and happy environment where pupils can flourish emotionally and socially.
- Pupils enjoy coming to school and attend regularly.
- The designated safeguarding leads (DSLs) have ensured that safeguarding pupils is given high priority. They work successfully with other agencies to ensure that safeguarding is effective.
- The sixth-form provision is outstanding. Students follow personalised pathways that prepare them effectively for life at college. They develop appropriate social, emotional and practical skills for life as an adult.
- Staff are well trained and professional development is of a high quality. Staff use sign language and visual aids to support the development of pupils' speech and language.
- The early years provision is good. Staff quickly familiarise themselves with children's needs, and links with families are strong.
- Leaders have developed a curriculum that aims to engage and stimulate individual pupils through personalised plans (PPs).
- Leaders have introduced a new system to assess pupils' academic ability and social, emotional and behavioural needs. They use this information to set the PPs and to track the progress pupils make. However, these PPs do not always lead to pupils making the accelerated progress some are capable of.
- Some pupils, particularly the most able, are not always set tasks that allow them to hone or apply learned skills or extend their knowledge.
- Pupils who are able to learn to read and write are not taught how to do so in a systematic and structured way, particularly in the early years and key stage 1.

Full report

What does the school need to do to improve further?

- Leaders must ensure that:
 - assessments of what pupils can do are consistently accurate and PPs lead to pupils making the progress of which they are capable, particularly academically
 - teachers consistently set tasks, particularly for the most able, that provide opportunities for pupils to hone learned skills, learn new skills and extend their knowledge
 - relevant staff are given appropriate training to teach children and pupils who are able how to read and write in a systematic way.

Inspection judgements

Effectiveness of leadership and management

Good

- Senior leaders and the governors have high aspirations for the school. They are reflective and strive to improve the provision so that it best meets the needs of its pupils and students in the sixth form. While they have faced some economic challenges recently, they have ensured that pupils continue to be kept safe and that they make good progress from their starting points.
- Leaders prioritise pupils' spiritual, moral, social and cultural development. They have developed a curriculum that aims to capture pupils' individual interests and meet their social, emotional and behavioural needs. The curriculum is particularly effective in developing pupils' behaviour and welfare, including their physical, mental and personal development. Transition arrangements between key stages and across the two sites are well managed and, consequently, pupils quickly settle into new surroundings. Pupils are well prepared for the next stage of their education and learn essential skills for life in modern Britain.
- Leaders have created a nurturing and happy learning environment where pupils feel safe and looked after. Staff are suitably trained and have a good understanding of individual pupils' needs. Consequently, they adapt quickly to pupils' changing emotions and moods to ensure that the school remains a calm place in which to learn.
- Leaders are proud of their in-house professional development programme for staff and the outreach work they do with other schools in the local authority. Staff value opportunities to share their expertise, continue to develop their skills and improve their practice. Some staff are involved in a research project with University College London and are using this opportunity to hone their professional skills. As a result, teaching is good across the school and the majority of pupils make good progress from their starting points.
- Leaders keep careful records of how they spend additional funding through the pupil premium and the primary physical education and sport funding. Much of it goes towards providing training for staff, ensuring equality of opportunity for all pupils and providing specialist intervention.
- Leaders have developed a comprehensive system that aims to assess pupils' academic, behavioural and social needs and track their progress against PP targets. This system is currently being embedded across all key stages. However, the effectiveness of the system is still inconsistent in some areas. Leaders do not always check carefully enough that the PPs for some pupils build on their prior knowledge and skills and that the tasks teachers set ensure consolidation and extension. Consequently, while the majority of pupils make very strong progress in their social, emotional and behavioural development, some could make more progress academically, particularly the most able. This is especially the case for younger pupils.

Governance of the school

- Governors are proud of the school's successes to date, particularly in the last few years, as they have supported senior leaders to make significant improvements to the

quality of education provided. They have faced some economic challenges and have had to take decisive action recently to ensure financial stability for the school.

