

Longwill School For The Deaf

Cultural Review

Review and report by Andrew Fox

Birmingham Education Partnership

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The contents for this review were generated through targeted conversations and learning walks in school with a focus on current provision and practice. The review was structured into the themes of Sections 1-9.

1. Context

Longwill School For The Deaf is a specialist setting for profoundly deaf children in Birmingham with approximately 60 pupils on role between the ages of 2 -11 years old. Pupils arrive at Longwill from across the region from surrounding local authorities and benefit from a sign-bilingual education with a strong focus on communication and personal development (the school have recently joined a foundation trust with seven other settings in the local area). The school provide (bi-cultural) education and care across hearing and deaf through the teaching of British Sign Language (BSL) and English language (written and spoken). With approximately one in ten deaf children only having deaf cultural heritage and routes within their family, Longwill School is providing a key role in the development and transmission of deaf culture. Children with deaf parents might enter Longwill with age appropriate British Sign Language (and no English), whereas children with hearing parents potentially may not have a developed first language at all. To support this, the school employ a team of deaf staff members who act as cultural and linguistic role models by teaching the children their first language and by making important contributions in the delivery of the deaf curriculum. Class sizes are typically between 6-8 pupils with a minimum of one Teacher and one Teaching Assistant in each (in some cases 2:1 support is given to children with SEMH needs). Developing language, peer grouping and community is a primary focus in the development of deaf culture as children enter Longwill with low language abilities, and in some cases where parents are non deaf, there can be no language or communication skills at all. There are also additional needs seen across social, emotional and mental health - approximately 60% are deaf pupils with another 40% also having additional needs (including autism and SEMH needs or global developmental delay). The core aim of the Teachers is to grow bi-lingual and bi-cultural pupils in BSL (and English) and to develop a life confidence and proficiency in order that they are able to move between the worlds of deaf and hearing. Achievement in this will fluctuate yearly but there have been notable successful examples, when pupils have arrived at Longwill as monolingual signing deaf children and then gone onto become 'balanced bilinguals' (in BSL and English).

2. The Curriculum

The curriculum at Longwill is summarised as the 'Connected Curriculum' and from this flows the three drivers of the connected child, connected curriculum and connected community. Deaf Studies runs across all year phases covering deaf history, culture and community together with targets of the Education and Health Care Plans (see section 2). The different key stages are characterised as Foundation Swans (EYFS), Year 1 Hummingbirds, Year 2 Puffins (KS1), Year 3 Flamingos and Robins, Year 4 Penguins, Year 5 Toucans and Year 6 Peacocks (KS2).

During the foundation stage, children are encouraged to participate in as many new experiences as possible and these are connected closely to language development and vocabulary acquisition. Fine and gross motor skill development such as 'dough disco' and 'Write Dance' are integrated into the days activities and all children will experience outdoor learning and forest school with specialist practitioners. Many arts processes are used during the foundation stage (see section 3) towards personal and emotional development, with visual stimuli acting as a crucial communication aid and driver of

language learning. Role play is also an important vehicle for communication development and Teachers will use this to re-enact whole scenarios in order to help the children grasp concepts of learning or life they find difficult to comprehend. An example of this was described during the review by the EYFS Lead, in how a child's mother was going to the hospital and this was causing her significant distress, yet there were no means for the mother to communicate to her daughter about what was happening. The Teacher role played being the mother, going to the hospital to meet the doctor and 'feeling better' and this significantly reduced the child's anxieties. During the foundation stage, the children's artistic, cultural and core learning is documented via individual 'learning journey' books and also within the EYFS tracker (this also holds information on development in arts and creative learning - Expressive Art and Design). Both the books and the tracker are handed to Year 1 and this is ensuring a continuity for arts and creative development from the very start of schooling and into skills and knowledge progression across KS1 and KS2.

At Key Stage 1 and 2 a structured curriculum is delivered with a personalised learning approach as planning is often differentiated within specific classes to meet the different needs of the learners. Long term curriculum maps show the core and foundation subjects over each term, together with SMSC, PSHE, visits and wider learning opportunities. The drive to develop independence, resilience and language flows throughout the curriculum with every lesson effectively being a language lesson due to the bilingual aspect of the school (but also due to the fact that most deaf children have a significant deficit in how many stories they know when they come to the school). Each Teacher at Longwill leads on a specific area of the curriculum, with Teaching Assistants holding roles and responsibilities in other areas such as display and forest school. There is an underpinning ethos of the need to connect concepts and ideas in all areas of learning and this is ensuring good collaboration, co-planning and understanding about the curriculum (and it aims) across all staff members. Skills progression grids are in place across all foundation subjects and these are currently being developed with considerations for profiles spikes in abilities, language skills, achievement, and individual SEMH needs.

Where possible, subjects are taught in a connected and cross curricular way and this will often involve using the arts to increase engagement in the learning (see Section 3). The practice of learning journal use continues from EYFS and within these, subjects such as PSHE, RE, Science, SMSC, Maths, History, Geography can be observed. Visual organisers and word showers are also used by the Teachers both in class and in the books as strategies to scaffold and contextualise language and literacy with the topic or thematic learning.

