



Quality Mark

VISIT FEEDBACK REPORT

School name	Longwill School for the Deaf	Visit date	01/07/19
Headteacher	Alison Carter	NOR	65
Telephone number	0121 476 6362	Assessor	Haydn Moss
Quality Mark Contact email at school/setting	enquiry@longwill.bham.sch.uk a.carter@longwill.bham.sch.uk	Quality Mark Contact Name at school/setting	Alison Carter

A brief context of the School

Longwill School is a primary special school for severely and profoundly deaf children that serves a very extensive catchment area across the West Midlands. It has recently obtained Foundation status and has strong links with several partners through local and national networks.

The school has made strong links with the Birmingham Special Schools Co-operative Trust which is a partnership between a range of 8 special schools across Birmingham. They work collaboratively to grow excellent practice and leadership capacity to meet the needs of children and young people who have special needs and/or disabilities (SEND). A strong partnership with Birmingham University has also enabled the school to develop research for a bespoke literacy project.

Longwill has a strong sign bilingual philosophy and a strong commitment to ensure that all its children realise and reach everyone's potential. The school is also a Rights Respecting School (UNICEF) and has achieved the level one award.

The school was inspected in April 2019 and reported the school as 'Good', but it also indicated that there had been significant progress against its recommendations and therefore their next inspection should be a full Section 5 inspection.

Visit Type	Renewal Visit (RV)
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The Assessor spoke to the following people:			
Headteacher and/or Senior Leaders YES	English Subject Leader YES	Mathematics Subject Leader YES	Assessment Manager YES
SENCo YES	Pupil representatives YES	Governors/Trustees YES	Parent representative(s) YES

Does the school meet the requirements of the Quality Mark? YES	'Learning Walk' completed? YES
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The previous development points have been implemented. YES	List any noteworthy evidence.
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List of development points from the previous visit report and the resulting actions taken, if appropriate:

1. Promote vocabulary development and high expectations for spoken language in all areas of the curriculum.

This development point has been implemented and evidence (especially from the learning walk) demonstrates that there is a high expectation from all staff to promote vocabulary in all areas of the curriculum. Medium Term planning highlights focus words to be used in that half term. There have also been professional development opportunities on developing vocabulary in mathematics. Key vocabulary and signs are found on working walls in all classrooms. Currently, Teaching Assistants act as scribes and model words for the children.

2. Refine the target setting systems to optimise pupil progress particularly for the most able and the complex deaf child.

The target setting systems have been refined in line with the school's 'matrix'. This matrix defines progress against assessment steps and is benchmarked against similar schools. This has impacted on a few children accessing national assessments and teachers having a greater knowledge of their children.

Suggested areas for development, in preparation for the next visit based upon the 10 Elements of the Quality Mark, with clear indication to which element(s) the development is referring.

- 1. To extend and embed the use and application of mathematics throughout the curriculum. A project that focuses on 'Maths Reasoning' will be used to implement this recommendation along with quality professional development. (Elements 1,10,6,7,8)**
- 2. To provide stretch and challenge for the more able children in all areas of the curriculum. A wide range of experiences and opportunities will be explored by staff by providing pathways and signposting for all children. (Elements 1,10,3,6,7,8)**
- 3. A continued priority is to ensure that every lesson is a language lesson. Ensure that all new staff have the appropriate training to highlight the importance of a language rich environment. (Elements 1,10,6,7,8)**

Summary of 'Good practice' identified in relation to the 10 Elements of the Quality Mark:

Quality Mark Elements

1. A whole school strategy and planning to improve performance in English and mathematics

- The school's ethos is driven by a uniform belief that skills in English and mathematics is a right for all children.
- The Head Teacher has a passionate vision to provide the best learning conditions for all its children to succeed. She demonstrates a deep knowledge and understanding of everyone's needs.
- All staff demonstrate this vision and do their utmost to promote it.
- A strong coaching culture supports continuous school improvement, all teachers are encouraged to develop reflective practice in order to make their teaching even better.
- Governors provide strong, coherent challenge and support for the school's leaders and are involved with school at a variety of different levels.
- The school development plan is based on self-evaluation and shared with all stakeholders. Leaders for English and mathematics drive their own priorities and monitor their impact on a regular basis.
- Performance management objectives are closely linked to the school's development plan and action research projects are also linked to these objectives.
- There is also a strong commitment to training high quality teachers for the deaf in order to maintain outstanding practice.
- There is an outstanding commitment to provide equal opportunities for everyone. Inclusivity is at the heart the school.

