

Quality Mark Accreditation Summary

School/Setting Name:	Longwill Primary School for Deaf Children
Member of staff leading accreditation:	Alison Carter – Headteacher Alison Jackson – Deputy Head, Maths lead Susan Ganss – English lead
Type of Visit:	PQM ISAR
Date of virtual visit:	Wednesday 29 th March 2023
Assessor:	Andy Kelly

Development Points	
1.	To continue to introduce and promote specific vocabulary for all curriculum areas in order to improve children’s access to the wider curriculum. (Elements 1,4,7)
2.	To continue to develop technical vocabulary in mathematics in order to support children’s reasoning skills. (Elements 4,7)
3.	Underpinning the whole curriculum, to continue to raise expectations for all pupils, ensuring that parents are recognised as key educators for their children, reinforcing the important learning triangle of child, parents and teachers and the vital role that all three parties bring to the education of the child. (Elements 1,2,7,9)
Key Strengths	
1.	Inspirational leadership at all levels continues to drive improvements at this fantastic school! Barriers to learning are systematically broken down by highly trained, caring teachers and TA’s. There is a real culture of high expectations from both staff and children, where nothing is unsurmountable and everyone rises to the challenge. There is a real emphasis on training high-quality teachers of the deaf, growing their own experts and supporting staff further education qualifications at Masters level. (Element 6)
2.	The school teaches Visual Phonics by Hand, ascribing signs for each of the different phonemes, enabling children to quickly start to learn to read. Children thrive on this approach and make better than expected progress and attainment as they move through the school. Visual Phonics by Hand is firmly established across the school, supporting learners in their pronunciation and their word-attack skills. VPbyH follows the order of Letter and Sounds but makes the programme more accessible to children who are deaf. (Elements 1,2,3,4,5,7,8)
3.	A key strategy for the school is enabling learning beyond the classroom. Creative strategies at senior level have enabled a bespoke curriculum embedded in creative and first-hand experiences with gardening, Forest School, Educational Visits and careers fairs supplementing the curriculum.

Lunchtime clubs include STEAM, chess, mathematics, golf and Eco-warriors. Every Friday afternoon children take part in additional activities such as computing, football, board games and STEAM activities. The Forest School is also used as part of the school's Nurture Group to support children in developing emotional regulation. (Elements 1,2,3,4,5,7,8)

Comments

This school is an inspiration! The enriched bilingual curriculum of the EYFS maximises language opportunities with staff expertly building upon these as the children progress through the school. Every lesson is seen as a language lesson, with vocabulary extension expressly targeted; to aid their self-regulation children are also taught the language of emotion.

As 90% of the school's children have 'hearing' parents, leaders recognise the importance of empowering these parents to support their children; the school offers parents face-to-face as well as virtual workshops. The school also provides free British Sign Language sessions to their regular taxi drivers and guides. Longwill Primary has been a part of the Quality Mark family for a long time and I would like to thank them for their commitment to the process and congratulate them on their continued success. The school understands the importance of rigorous self-review and uses their findings to drive progress with considerable success. I'd also like to thank the Headteacher, Deputy and the English lead for taking the time to meet with me and showcasing their school. I wish them, and their team, all the very best for the future.