The core subjects are embedded across the curriculum (the school hold Quality Marks in English and Maths) and these are learnt in an appropriate way within subjects, topics and trips. When possible, stories, fairy tales and non-fiction underpin learning and a 'Bug Club' reading scheme was established to support phonics and non hearing which covers a wide range of titles for the pupils and Teachers to be able to draw upon. The bases for teaching writing at Longwill is in the development of language first as most pupils will think in BSL which has a different word order to English. Despite this extra barrier to overcome, pupils at Longwill are studying different forms of English such as novels, diary, letters, persuasive writing, poetry and play scripts. Poetry can be difficult

to access for deaf children due to the rhymes and patterns but as part of World Book Day each pupil studied a poem and created their own poem which were then placed in a collective Longwill Poetry book and shared with parents.

Cultural learning at Longwill happens through special events, projects and assemblies but also within the subjects of Art, RE, PSHE, MFL and Black History Month. A structured 'Places of Worship' program in RE covers multi faith learning and includes trips each term to a Gurdwaras (Hindu Temple), a Jewish Synagogue, a Buddhist temple and a Baptist church. Art appreciation is being studied during these trips where the Teachers will draw attention to specific artworks, iconography, symbols, statues, sculptures and architecture. Religious songs and stories are also performed in school together with craft activities such as making Diwali cards and creating rangoli patterns. Cultural understanding of the wider world is also promoted through international links with Ghana and Jamaica via a pen pal scheme, and within modern foreign languages where learning will focus on specific countries, for example, the cookery, historical events, music and costume of Belgium. The school hold the Gold UNICEF Rights Respecting Award and the UN Articles underpin the schools ethos. The articles are also seen as a vehicle develop important life learning, positive self-identity and personal development characteristics for deaf children who may face the world with a communication and language deficit. Other similar approaches can be seen being instigated by the Teachers, for example, within PSHE the pupils looked at the issues surrounding homelessness and made scarves to be sent to the homeless charity 'Crises'. A Friendship Week is held each year where Teachers will deliver a lesson or activity to a mixture of pupils across the year phases with a focus on building relationships through arts, discussion and dialogue.

The use of ICT, Ipads and computers are seen as important tools for subject for learning as well as a way of preparing the children with skills preparation for the wider world (by way of supporting communication, technological literacy, and in the use of the internet to expand their horizons). Interactive touch screens are used in some classrooms which can be brought down to the level of the pupils in order for them to engage in the digital learning. The school have a dedicated computing room and use software such as 'Purple Mash' to develop maths, literacy and digital literacy skills across the curriculum and also digital platforms such as 'Espresso' and 'Mathletics' which are accessible to the pupils and parents at home. Basic programming and simple algorithm learning happens by using small 'Bee Bot' robots and sometimes this learning can be transferred into other areas of the curriculum such as PE, where moving in sequences will be mirrored through physical activities. An example of computing work linking to personal development was seen during the review of the pupils creating Power Point presentations to share amongst their peers entitled 'All About Me'. For this, they researched online to find appropriate images, topics and themes that they felt best represented themselves and their future ambitions.

Together with targeted partnerships and trips to support the curriculum (see section 5) the school deliver substantial 'in house' wider learning opportunities such as Longwill Got Talent, Harvest Festival, the Longwill Eisteddfod, an annual Garden Festival (pupils design a small garden linked to a theme), Foundation Graduation, a Tea Party (to reward progress in home learning), and special science and DT events such as making Morse Code machines and cookery. Physicality happens within PE and sports through ball skills, cricket, orienteering, athletics, gymnastics, dance, yoga and swimming. Due to the distances pupils

travel to come to Longwill there is no after school provision but there is a lunchtime offer of activities which includes lego club, art club, maths club, stem club and a golf club.

3. SEND (Health and Care)

Together with the formal curriculum, the school also focus on development areas that are specific to their pupils and these are seen as crucial in preparing the children for the wider world. Through the Connected Curriculum map it is the aim of the school to offer as personalised learning and provision as possible by identifying the needs of the child via their Education Health and Care Plans (EHCP). The formal curriculum objectives and the personal development needs are married and bridged by mapping the EHCP focus areas with the curriculum and this is ensuring that the targets on the EHCP's are translated into every day learning and activities across the school. The four main areas of the EHCP are used as a framework to effectively map out areas of the curriculum and wider learning in the following way:

<p align="center">Communication and Interaction</p>	<p align="center">Cognition and Learning</p>
<p align="center">SMILE programme BSL one to one BSL/ Spoken English / Sign supported English Speech and Language support Inclusion Programme Parental communication Visual displays Technical vocab displays Communication in print Deaf Awareness</p>	<p align="center">Educational visits Structure timetables and routines Local Curriculum, national and EYFS curriculum Wider experiences: Forest school Experiential Learning Visual Phonics by Hand Deaf Studies BSL Programme Maths Reasoning Write Dance Role Play</p>
<p align="center">Social, Emotional, Mental Health and Well Being</p>	<p align="center">Physical and Sensory</p>
<p align="center">Circle time Learning mentor sessions Behaviour support Celebration Assemblies Golden Time Play times PSHE Religious Celebrations / studies Class and whole school rewards system Youth club Nurture group Pupils Voice -UN CRC Home learning</p>	<p align="center">Nurture Group Physiotherapy Occupational Therapy support Use of sensory breaks Swimming Audiology support PE Fine and gross motor group Gymnastics Dance Music</p>

For the pupils at Longwill, understanding of the world and 'incidental learning' is limited, so the school seek to develop this through a newsletter targeted for each Key

Stage. 'Picture News' carries themes from current affairs selected by the Teachers, which are presented as bite sized stories and key vocabulary and questions are raised for discussion and contemplation. Another method being successfully implemented to is an in house broadcast production called 'BSL Newsround'. Using video and playback on screen, the Deaf Teaching staff perform news updates in BSL about important developments in the school and in the wider world. Pupils are given the chance to present on BSL Newsround as a reward for good progression in BSL learning, and the broadcast is streamed from the school website. Feedback from former pupils who are now adults and continue to watch it, is a testament to its popularity and success.

In tandem with the bilingual development in the curriculum, the SMILE program focusses on explicitly teaching the pupils communication skills in a 'hearing environment' when they are themselves deaf. This is built incrementally over the years by setting the pupils small tasks around the school to develop confidence and communication skills. Another example of this happens during Transition Week where the Year 6 pupils are given job roles and duties across the school (with a timetable) in order to learn about the world of work and to prepare themselves for Secondary School. Roles might include working in the office or being teaching assistants and its aims is to develop a self-efficacy, preparation and confidence for the wider world. Learning to follow and understand interpreters with ease and at speed, and using public transport (buying tickets, interacting with strangers and reading signs) are also important life skills to hone with deaf children.

Gross motor development is delivered by visiting physiotherapists for pupils with additional physical needs as well as the school's own staff (for example, physio club runs twice a week). The curriculum is highly personalised, as Teachers are aware, in detail, of the physical needs of the pupils as well as the educational needs. This means that they can cater for recommended and specific physiotherapy packages and special exercises within PE, movement and dance.

4. The Arts

Visual Art

Practical arts and craft activities during the foundation stage are introducing the children to a range of visual art processes and materials from an early age. Visual art is seen as integral to creative development as 'experimental activity' through which the children will create, learn, enquire and make choices for themselves. Every pupil at Longwill will have a Forest School experience during which they make land art, sculptures and weave fences from bamboo (wooden reindeers were also seen observed during the review). Outdoor activities are often linked to topic learning, for example, the children created irrigation systems for the school gardens linked to the topic of Ancient Egypt. The outdoors is also used for observational drawing and painting by the Teachers, and an example of this was described of one Teacher lying down with her pupils so that they could 'feel' the sun to inspire them to create paintings linked to colour mixing (this also exemplifies the understanding of the need for mood and feelings be included in art learning by the Teachers).

An art skills progression framework is currently being developed which runs across the curriculum from EYFS up to Year 6. The framework is comprehensive and covers drawing,

colour, texture, form, printing and pattern and sets out a list of desired of processes that the pupils should be using such as clay, wire, paper, mod roc, found materials, paint, pencils, ink and and stone. Art books are used from Year 1 to support subject progression and these contain strong examples of Primary art skills development. During the review a book was observed containing evidence of drawing development including understanding tone (light, medium and dark), line, drawing from observation and still life, scale and depth, and portrait work linked to photographs. The books also evidenced the range of mediums and processes that the pupils experience such as pen work, tracing, pointillism, water colours, landscapes and 3D sculptures. The Art Teacher has consulted the wider cohort of Teachers around confidence in delivering the framework, and one to one CPD sessions are available at lunchtime to learn techniques, if requested.

Linked to the art program the pupils will study famous artists from history such as Ruth Allen, Andy Warhol and Pablo Picasso, but they will also study the early developments of art through history in topic work such as Egyptian hieroglyphics and Greek art and artefacts. Arts and crafts are being used effectively to support topic learning such as ceramic pinch pots, 3D settlements, decorated stones and figurative houses linked to the topics of Anglo Saxons, Stone age, Bronze Age and the Iron Age. During the review, pupils in one classroom were able to re-tell their learning by the Teacher guiding them to the artworks which then prompted them to retell their learning and share how they also learnt how to write in Anglo Saxon symbols. Arts and craft activities are incorporated into most festival and event celebrations, for example, an annual Christmas art workshop happens during which the pupils will create art for displays and for the the school performance. Another craft activity was described during the review where Egg decoration was used as a way to introduce the pupils to jewellery making in Russia (Faberge Eggs).