- Governors believe that the school is becoming increasingly 'outward-looking' as it works with other providers in the local authority and provides interesting professional development for its staff.
- Governors are clear about their statutory responsibilities to keep pupils safe and regularly check that all procedures and policies are followed appropriately.

Safeguarding

- The arrangements for safeguarding are effective. The DSLs on both sites are highly experienced and knowledgeable. They understand the complex needs of pupils and how these might lead to them being vulnerable. The DSLs ensure that staff are suitably trained and understand the potential risks to pupils in the wider community. This includes grooming, peer-on-peer abuse, gang affiliation and child sexual exploitation. Staff know pupils well and are highly vigilant in identifying any signs, no matter how small, that might indicate a potential concern. Leaders have introduced a new electronic system for recording any concerns and this enables the DSLs to intervene quickly and offer timely and effective support to pupils and their families. Checks on the suitability of staff to work at the school are in line with statutory guidance.
- Both sites are highly secure and well maintained. Careful thought has been given to ensure that equipment, such as trampolines and climbing apparatus, is appropriate and supervised. Travel arrangements at the start and end of the day are organised and provide safe transition. Staff are well trained and experienced in preventing pupils from hurting themselves or others, and intimate care ensures personal dignity.

Quality of teaching, learning and assessment

Good

- Staff know pupils well and strive to provide interesting activities that will engage them in their learning. Where possible, pupils are encouraged to apply their knowledge and skills in practical situations. Pupils generally work in small groups with plenty of opportunities for adult interaction. In this way, pupils are encouraged to articulate what they are learning and practise, where appropriate, their speech and language skills.
- Staff routinely use a range of visual, oral and physical prompts to ensure that pupils stay on-task. Careful consideration is given to how groups are organised so that personalities compliment rather than aggravate each other. Pupils have learned how to move between sessions and activities. Hence, transition points in the day are seamless. Consequently, across the school, pupils learn in a quiet and purposeful environment.
- Some teachers ensure that they pitch activities at the right level so that pupils can practise and apply their skills and extend their learning. This is particularly true of teachers in key stages 3 and 4. However, this is not consistent across the school. Some PPs do not stretch pupils' learning because, while they encourage fluency in a particular skill, they do not extend pupils' knowledge or understanding. Younger pupils are sometimes set the same tasks, irrespective of their diverse learning needs. Consequently, while the majority make good progress, some, particularly the most

able, are capable of achieving more.

- Some younger pupils are capable of learning to read and write. However, this is not taught systematically or in a structured way. It is too reliant on the individual skills of teachers. As a result, some pupils make better progress than others in this area, depending on the class teacher.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Leaders and staff ensure that pupils across both sites make outstanding progress in this area. The highest consideration is given to maintain pupils' welfare and ensure that pupils are well prepared for life when they leave Drumbeat.
- Pupils benefit from a wide range of activities to boost their confidence and promote their independence. The school has specialist cooking facilities, and these are regularly used by pupils of all ages. Pupils learn about healthy eating, practise their money skills through buying ingredients, cook, eat and clean up together. Pupils enjoy these opportunities to undertake complex tasks in a safe and enjoyable way. Equally, pupils in key stage 3 have been growing their own food in the school's allotment. Pupils gradually learn to follow instructions independently and take responsibility for their learning.
- Extra-curricular activities, such as learning to ride a bicycle, a BMX club, horse riding, West African drumming and the Shakespeare in Schools project, enrich pupils' school experience.
- Transition into key stage 4 on the other site is dealt with in a sensitive and appropriate manner. Pupils start to visit the other site regularly, use the tuckshop and are joined by valued and known staff members who transfer with them. In this way, the move to the next stage of their education is seamless and poses few problems for individual pupils.
- Pupils are given appropriate information on how to stay safe. They understand road safety, 'stranger danger' and how to use the internet safely. Pupils are clear about staff that they can share concerns with, should they have any. Parents and carers are encouraged to work closely with the school, and workshops help to address their concerns and needs.
- Pupils' emotional well-being is given high priority. Staff know pupils very well and can anticipate when pupils are becoming anxious and worried. They provide reassurance and emotional support to calm potentially tense situations. Pupils, particularly older pupils, are helped to manage their emotions, which many do very well. Leaders have created a safe and stable atmosphere where pupils can make outstanding progress emotionally and socially.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils each have a behaviour plan or 'passport' linked to their specific needs. Staff

