



BLANCHE NEVILE SCHOOL

SCHOOL SELF EVALUATION

2022-2023

SPRING 2023

Context	<p>Blanche Nevile School is a specialist school for Deaf children aged 3-16 with a PAN of 68.</p> <p>We are located within our Partnership Schools Our Primary School is located within Highgate Primary School. Our Secondary School is co-located with Fortismere School.</p> <p>The current roll is 66 pupils, with 25 in Primary and 41 in Secondary. 46.97%boys (31) 53.03% girls (35)</p> <p>Pupils currently attend the school from 16 different Local Authorities.</p> <p>Our intake is ethnically diverse 92.42 % do not identify as White/English 62.12 % of our families speak a language other than English at home 10.61 % of our families regard BSL/Signing to be the first language at home</p> <p>Our intake is socio economically diverse 48.48% of pupils are eligible for Pupil Premium Grant. 42.42% of pupils are eligible for Free School Meals.</p> <p>3 students are currently LAC</p> <p>Attainment on entry is below the national average, as Deaf children tend to acquire language and communication skills with some significant delay.</p> <p>When they arrive, our pupils have a range of different language abilities and communication needs; some pupils have no first or established language.</p> <p>78.79 % of our pupils have additional medical conditions</p> <p>Attendance data 2021-2022 - Attendance 87 % Persistent Absence 57.14 % 2022-2023 - Attendance 89.40 % Persistent Absence 48.48 %</p> <p>Suspension/Exclusion data 2022-23 – None</p>
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<p>Progress against previous inspection</p> <p>The school was given a 'Good' rating in 2017, the same as in 2012.</p>	
<p>Areas to improve</p> <p>On 28 November 2017, Ofsted inspected the school following a previous inspection in October 2012.</p> <p>Ofsted identified the next steps for leaders and those responsible for governance to ensure that:</p> <p>The school has a consistent approach to assessment and that the new assessment procedures continue to strengthen pupils' outcomes</p> <p>The role of middle leaders is further developed to maximise progress for all pupils.</p>	<p>Progress</p> <p>School has introduced a whole school assessment system</p> <p>Leaders for numeracy and literacy have been appointed in primary</p> <p>Restructure of school leadership to create a Head of Primary with a Senior Primary Teacher and a Deputy Head of secondary with a Senior Secondary Teacher</p>

<p>School improvement priorities 2022-23</p>	<p>Quality of education</p> <p>Develop EYFS to KS4 progression through the curriculum by the development of subject leads</p> <p>Develop and implement Primary Computing curriculum (to include resources)</p> <p>Develop further the Audiology strategy</p> <p>Ensure highly effective teaching and learning through recruitment and retention</p> <p>All staff work together to agree an improved approach to Teaching and Learning</p> <p>Behaviour and attitudes</p> <p>Embed new Behaviour policy and restorative practices</p> <p>Personal development</p> <p>Support well-being and mental health via access to professional support</p> <p>Facilitate curriculum delivery with BN contextual safeguarding concerns</p> <p>Continue to develop parent/carer understanding of Personal and Social Development and RSE curriculums Further develop Pupil Voice</p> <p>Consider local activities to further develop enrichment opportunities during the school day</p> <p>Leadership and management</p> <p>Continue DHT training</p> <p>Monitor, evaluate and review adherence to whole school systems</p> <p>Explore staff wellbeing support</p> <p>Quality of education in early years</p> <p>Embed new reading scheme</p> <p>Investigate use of Tapestry Assessment for EYFS</p> <p>All staff work together to agree an improved approach to Teaching and Learning</p> <p>Overall effectiveness</p> <p>To maintain high standards of school leadership and management, and ensure pupils continue to achieve targets and raise outcomes</p>
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QUALITY OF EDUCATION – GOOD

At Blanche Nevile School, we believe that all pupils are entitled to a broad and balanced curriculum which is interesting, engaging and provides a range of learning opportunities to develop socially, emotionally, intellectually, physically, spiritually, morally and culturally.

The strategic intent of curriculum provision is to foster the educational development for students to the highest level of attainment possible and where appropriate, enable access to the same National Curriculum as their mainstream peers. Our intake at Blanche Nevile School will vary year-on-year with year groups at vastly different starting points and also significant variation in terms of individual language development.