The school have developed their own art gallery appreciation program linked to portraiture work and the National Portrait Gallery. Four volunteer staff members acted as 'sitters' for the pupils who then painted and drew them as subjects and the work produced now hangs in its own gallery space in the school. Subsequent Art appreciation and reflection sessions encouraged the pupils to offer an emotional responses and technical critique to the work (reflection and critique is seen as a positive behaviour for learning and is encouraged from foundation upwards).

ICT and lens based media is used comfortably by the Teachers to support visual learning and art, for example, photographs were taken and manipulated digitally within the Purple Mash software and mini Ipads have been used by the Art Teacher for dedicated photography projects to study line, form and scale. Through the 'Story Creator' and 'Flip Book' function within Purple Mash, the pupils have also had the opportunity to create animations and they have also created their own short films about how to stay safe on line. The school own a 'Green Screen' and this is used successfully as backdrops for events, projects, sign singing, BSL Newsround and animation projects.

Occasionally the pupils are taken on art focussed trips into Birmingham to the Museum and Art Gallery and to the Central Library to sketch the city skyline. There are no regular visiting professionals to support art learning but a deaf Jeweller came into the school last year to work with the pupils, and also more recently, an RE artist has visited to create art works linked to Bible Stories.

Drama

Drama and performance skills begin to be developed during the Foundation stage, most notably through the regular use of role play, and by the children standing up in front of their Teachers and peers to speak and share. During the review, the EYFS Lead described a role play activity linked to the topic of 'The Clothes You Need to Wear in Winter'. For this, imaginary clothes shops were set up and the children role played serving each other and the Teachers. To initiate role play, the staff will first model what it might look like and then step back to allow the children to develop ideas and themes further. A 'Foundation Graduation' celebration event is held every July to celebrate the pupils moving up into Key Stage 1 and this includes a performance created by the pupils inspired by a traditional tale. In preparation for this, the children will make costumes and props, and act out an entire story to their parents and Teachers.

The use of role play continues in Key Stages 1 and 2 predominantly as means to help the pupils grasp key themes and characters from stories, or to understand concepts in subjects such as PSHE. An example of role play as part of the topic of World War 2 and linked to the book 'Good Night Mr Tom' was described during the review, whereby the Year 5 pupils worked in groups to role play what would happen next to the characters in the story. Members of the school council also retold how they acted out 'Little Red Riding Hood' and took it in turns to become characters from the story. Showing and sharing is nearly always linked to events and assemblies and this will involve elements of performing, signing and speaking in front of the school. Through this, the pupils will rehearse and remember lines linked to subjects and topics, and will practice them in the anticipation for the performance.

To support language development, an annual speaking and listening festival called 'the Longwill Eisteddfod' is staged which alternates each year from English to BSL. Physical performance, communication and visual vernacular techniques are the key drivers to be developed in the festival through poetry, song, drama, speech and language therapy. Another annual event, Longwill's Got Talent, offers the pupils the chance to perform and express themselves through dance, performance, signing and acting. The deaf teaching staff perform their own deaf pantomime to the pupils each year and this provides inspiration and ideas to the children in how to act on stage both physically and dramatically.

There are a range of trips to support drama, physical performance and theatre appreciation is offered to the pupils to see performances such as Peter Pan and also fully accessible performances at Mac Birmingham. Performances also come into school and this has included an Interactive Magic Show, M and M Theatre (to perform Dick Whittington), Where's My Igloo Theatre Company (to perform 'Gulp') and Vamos, who created mask based work around character, body movement and emotions to support PSHE learning. Links to the professional creative industries have also been made with an Oscar winning deaf actress and film producer who visited each class to discuss their film 'The Silent Child' (a story about a deaf Child's isolation within a hearing family home).

Dance

Expressive movement and simple dance work is developed during the foundation stage by the Teachers and also through the online Boogie Beebies broadcast to facilitate creative

physical warm ups. The 'Write Dance' method (an active learning method to support children's physical development such as balance and coordination) is used to good effect to aid the development of gross motor skills in the children from Early Years up to Year 1 and Year 2.

Weekly dance lessons in addition to PE happen from EYFS up to Year 6 and this follows a skills map through which the Teachers can then link into their Learning Journey topics. At Key Stage 1, Yoga through story is delivered by a specialist visiting practitioner who also will work with the class Teachers. Physicality in learning and vernacular techniques were discussed by the Teachers during the review in a creative manner, for example, on one occasion the pupils created a sequence of steps and movements in teams inspired by fireworks which they then turned into a choreographic piece. There were also examples of topic driven dance activities such as the pupils learning an Anglo Saxon dance and the music of the Penguin Cafe Orchestra was used to inspire dance linked to the study of the rainforest, habitats and animals. With no option for audible instruction during a performance, leading dance activities with deaf children poses extra challenges as visual contact needs to happen in order that instructions through signing can be observed. Despite this, one school council pupil clearly described how the dance lessons were about 'sequencing and unity leading to final pieces', and the Dance lead Teacher also articulated the aim of 'developing skills leading to the creation of their own choreographic pieces'. Time is given for the pupils to critically feedback to their peers about dance performances and video and photography is sometimes used to record the pupils work (which is the showcased on the school website and the large TV display in the school foyer).