encourage pupils to self-regulate their behaviours using visual, verbal and physical reminders. They do this consistently well so that pupils quickly learn what is and is not acceptable. In this way, pupils learn how to respect, socialise and work with others.

- Staff know each pupil's specific needs and are highly vigilant. Consequently, they are quick to notice small changes in a pupil's behaviour and can anticipate when situations may become more challenging. Staff keep careful records of pupils' ongoing behaviour so that they can track any trends or points of tension. As a result, they can quickly and quietly de-escalate stressful situations before they occur.
- Pupils are proud of their school. They enjoy their time at school. Consequently, the majority attend regularly.
- Staff collectively ensure that the majority of pupils make outstanding progress in improving their behaviour and their ability to socialise well in preparation for adult life.

Outcomes for pupils

Good

- Leaders have developed a new assessment system that tracks the progress and attainment of pupils across the school. PPs are created at the start of each academic year in line with pupils' education, health and care (EHC) plans. These set bespoke targets for each pupil. 'Drumbeat steps' in English, mathematics and computing are assessed, as are 'Drumbeat levels', based on 'my creativity, my independence and my health and well-being'. Progress against these targets is carefully assessed and leaders are quick to intervene should a pupil's progress stall.
- Pupils' academic ability and social and emotional needs are diverse. Consequently, a range of interventions are in place, including therapists, super Lego and speech and language support. Leaders ensure that most pupils make good progress from their starting points.
- At key stage 4, pupils have opportunities to work towards appropriate, accredited awards in preparation for their post-16 study. Some begin to gain employability skills as they become increasingly independent. Tasks set for key stage 4 pupils are pitched at a suitable level so that they can make good progress academically.
- Leaders have focused recently on improving communication and literacy across the school. There is now a comprehensive literacy programme across all key stages that aims to promote reading and enable pupils to improve their skills. Staff are becoming increasingly confident in delivering these initiatives. However, there is not a systematic and structured approach to the teaching of early reading and writing for those that are able. This prevents some from learning to read and write as well as they could.
- Some pupils, particularly in key stages 1 and 2, are given tasks that are too simple, lack an appropriate learning objective or do not build on what they know. As a result, the most able pupils do not always make the accelerated progress they are capable of.

Early years provision

Good

- The small early years provision provides a safe and nurturing environment for children. Staff quickly get to know each child and their parents. 'Stay and play' sessions encourage parents to become involved in the school and feel part of their child's learning. Parents spoken to during the inspection said they value these opportunities and the advice they receive.
- As elsewhere in the school, staff encourage pupils to follow simple instructions and use a range of prompts to keep them on-task. Staff spend time interacting with children to encourage their curiosity and support them to communicate effectively.
- The environment is well resourced and interesting, with opportunities for fine and gross motor skills development. Children are encouraged to play together and learn essential social skills. Singing and the telling of stories are mapped into the day.
- Staff quickly familiarise themselves with the needs of individual children so that they can offer appropriate behavioural support.
- Staff track the progress pupils make in 'progress scrap books'. Leaders have been proactive in attempting to minimise the impact of staffing changes on the early years provision.
- As in key stage 1, there is no systematic and structured approach to the teaching of early reading for those pupils who have the ability to learn to read.