A child-centred curriculum, tailored to meet the needs of each student is central in curriculum planning and the curriculum can frequently require adaptation from one year to the next.

When they arrive, our pupils have a range of different language abilities and communication needs; some pupils have no first or established language.

As a result, it is essential that learning and communication are tailored to the individual needs of our pupils.

Deaf and hearing staff work throughout the school which allows pupils access to an environment which is rich in both BSL and English. Pupils access an adapted National Curriculum and subjects are taught in a challenging, exciting and stimulating environment by specialist teachers.

Strengths	<p>Intent:</p> <p>To ensure broad, ambitious and individually tailored access to the National Curriculum, constantly adapting and evolving to remain challenging, flexible and personalised.</p> <p>To be aspirational for all learners ensuring that they are on a learning path that is ambitious, age appropriate and delivered at an individualised pace.</p> <p>To ensure learners SEMH needs are addressed to enable consistent learning.</p> <p>To ensure all students gain nationally recognised qualifications at a level appropriate to their ability.</p> <p>To ensure all students are following an ambitious and driven curriculum path that meets their individualised needs.</p> <p>To ensure all learners are prepared for adulthood and ready to take their place as responsible citizens.</p> <p>To promote and encourage students to take responsibility for their own learning to ensure all learners reach appropriate destinations on leaving KS4.</p> <p>To work closely with our partnership schools and prioritise Inclusion</p> <p>All pupils have access to a stimulating and creative curriculum which develops their communication skills and their confidence alongside their knowledge and understanding</p> <p>There are pathways available to Secondary students which build on individual strengths and prepare them for the next stage. BSL tutors attend regular meetings focusing on developing the BSL curriculum</p>
	<p>Implementation:</p> <p>Our curriculum has been developed to best prepare our students for life beyond our school.</p> <p>Teachers have a good understanding of progression in Primary and in Secondary</p>

Matching each young person's learning to their needs and interests enables them to aim high and achieve their very best. Clear presentation and delivery is a team responsibility and we are fortunate to have a team of highly skilled and experienced Communication Support Workers (CSWs)

Primary follows the Highgate Primary Curriculum (our partner school). This is a topic-based approach to learning that provides a cross-curricular, thematic teaching structure designed to engage children of all abilities.

It comprises a range of units of work, each planned to last for half a term. These units of work, or topics, are designed to provide continuity and progression in children's learning and for children to learn the essential knowledge, skills and understanding of a broad range of curriculum subjects. Wherever possible, all subjects with the exception of maths, are delivered through the topic.

The school curriculum is all the planned activities and experiences that the school provides in order to promote children's personal development, growth and learning. It includes not only the formal requirements of the National Curriculum, but also the enrichment programmes, community events and range of extra-curricular activities or experiences that the school organises in order for children to achieve well, develop character and be well prepared for the next stage in their education.

These enrichment experiences include:

Forest School and Outward Bound Curriculum

Assemblies

Performances and Concerts

Celebrations, Festivals and Themed Days

Visitors to the school

School visits and trips

We use the following Phonics and Reading Schemes:

Floppy's Phonics through the use of Visual Phonics

Big Cat Collins Reading Scheme.

The phonics curriculum was developed from the Primary school involvement in active research and as a result, has now adapted resources and delivery.

There is a high level of personalisation in our curriculum and a wide range of subjects can be studied at different levels of outcome, our Secondary offer includes GCSEs, Level 1 and Level 2 qualifications, Entry Level Certificate (ELC) qualifications and Unit Awards.. Different curriculum pathways are planned for individual students.

Our secondary curriculum includes a strong focus on creative and practical subjects that develop social communication and other essential skills for future adult life.

To further support literacy and in particular, reading in the secondary school, we have timetabled daily Drop Everything And Read (DEAR) sessions for pupils to enjoy reading/literacy time either by listening to stories/texts being read to them or by reading texts that interest them, or accessing literacy based activities, both individually or in small groups. Pupils also have access to our library where a range of text types are available for them.