The online website 'Go Noodle' is utilised by the Teachers to support dance activities and they are also comfortable in researching on the internet in order to share and discuss different dance styles with the pupils. The range of styles that the pupils have experienced at Longwill has included tap, ballet, contemporary, historical and cultural (for example an Australian tribal dance).

The school have an annual Dance and Gymnastics festival and through this the pupils are able to showcase their work to parents and the whole school. 'Longwill's Got Talent' and the annual school discos are also opportunities for the children to dance more freely. There are currently no dance focussed trips but the pupils will often see dance on stage through theatre trips and this helps them to contextualise the art form and see it being used within the creative industries. An upcoming partnership with Deaf Explorer CIC will see two professional deaf dancers come into the school to work with the pupils on a multi art form dance, music and literacy project across the year groups. The project will be linked to deaf identity and will culminate in the Year 5 and 6 pupils creating their own dance pieces.

Music

Music and song is held in high regard at Longwill but learning is preceded by developing the baseline skills in the children to access, recognise and respond to sounds (in tandem with implant use) and to understand key terms such as 'loud' and 'quiet'. Developing a confidence in the children in 'what sound is', and by exploring sound through feeling or through vibrations using speakers, is built up over time. Regular 'Song Time' is also established as an effective strategy in supporting language and personal development.

Music learning and appreciation continues in Key Stage 1 and Key Stage 2 through singing, sign singing, percussion and peripatetic keyboard lessons. The Teachers at Longwill have benefited from a Music Services research initiative entitled 'Sounds of Intent' and this has enabled them to map a baseline for SEND learners on the music engagement spectrum through musicality indicators, so as to construct an appropriate program for deaf music learning. Singing assemblies happen every Monday and this is sometimes supported by digital software called 'Singchronize' to display song lyrics on the screen in order that the pupils can follow. To support the learning of historical knowledge behind musical works, a multi sensory approach is used during assemblies to showcase composers by displaying pictures on screen in tandem with the sounds of their music. A bank of digital pages are being compiled on Powerpoint with hyperlinks of different famous composers and this can be used as a resources over time. Aspects of popular music are also covered in school, for example during Black History month the pupils studied Bob Marley.

The school piano is used regularly to accompany singing and to support one to one peripatetic keyboard lessons delivered by Birmingham Music Service (these are funded by Pupil Premium). Jodi Williams, the Music Service peripatetic Teacher, is skilled in working with the deaf and leads the keyboards lessons at Longwill. The keyboard group play at each Christmas concert and end of year Summer show, and they have also performed at a Birmingham University Concert. Longwill pupils have also taken part in two concerts outside of school, one at Kings Edwards Camp Hill Boys School where they connect with hearing children to sign and sing, and also in a 'Sign To Sing' fundraiser for a mental health charity in partnership with Bellfield Juniors School. During the review, a one to one piano lesson was observed being delivered by Jodi Williams where the pupil was seen to be making good progress using both hands to play. Music Services have also taught vocal and drumming workshops for Foundation, Year 3, Year 4, Year 5 and Year 6 and this has been an opportunity for the class Teachers to pick up new skills for teaching music at Longwill. The school have a range of percussive instruments including djembe and African drums, keyboards and simple digital music technology techniques are being used through the Purple Mash software which is enabling the pupils to move and place coloured blocks to change pitch and volume, and add rhythms to create simple compositions. The digital music software 'Audacity' has also been used with Year 6 pupils to help them understand their own audiograms (what they can and can't hear).

5. Partnerships and Trips

Partnerships and trips at Longwill are appropriately targeted to support curriculum learning and also the personal and language development in the children (writing will be linked to most experiences). Teachers are required to complete visit request forms through which they must outline how the trip is linking to prior learning and how it will support the current and subsequent progression. Pre-teaching happens as a precursor to many experiences to ensure the pupils are as fully briefed as possible as to what learning will be taking place and that they have a sufficient level of vocab and understanding about what they will eventually see. Trips to date have included the Lapworth Museum, Birmingham Museum and Art Gallery, Mac Birmingham, PGL Residential in Year 6, RE trips to churches, a mosque and temples, the local Fire Station and also to Birmingham city centre. A range of practitioners and professionals also come

into school such as actors, theatre companies, authors, artists, music teachers, firemen, water safety experts and even a professional Golfer. There are no formal CPD elements to the visits or partnerships, but due to the strong ethos of practitioner development and pedagogy in the school, Teachers see these as learning opportunities. An example of this was highlighted during the review by the EYFS Lead retelling how a practitioner for Music Services delivered the 'Sounds of Intent' program in school, and she was able to learn, model and reflect key techniques in vocalising and exploring musicality, and in using clapping, speakers and other techniques to encourage vocalisation.