2. Analysis of the assessment of pupil performance in English and mathematics

- A range of assessments are carried out throughout the school. These include Assessment for learning strategies where the children 'traffic light' their work.
- Teacher assessments feed into data tracking which informs planning and enables staff to closely monitor individual pupil progress.
- Baseline assessments are robust and take place within four weeks of joining the school.
- Progress in learning is tracked through a tracking system. Targets are set half-termly in Reading, writing, mathematics, spoken language and British Sign Language.
- Building Learning Power key skills are tracked and annotated through booklets.

3. Target setting for improvement of performance in English and mathematics

- Targets are set at whole school level using the school matrix., This matrix shows expected progression for deaf children and individual targets are with high expectations. This ensures that maximum progress for the children is achieved.
- Progress is discussed every term through pupil progress meetings and appropriate interventions are used to ensure that all children achieve their targets.
- Curricular targets are shared with both children and parents to ensure that they have a complete understanding of what their next steps of learning are. Targets are found in the children's books to ensure that they know their next steps for learning.

4. English and mathematics for all groups of children

- Pupil progress meetings occur every term to discuss children with concerns. Targeted interventions are identified to match the children's needs.
- Interventions include one to one British Sign Lessons, Maths Reasoning Project, visual phonics, Speech and Language Therapy (SALT), Write dance, Occupational Therapist and Nurture groups. These interventions impact on the ability to match the children's needs and provide a personalised curriculum for each child.
- More able children are supported further by attending a Science Technology and Mathematics Club.
- Under-attaining groups are identified through pupil progress meetings, interventions for these groups of children include a Girls maths club, SMILE initiative (Speech therapy) and the Maths Reasoning project.

5. Review of the progress made by all groups of children in English and mathematics

- The impact of interventions is evaluated in terms of its success by a review of pupil outcomes and data from interventions are analysed and inform School Improvement Plan priorities.
- Emphasis is placed on all adults being accountable for the progress of children in their classes.
- Pupil progress meetings provide regular opportunities to discuss individual pupil progress. If interventions are unsuccessful then these strategies are discontinued as they are not meeting the children's needs.
- Moderation takes place regularly within school and a local cluster of schools to ensure accurate assessment are made against national standards.
- The school leads on sign bilingual consortium and has established national benchmark data for

deaf schools.

6. A commitment to improving the skills of all staff in the application of English and mathematics in the school

- There is a strong commitment to improve the skills of all staff and there is a detailed programme of professional development opportunities
- There is strong culture of modelling by the Head Teacher to all staff in her role as a regional tutor for Leeds University.
- A few teachers have completed their Master of Arts in teaching the Deaf. This has impacted on increasing the number of high-quality teaching staff and raising the ability to deliver high quality teaching and learning.
- There are many opportunities to share teaching strengths; these occur through coaching, team teaching, learning walks and peer observations.
- Staff take part in a range of professional development opportunities with outside educational institutions such as Leeds and Birmingham Universities and a local school consortium. This enables the school to investigate and implement new programmes of learning in English and mathematics and to constantly review and refine their practice.
- Staff are encouraged to reflect on their own practice through action research. Research has included – ‘How do you improve pupil’s understanding of maths vocabulary?’ and ‘Closing the gaps between mathematics and English.’ Action research follows the pattern of plan, do, review and impacts on constantly improving teaching and learning.

7. The use of a range of teaching approaches and learning styles to improve English and mathematics

- All staff provide opportunities to development independent learning. Building learning power is evident in all classrooms ensuring that the children have the skills to tackle and solve problems and develop independence.
- The Forest School and other outside areas provide many opportunities for children to develop independence and communication skills.
- The use of technology through Ipads and computers are used to provide a range of teaching and learning opportunities.
- Events such as ‘Singing’ assemblies, ‘Show and Tell’, ‘Longwill’s Got Talent’ and Eisteddfod events give the children opportunities to apply their learning.
- The curriculum is planned around a range of experiences appropriate for the children’s age. This provides further opportunities to develop the children’s vocabulary.
- Prior learning is used to plan challenging lessons and set high expectations for the children.
- Deaf studies are taught to develop a cultural awareness of deafness.
- A Rights Respecting culture is prevalent throughout the school and this helps to develop children’s skills in communication through British Sign Language and English.