Students at Secondary have the opportunity to sit BSL L1/2/3 exams

Planning is monitored each half term and teachers given individual feedback with time limited actions for improvement as appropriate Lesson visits are carried out termly and feedback given.

Staff are encouraged to attend external training to keep up to date with changes to the curriculum.

Subject specific book looks are carried out at both Primary and Secondary.

Observations evidence that many teachers and support staff check for understanding routinely.

Impact:

Staff provide effective and immediate feedback throughout lessons to check, consolidate and progress learning. This is achieved through the high staff to pupil ratios within classes and promotes positive and relevant discussion between staff and pupils regarding their work, this immediate feedback is an effective tool in supporting progress and impact.

We monitor the impact of our whole school curriculum in a range of ways.

Observations

Learning walks

Book/work scrutiny

Teacher/Support Staff meetings

Assessment Data

Reporting to parents/carers

External Monitoring visits by School Improvement Partners

Monitoring by Governors

Leadership Team development work on SEP/SIP

EHCP Reviews

Student Voice

Parent/Carer voice

Staff voice

Multi professional meetings
Student qualifications
Student progression and destinations

We are highly aspirational for our pupils.

The raising of standards at the end of each key stage is an on-going challenge which we are determined to meet. We work closely with Fortismere our Secondary partnership school to provide appropriate Inclusion for pupils on track to achieve GCSEs.

Subject leaders are held to account for external attainment tests

The teaching of systematic synthetic phonics is at least good. The school was involved in active research led by Professor Ros Herman and Dr Kate Rowley (City, University of London). This involved training for all staff at Primary and specially created resources linking the teaching of phonics and the teaching of early reading were provided.

Parents at Primary are invited into school for Coffee Mornings that support them with their child's reading and understanding of phonics at home.

Teachers are expected to use the National Curriculum as a starting point for planning.

We have to focus on communication (BSL, reading, writing, speaking and listening) as this is the gateway to developing knowledge and understanding across the whole curriculum. However, this is not at the expense of a broad and balanced curriculum offer.

The school excels at providing opportunities for pupils to have a range of cultural experiences;

- . Deaf role models day
- . Smile therapy
- . Structured life skills lessons
- . Partnership with mainstream schools
- . Deaf role models in school
- . Deaf events,
- . Fundraising events- (Jeans for Genes, Nepal, Children in Need RNID, NDCS)
- . Assemblies linked to current affairs
- . School trips
- . Forest school and school allotment
- . Language focus

- . Kaos choir (signing/singing choir)
- . Deaf sporting and art competitions
- . Celebration days.
- . Visiting the Panto and cinema annually (Primary).

100% of our Year 11 students move on to post 16 pathways and we historically have zero NEETs

2022 Outcomes

Primary Statutory Assessments		Phonics Screening Check			
	Year 2	WA – 1 Pupil			
	Key Stage 2	Reading (TA)	Writing (TA)	Mathematics (TA)	Science (TA)
		PK6 – 1 Pupil	PK6 – 1 Pupil	PK5 – 3 Pupils	HNM – 5 Pupils
		PK5 – 2 Pupils	PK4 – 2 Pupils	PK3 – 2 Pupils	
		PK4 – 1 Pupil	PK3 – 1 Pupil		
		PK2 – 1 Pupil	PK2 – 1 Pupil		

	Secondary Exam Board	Subject	Grade
	AQA	Art	<u>GCSE</u> Grade 7 = 1 Pupil Grade 6 = 1 Pupil Grade 5 = 1 Pupil Grade 3 = 1 Pupil
	AQA Unit Awards	Art	2 certificates achieved
		English	18 certificates achieved
		Gardening	3 certificates achieved
		Home cooking	7 certificates achieved

			Horticulture	4 certificates achieved
			Humanities	1 certificates achieved
			ICT	11 certificates achieved
			Life skills	14 certificates achieved
			Science	29 certificates achieved
			Textiles	7 certificates achieved
		Edexcel	ICT	<p><u>Functional Skills</u></p> <p>Level 1 = 5 Pupils</p> <p><u>Functional Skills Entry Level</u></p> <p>Entry Level 3 = 4 Pupils</p> <p>Entry Level 2 =2 Pupil</p>