The school have developed strong reciprocal links over time with Birmingham University and Leeds University Deaf Education Departments (it is viewed as good practice to collaborate with academics through a 'Practitioner Research Interface' model). The Head Teacher is a regional tutor on the Leeds University Teaching for the Deaf course and through this, Longwill School play host to students who can observe good practice in Deaf Education. Longwill were also a pathfinder school in trialing a collaborative reading project with the course director at Birmingham University and this led to some pupils making 20 months reading progress in a year. A partnership with University College Birmingham is planned which will provide accredited professional development training for TA and support staff in specific SEND areas of education.

Project collaboration is happening with local schools such as Bellfield Juniors (a mainstream setting) and also within the newly formed foundation trust that Longwill belong to. A notable example was described during the review of an arts themed day happening to launch the Trust where pupils from different schools (and their Head Teachers) took part in arts and performances. Further cross trust school partnerships were described such as a Rights Respecting Conference. Peer review is being established across the schools and staff have taken part in reciprocal visits to observe good practice in the other schools but these have not been focussed on the creative arts. An Assistant Head within the Trust has been seconded as a CPD lead and this has led to English and Maths groups being established and, also, an NQT CPD program is now in place across each of the eight schools.

6. Allocated Space and Resources

There is an outdoor playground and a wooded area used to support forest schools, science and outdoor learning. The building provides adequate room for the relatively small number of pupils studying at Longwill. A nominated skilled Teaching Assistant is ensuring that displays around the school building are creative, well composed, and as a result nearly all classrooms and corridor wall areas are being used effectively to display projects, art works, information, key learning and pedagogy. The use of display is seen not only as a decorative exercise, but also as an important contribution towards the pupils retention and recall of learning and events. There are specialist rooms and dedicated spaces around the building including a library, a well resourced science prep room, art stock rooms and a spacious EYFS area with a spare nursery room used as a break out role play area. The school hall (with a sound system, lights and a piano) supports all performances and many arts based activities. Props and costumes are kept around the school and can be pulled together for whole school shows and events. The Foundation stage have costumes linked to most topics and there is also a stock held

within history resources higher up the school. Art and DT materials, musical instruments and computing resources are all kept in designated areas which the staff can access. Nearly all the Teachers at Longwill are using photography and video a way of capturing learning and events, and an informal digital catalogue is being created and used as content for a blog, the school website and the large TV display screen in the school.

7. Training and Pedagogy

The concept of 'life long learners' is promoted by the Head Teacher at Longwill and this is reflected through opportunities for all staff members to develop practice and pedagogy through research, training, coaching, buddy systems and supported risk taking. A weekly training program for all Teachers has been established during which specific CPD development needs are addressed, for example, stretching pupils thinking through effective questioning, maths reasoning, growth mindset, skills progression in curriculum areas, online safety, building learning power, deaf studies and serious case reviews (there is also an after school training opportunity for TA's). All Teachers for the deaf must undertake a Masters degree in order to practice (within 3 years of joining the school), so the school link up with Birmingham University and Leeds University to help new Teachers in gaining the appropriate qualifications required.

To support the ethos of curriculum practice, leadership and reflective practice, every Teacher at Longwill is encouraged to engage in action research projects based on known issues or areas for development in their classrooms. Example enquiry questions have been:

“Will learning in new and varied environments improve a group of Year 1 boys ability to recall a traditional tale?”

“Will allotted time for specific listening activities improve the recognition of key classroom requests and questions?”

“Can acting out drama scenes increase the us of verbs when retelling stories?”

Each enquiry program is summarised into a visual one page spread so that other Teachers, visitors and Inspectors can understand the work in an easy to comprehend way. In cases where clear impact has been seen, SLT have trialled the use of the new approaches across the school. This happened in the case of the work about using 'Sentence Streets', where the pupils learnt sentence structures through kinaesthetic actions linked to images on the floor. This type action research is viewed by Senior Leaders as 'a ground up' program and is ensuring that the Teachers are active at the heart of school improvement through their own pedagogical development (the program has led to the opportunity of sharing projects and findings at National Deaf Education conferences). Through a collaborative reading research project with the Birmingham University, the school were also able to observe and refine strategies from the delivery trials and to subsequently embed them into pedagogy at Longwill.

Dual coding, immersion and developing different methodologies for teaching, engagement and knowledge acquisition is understood by Teachers at Longwill. Together with a research and evidence based approach, the use of arts and creative practice is

seen as inherent and necessary so new ideas are welcomed within the tool kit of pedagogy easily. Role play is being comfortably used across the curriculum by most Teachers the Teacher to teacher support specialist skills across mediums and techniques can shared and learnt through one to one CPD.

8. Stakeholders

The Governors of Longwill visit the school each term to support events, performances and to tour the school. Governor meetings focus on priority issues and seek to steer and support the development of the school. The panel is divided into the two committees of 'Finance, Staffing and Premises' and 'The Curriculum'. The curriculum committee regularly invite members of staff to present and share on the different developments and themes in the school and recently the Creative Arts Coordinator presented on the schools plans for the Artsmark Award (Artsmark is now an item on the agenda and the Statement of Impact form has been signed by the Chair of Governors).