16 to 19 study programmes

Outstanding

- 16 to 19 study programmes are outstanding. Leaders have given careful thought to the individual needs of each student and, consequently, the programmes of study are bespoke and appropriate.
- Students are given a wide range of opportunities to hone their independence skills in preparation for college or employment. A range of internal placements, supported work placements and external placements are available to suit each student's needs. Some maintain the garden areas, some run the school's tuckshop and others work at the community centre or in local hospitality placements. Leaders ensure that all students, irrespective of their potentially complex needs, are given these opportunities. Consequently, all students over the past few years have transferred to relevant courses or obtained employment.
- The sixth form encourages students to grow into positive young adults. Leaders and staff continually interact with them in a mature way and arrange activities that support them to develop independence. The student council enables students to make important decisions about their school. Enterprise projects encourage students' creativity and give opportunities to practise learned skills in the real world.
- Students are proud of their sixth form and their personal achievements. They were keen to explain to the inspector the many things they have done at the school and the progress they have made. Most are becoming highly skilful at managing their own behaviours and demonstrating suitable social skills in a range of situations.
- Students' work over time indicates that they make good progress academically because teachers know how to pitch the level of challenge appropriately. Students' PPs show that careful thought has been given to prior learning and what they are able to do.

Teachers have high aspirations for what students can achieve.

- Relationships between students and staff are built on mutual trust. Adults quickly anticipate anything that might create a stressful situation and are adept at diffusing tensions in a calm and nurturing way. Consequently, many students behave consistently maturely. Some with very complex needs require further reminders and prompts regarding their behaviour, which is done in a quiet and fitting manner.
- Students are prepared thoroughly for the next stage of their education. Staff work closely with students and their parents to ensure that information, advice and guidance are of the highest quality. Leaders have cultivated close links with local further education colleges and some employers so that transitions are calm and seamless. Consequently, students make informed choices about their futures and go on to relevant destinations.

School details

Unique reference number	136423
Local authority	Lewisham
Inspection number	10058851

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	All-through
School category	Community special
Age range of pupils	4 to 19
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	162
Of which, number on roll in 16 to 19 study programmes	40
Appropriate authority	The governing body
Chair	Katy Donnelly
Executive headteacher	Marie Neave
Telephone number	020 8698 9738
Website	www.drumbeatasd.org/
Email address	admin@drumbeat.lewisham.sch.uk
Date of previous inspection	April 2018

Information about this school

- Drumbeat School and ASD Service is an all-through special school based on two sites. Primary and key stage 3 are on the Downham site and key stage 4 and post-16 are on the Brockley site.
- A quarter of pupils are girls.
- Over half of the pupils are known to be eligible for the pupil premium funding, which is above average.
- The majority of pupils are from minority ethnic backgrounds, which is higher than the national average. The largest ethnic groups are: White – British; Asian or Asian British;

Black or Black British – African; Black or Black British – Caribbean; and Black or Black British – any other Black background.

- The proportion of pupils who speak English as an additional language is above average.
- All pupils have an EHC plan.
- No pupils attend any alternative provision.

Information about this inspection

- Inspectors observed teaching, learning and assessment across the full range of year groups and subjects on both sites. They looked in detail at current pupils' and students' work to see the progress that they are making from their starting points.
- Inspectors held discussions with the executive headteacher, representatives from the local governing board and senior leaders. They spoke to subject leads, a range of staff, pupils and students in the sixth form.
- Inspectors took account of a range of views, including 33 responses to Parent View and the responses of the 36 staff (out of a staff of 146) who responded to the staff survey. No pupils or students completed the survey.
- The inspection team scrutinised a wide range of documentation, including: records relating to pupils' behaviour and attendance; minutes of meetings; information on the progress made by current students; the school's self-evaluation documentation; and the school development plan.
- Inspectors reviewed safeguarding records, policies and procedures. They checked the school's procedures for ensuring the safer recruitment of staff.
- Inspectors spoke to parents at the start and finish of the day and during 'stay and play' in the early years. They watched an assembly and talked to pupils during social times.

Inspection team

Helen Matthews, lead inspector	Her Majesty's Inspector
Charlotte Millward	Ofsted Inspector
Andrew Hogarth	Ofsted Inspector

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