				Entry Level 1 = 1 Pupil
		Edexcel	English	<p><u>GCSE Foundation</u></p> <p>Grade 4 = 1 Pupil</p> <p><u>Functional Skills</u></p> <p>Level 1 = 2 Pupils</p> <p><u>Functional Skills Entry Level</u></p> <p>Entry Level 3 = 3 Pupils (2 Pass/1 Fail)</p> <p>Entry Level 2 = 1 Pupil</p> <p>Entry Level 1 = 1 Pupil</p>
		Edexcel	Maths	<p><u>GCSE Foundation</u></p> <p>Grade 4 = 1 Pupil</p> <p><u>Entry level Certificate</u></p> <p>ELC 3 = 5 Pupils</p> <p>ELC 2 = 1 Pupil</p> <p>ELC 1 = 1 Pupil</p>

	OCR	Science	<u>Entry Level Certificate</u> ELC 3 = 4 Pupils
	WJEC	Humanities	<u>Entry Pathways</u> Entry 3 = 1 Pupil
	WJEC	Creative Media & Performance Arts	<u>Entry Pathways</u> Entry 2 = 2 Pupil
	Signature	BSL	Level 2 Completed = 5 Pupils Level 1 Completed = 1 Pupil Level 1 Unit 101 = 17 Pupils
	Edexcel	BTEC Home Cooking Skills	Level 2 = 3 Pupils
	Edexcel	BTEC Tourism & Hospitality	Level 1= 3 Pupils

<p>Actions from previous year:</p> <p>Created Primary Lead positions for English and</p> <p>Maths Improved audiology provision</p>	<p>Impact of actions:</p> <p>Better liaison with secondary leads Strengthened delivery in primary Access to external expertise and training</p> <p>Better amplification access in lesson Better access to models of spoken english Better listening conditions in BN and partnership schools</p>
<p>Areas for development</p> <p>Next steps</p>	<p>Continue to raise outcomes in reading Develop Primary Computing Curriculum Develop T and L policy</p> <p>Develop EYFS to KS4 progression through the curriculum by the development of subject leads Develop and implement Computing strategy (to include resources) To develop further the Audiology strategy To ensure highly effective teaching and learning through recruitment and retention Embed DEAR in Secondary SLT and Staff to review T and L policy</p>

BEHAVIOUR AND ATTITUDES - GOOD

At Blanche Nevile School the pupil is always at the centre of our philosophy. Our aim is to create a safe, positive and effective learning environment in which all members of our community feel safe, respected and listened to. We have high expectations of ourselves and of pupils' social, emotional and academic development. We believe that effective communication, praise, celebration of success and quality teaching and learning will enable each individual to reach their full potential.

We believe that teaching and learning will not be effective unless there is an environment that is calm, happy and safe and there is a strong culture of trust. Our Behaviour Policy focuses on positive behaviour which supports learning and promotes, celebrates and rewards achievement.

Strengths	<p>Attendance data 2021-2022 - Attendance 87 % Persistent Absence 57.14 % 2022-2023 - Attendance 89.40 % Persistent Absence 48.48 %</p> <p>Suspension/Permanent Exclusion data 2021-22 - 17 days /Zero 2022-23 - Zero/Zero</p> <p>The care and concern staff demonstrate towards pupils is exemplary.</p> <p>Staff go above and beyond.</p> <p>Attitudes to learning are extremely positive at Primary. This is evidenced by pupil and parent questionnaires and by attendance. Attitudes to learning vary more at Secondary. As in mainstream settings, students are clearer about likes and dislikes. Issues linked to Deaf identity have an impact on learning</p> <p>The behaviour policy was updated in October 2022 Pupil assemblies across both schools to describe the new system Teachers are consistent in their expectations both in the classroom and beyond. Teachers also agree classroom rules with their pupils at the beginning of each year Support plans and risk assessments are agreed if and when necessary – these are time limited Behaviour is recorded on SIMS Team meetings and Staff briefings are used to discuss low level concerns</p>
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The co morbid profile of our students means that they have a higher than normal number of medical appointments evidence is always required for medical appointments
Our attendance figures are strong when medical and transport issues are resolved
We have a policy of first day calling because of the increased vulnerability of our students.
Staff know families well and make appropriate judgement calls regarding actions for poor attendance.
These students are discussed at fortnightly MDT meetings.
Parents are asked to provide school with evidence of appointments.
Staff know pupils well; incidents of bullying are rare; staff and pupils have a shared understanding of what bullying is.
Incidents of inappropriate use of language are also rare and recorded on SIMS. Paper copies are also kept.