The Head Teacher and the Deputy Head Teacher are fully aware of the importance of the arts, creativity and wider learning activities towards enriching the curriculum and the personal development of the pupils at Longwill, in particular, as ways to help them shine in a non academic way. It is viewed as a critical 'way in' for engagement to support the introduction of abstract concepts and to engender emotional development and key life skills. This understanding and commitment is reflected in the Connected Curriculum and across the school environment.

There are designated subject lead Teachers in the key art form areas of art, dance (PE) and music and performing arts, with drama being implemented and supported throughout the curriculum by most Teachers through role play and events. Art and music delivery is shared across the school by the Teachers (with peripatetic instrument teaching being delivered by Jodi Williams from the Music Services). To tie the provision together, the Creative Arts Lead is co-ordinating the overall arts provision and the Artsmark program is being seen as an appropriate conduit for this coordination. The coordinator is supported by the Head Teacher and given time to over see, manage projects, and to develop partnerships and activities linked to Artsmark.

Parents are updated on learning and special events with a termly 'What's On' booklet and also through the blog on the school website. The distances that pupils need to travel to get to Longwill does impact on parental involvement in the school, however, attendance to sports days, performances and events is good. Parents are also invited to Inspire workshops (parent and child activity) in the classrooms where co-learning will happen around a topic or theme. Sign language lessons are offered to parents and this is seen as an ideal way of improving relationships between parent and child by increasing communication, support with home learning and involvement in Longwill School.

There is an active pupil school council and together with a developing Arts Ambassadors program aimed at providing leadership opportunities in the arts (for example, the Ambassadors are creating a ticketing scheme for a gymnastics festival). Other leadership opportunities are created by the Teachers throughout the year linked to events and learning, and through wider world preparation in the Year 6 transition week and the SMILE program.

9. School Improvement

The Head Teacher has developed leadership at all levels across the school, and this is understood and valued by all staff members. Key development issues are defined by SLT and subject leads will then translate these into specific plans to be fed back for synthesis into a coherent overarching working plan. A detailed SDP document backs up a large one page overview which is divided into the four areas of Ofsted framework covering Leadership and Management, Quality of Education, Behaviour and Attitudes and Personal Development (see section 11, Appendix 1). All staff are updated and involved in the SDP through an 'interactive working wall' which is running in the meeting room and enabling them to contribute with successes, completions and indeed questions and problems as they happen throughout the year. Through this active involvement in school improvement Teachers are able to rationalise and discuss why they are doing what they are doing it, and also see how the SDP targets feed into the Connected Curriculum. The school are hoping to achieve Artsmark Gold status through developmental work focussed on the themes of creating skills progression in the arts, developing the Arts Ambassador roles, increasing the range of partnerships and developing pupil voice (see Section 11 Appendix 1). It is hoped that through this work, broader school improvement aims will be targeted including curriculum intent, implementation and breadth, developing work with the trust schools, and pupils personal development and well being.

10. Summary

Cultural learning and creative education at Longwill School is firmly established through a connected and often personalised curriculum for learners. The four key art form areas are adequately represented within this provision from EYFS through to Year 6 and this is providing the pupils with a coherent and equitable scheme of arts learning throughout their time at the school. A developmental approach to pedagogy and action research is equipping the Teachers with a confidence to experiment with new methods, and this is adding fluency and depth to how the arts are embedded and enjoyed across the school. There are regular opportunities for the pupils to perform and create art work both in and out of lesson time, and all Teachers engaged in this review were aware of the importance of the arts on promoting inclusivity, engagement and language development in deaf children (notable finely tuned practice is happening in the school through role play, music and art, to benefit the personal development of deaf children). With the foundations of art, drama, music and dance embedded within the curriculum, the school can now focus on the pupils knowledge and skills journey through these arts subjects in order to establish effective skills sequencing and robust subject inspection strategies. Through developing new partnerships and cultural opportunities in the Artsmark program, the school can begin to widen the scope of experiences across the arts subjects. Together with TOD pedagogy, the school are well placed to model best practice in creative learning pedagogy and 'learning through creativity' and this potentially could form a development strand in the future both in terms of Teacher development (across the trust schools) but also in pupil development as life skills attributes to enable deaf children to progress. Expanding creative collaboration between subjects and Teachers, particularly in the areas of maths, science and the arts (STEAM) using the schools tested action research model could be a way to begin this and form the focus for a Platinum Artsmark journey.

A range of visitors, practitioners, trips and special events are adding richness to the curriculum and the Teachers are also creative in providing 'in house' experiences to enhance learning. An appreciation and knowledge of the wider world, it's different faiths, cultures and people, is introduced to Longwill pupils at foundation stage and this continues throughout their time at the school through subject learning, trips, and projects. The schools approach to personalisation and connectivity in the curriculum is offering a rich tapestry of bilingual learning experiences both formal, informal and linked to personal development and deaf culture. Through the Education Health and Care Plan areas of Communication and Interaction, Cognition and Learning, Social, Emotional Mental Health and Well Being and Physical and Sensory, it is clear to observe how arts practices, partnerships and wider learning opportunities at Longwill are contributing to a visual, personalised and broad and balance curriculum.

