

**Quality Mark Accreditation Summary**

<b>School/Setting Name:</b>	Longwill Primary school for deaf children
<b>Member of staff leading accreditation:</b>	Alison Carter (Headteacher)
<b>Type of Visit:</b>	Interim Support and Review visit
<b>Date of virtual visit:</b>	16/07/2021
<b>Assessor:</b>	Carolyn Grounsell
<b>Development Points</b>	
1.	Raise children’s aspirations and self-esteem through structured and positive self-identity across the curriculum.
2.	Continue to focus on moving boys from expected to greater depth in writing across the school.
3.	Continue to focus on the application of mathematics skills relating to real life experiences.
<b>Key Strengths</b>	
1.	Using, applying, and consolidating the basic skills in mathematics is always a priority with key focus areas being number bonds and multiplication. Teachers provide weekly challenges to practically put mathematics into practice and make it real, for example baking a cake which involves elements of mathematics and communication skills, developing problem solving and reasoning. The reasoning project was implemented and adapted to suit the children and has proved highly successful with Year 1 children starting early mathematics. Results show that 89% children are at expected or above expected levels of progress in mathematics.
2.	English has been constantly supported throughout lockdown and data across the school shows 98% of children are currently working at expected and above for reading, and 96% for writing. Following the first lockdown there was a focus on supporting writing, particularly extended writing, which included a programme of writing opportunities throughout the school, daily handwriting to develop physical skills and build stamina for writing, and a series of writing focuses and competitions. These covered a range of genres to give children the experiences and opportunities to really develop understanding of how to write and write at length. This has been hugely successful in re-engaging the children with writing and building their writing stamina.
3.	The remote learning policy has produced a lot of feedback from staff who have commented on the benefits and stated their relationship with parents has improved ‘10 fold’ since being able to virtually go into the home. Going forward this is something the school plans to continue building on, for example, the parent sign language classes, and ‘keeping up with the children’ parent programme which builds on teaching visual phonics to the deaf. Following the success of these ‘live’ programmes, the school is building a resource of training opportunities that they can record and run online such as ‘how to do’ sessions which will be useful for parents and carers.
<b>Comments</b>	
<p>Thank you to the headteacher, deputy headteacher/mathematics lead, English lead, and governors for an enjoyable and uplifting review of the work of the school linked to pupils learning and development in English and mathematics.</p> <p>The discussion highlighted the excellent work and strategies in place to ensure that all children can succeed.</p>	