8. The use of appropriate teaching and learning resources to improve English and mathematics

- All teaching and learning resources are of very good quality. The Early Years department has an enriched bilingual curriculum to maximise skill opportunities in early communication and mathematics.
- A new library and reading resources have recently been provided enabling the children to access and enjoy a wide range of high-quality reading resources.
- Maths games and visual resources are used to enhance learning and a deeper understanding of mathematical concepts.
- Each classroom is rich learning environment, displays are informative and aid children's learning. Practical adaptations to aid learning provide support for children's independence. An example of this is the use of 'Sentence Street'.
- Displays around the school exemplify the creative and thematic approach to learning. Children's work is prominently featured and celebrated across the school.
- The school's outdoor environment is used extensively and creatively to extend and stimulate the children's imagination and learning opportunities. Examples include Forest School, Outdoor Gardens and Bikeability.

9. The involvement of parents and/ or carers in developing their child's English and mathematics

- The school website offers a range of information for the parents about the local offer and provision within the school.
- Parents and carers receive a wealth of information through a 'Newsround' programme on Longwill TV. In addition to this, parents receive curricular targets and newsletters.
- Workshops in British Sign Language are provided for parents and carers to improve their communication skills.
- A range of support services are provided through the school for parents and families of deaf children.
- Home visits are established with new parents to improve relationships with the school. The 'Deaf child at home' project has improved relationships with 'hard to engage families'.
- Several lunchtime clubs are run to enhance extra curriculum provision. These include clubs for Maths, STEM, Golf, Lego and Eco Warriors.

10. An effective procedure for monitoring, planning and assessing performance in English and mathematics

- The Governors have a good understanding of progress against the school's priorities through effective monitoring of its Improvement Plan.
- All governors have access to training which enables them to extend their individual knowledge and to become more effective in their roles. One governor is actively involved with a university project to implement a pilot reading project.
- Partnerships with local universities and other learning networks develop and enhance the school's curriculum provision.
- The school has close links to its main feeder secondary school (Braidwood) to ensure a smooth transition for its Year 6 children.

- Children are consulted about the quality of their learning experiences through a strong pupil voice especially from the members of the School Council.
- There is a systematic and rigorous monitoring cycle to ensure that priorities have impacted on teaching and learning and the outcomes for the children.

Secondary Quality Mark - Element 11

11. Provision to enable students to gain appropriate national accreditation in English and Mathematics NA

A brief summary of the strengths/ developments since the last visit:-

Strengths

- This excellent school leaves 'no stone unturned' to provide the right conditions for learning so that all children make very good progress.
- The inclusive ethos of the school is very strong and driven with passion by the Head Teacher and senior leaders.
- There is a culture of succession planning and growing their own high-quality practitioners.
- The focus on promoting and using a bilingual approach through British Sign Language is central to the children's learning.
- Action research is encouraged and developed by teachers to ensure that this impacts on constantly improving teaching and learning.
- A rich and broad curriculum is provided to engage the children and develop their key skills.
- Building Learning Power is built into the curriculum to enable the children to tackle and solve problems in their learning.
- Displays are stunning and reflect the children's abilities and interests.
- The Rights Respecting culture promotes children's voice and opinions.
- Governors are closely involved with school developments and provide challenge and rigour.
- Parental engagement is exceptional.

Developments

- To extend and embed the use and application of mathematics throughout the curriculum. A project that focuses on 'Maths Reasoning' will be used to implement this recommendation along with quality professional development.
- To provide stretch and challenge for the more able children in all areas of the curriculum. A wide range of experiences and opportunities will be explored by staff by providing pathways and signposting for all children.
- A continued priority is to ensure that every lesson is a language lesson. Ensure that all new staff have the appropriate training to highlight the importance of a language rich environment.

Additional Comments or action (if applicable)

NA