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11. Appendix 1: Longwill School Development Priorities Overview

Leadership and Management

- a) Further advance our coaching and collaborative culture where pupils and staff excel, promoting leadership at all levels
- b) Ensure co-operative school trust of schools offers staff a quality development programme and pupils opportunities to meet and learn with others.
- c) Prioritise Governing Body performance and development so it knows its school well and raises its profile with all stakeholders.
- d) Embed positive mental health and well being for all stakeholders aligned to curriculum and pedagogy for the Deaf.
- e) Safeguarding is the golden thread through the school so that pupils as staff are safe.

Quality of Education

- a) Strengthen the link between our vision (intent) and how it drives the curriculum reflecting our specialist context.
- b) An aspirational and well planned and sequenced curriculum which promotes cultural capital and knowledge rich learners.
- c) Provide stretch for more able pupils through the use of open ended questioning and staff development.
- d) Progression throughout the curriculum is well sequenced and coherent.
- e) Speech language opportunities and audiological practice ensures pupils progress and achieve well.
- f) CPD for Teachers supports TOD competencies, our SEND context

Behaviours and Attitudes

- a) Ensure learners have a positive attitude to learning and good relations fostered, enabling pupils to feel safe and happy.
- b) High expectations of attendance and challenge for families and pupils for who attendance is a concern.
- c) Strong focus on excellent behaviour through the school.

Personal Development

- a) Ensure pupils can articulate feelings of safety, have high self esteem at all times through curriculum experiences and educational visits.
- b) Embed CRC global issues maintaining Gold Aware practice
- c) Further improve attendance, engaging parents and supporting vulnerable pupils and those with low attendance

- d) Safeguarding is the golden thread running through the curriculum so that pupils can keep themselves safe.

Artsmark

- a) Skills progression frameworks, enabling staff to more accurately develop children's artistic skills (QPs6).
- b) Staff CPD to develop pupils' skills in a wider range of arts.
- c) The development of a coherent program of arts experiences for all pupils that will enable them to develop their cultural capital within the school environment.
- d) Introducing Arts ambassadors, whose role will include creating and selling tickets and programmes, creating posters and seating the audiences at school events. This will provide the theatre experience within the school setting.
- e) Developing and maintaining partnerships with organisations and professionals developing enabling us to further expand the range of experiences pupils have.
- f) Children at Longwill already have a strong pupil voice -both in class to discuss where they would like their learning to go next and throughout school through the power of school council. We will use this to further develop pupil voice about the arts.

12. Appendix 2: Ofsted sample Primary Deep Dive in Music Overview

Interview with music subject leader

Before watching lessons and taking with children

1. Do you follow the National Curriculum...do you add to it?
2. Talk to me about the schools long term plan for music and the cross - curricula links
3. In terms of sequencing, what was your thinking?
4. What would you expect pupils to know by the end of autumn 1, autumn 2 at the end of key stages?
5. Explain about your peripatetic lessons and equal opportunities.
6. How do you install a love for music in all students?

After the lessons and following the discussions with the children

7. Did anything surprise you about the learning (gaps, skills they already knew)?
8. Why are you teaching what you are teaching now?
9. Whats going to come next?
10. What is the end point for this unit?
11. How do you support pupils with SEND?

Questions the children were asked:

- What did you learn in today's lesson?
- What did you learn in last week's lesson?
- What did you learn in music last term?
- To the Year 6 children: What did you learn in Year 2?
- To the Year 5 children: What did you learn in Year 1?
- How would you describe your musical journey during the time in this school?

Documentation Shared with Inspectors

- Long term plan for music
- Planning to show cross curricular links across the school
- Medium term plans
- Skills Development overview showing music skills to be taught in Year R-6
- Information for parents about instrumental learning including remissions
- Peripatetic timetable
- List of additional opportunities school engaged with including Music Hub events.
- Audio examples of pupils achievement at the end of each year group.
- Audio examples of choir, orchestra and music groups.
- You tube clip of participation in Hub events

13. Appendix 3: Art Form Descriptors

Visual Art (2D and 3D)

Painting, drawing, collage, textiles, crafts, design, sculpture, photography, DT, printmaking, installation, video, filmmaking and digital art.

Drama

Acting, role- play, hot seating, theatre making, monologues, plays, script writing, characterisation, producing.

“A mode of fiction represented in performance: a play performed in a theatre, or on radio or television.”

Music

Creating and composing melody, structure, chorus, verse and song. Performing music solo or ensemble, singing and choirs, and the learning and playing of musical instruments (including the use digital music technology).

Dance

Creative and expressive movement, choreography, group or solo performance.

“Performing arts consisting of purposefully selected sequences of human movement”.

Creative Writing and Literature

Short stories, novels, scripts and books.

14. Appendix 2: Logic Model (Example Planning Tool)

Inputs	Outputs		Outcomes - Impact				
	Activities/ Produced	Participants	Short	Medium	Long	SIP / OFSTED	Measure
Assumptions			External Factors				
Screenshot							