Staff demonstrate high levels of care and concern for pupils.

See:

- . My Concern entries
- . MDT meetings
- . Pupil and parent questionnaires.
- . School ethos
- . Feedback from parents and pupils during Annual Reviews.

Exclusion is absolutely the last resort because of the communication needs and increased vulnerability of students.

Re- integration meetings are held with students and parents in line with school policy and best practice.

Students with repeated suspensions are offered 1:1 support by a self-selected member of staff.

Trigger points are identified and shared on a need to know basis.

External Professionals (DCAMHS) and the home borough are informed and involved.

The school's profile has changed significantly over the last five years.

Many more pupils have needs in addition to their deafness. The school has had considerable success in supporting students with complex needs and enabling them to access communication and then make progress in their learning. An increasing number of our students are joining us after an unsuccessful mainstream placement

	Actions from previous year: Improve relationship an effectiveness of link EWO Changed interpreting service to an on demand service Updated pupil voice for annual reviews	Impact of actions: Monthly meetings scheduled with EWO Joint home visits with EWO Improved communication with parents/carers Service available much quicker than before Pupils are involved in the process more We have a better understanding of pupil views
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Areas for development	Whole school staff training to ensure consistent approach To further develop work with parents/carers and LAs to ensure transport arrangements are in place before placement starts
Next steps	Embed new Behaviour policy and restorative practices

PERSONAL DEVELOPMENT – GOOD

Our pupils come from 16 different local authorities and represent many religions and cultures.

Our pupils have different language experiences and different modalities

Acceptance and tolerance permeates the school's ethos.

Pupils are proud of their deaf identity and culture and demonstrate a maturity beyond their years when faced with potential barriers. Pupils take part in a broad range of activities both sporting and in the Arts inside and beyond the school.

Our PSD and life skills lessons cover topics such as healthy living, physical well-being, rights and responsibilities extensively. We are both pro-active and responsive in developing our pupils' understanding of British Values.

Strengths	<p>At Primary, pupils celebrate/acknowledge and discuss different events such as Diwali, Eid, Christmas, Hanukah, Easter both within BN and with their mainstream peers.</p> <p>At Secondary, students complete work on different religions in their Humanities lessons. They compare and contrast different religious practises, traditions and beliefs. In KS4, students discuss ethics and examine the different perspectives of different religions.</p> <p>Pupils have the opportunity to share their different beliefs, practises and celebrations during PSHE lessons and assemblies. These opportunities also outline how different religions may view different topics and ethical decisions. The Curriculum includes a 'similarities and differences' unit each year. Issues are also discussed from a Deaf Identity and Deaf culture perspective.</p> <p>Students are taught how to agree and disagree respectfully in formal debating sessions, separate girls and boy group sessions and vertical tutor groups.</p> <p>We have strong partnerships with other Deaf organisations such as Panathlon, Remark, Chickenshed, Deafinitely Theatre, Young Deaf Hope, Signhealth and Jack Petchey.</p> <p>We have a broad cultural offer including Kaos Choir, Theatre outings and sporting events.</p> <p>Our pupils join their mainstream partners for theatrical productions.</p> <p>Pupils are involved in supporting other charities: NDCS, Genes for Jeans Day, Red Nose Day, Sign2Sing and a Deaf school in Nepal Pupils at Primary and Secondary are actively involved in charity work.</p> <p>Student Council is elected by students at Secondary.</p> <p>At Primary, School Councillors join their HPS peers for fortnightly meetings. Key points are shared with their BN peers. Pupils at Primary join their mainstream peers at the joint School Council. HPS Headteacher and BNS Head of Primary facilitate all meetings.</p> <p>The careers lead at Secondary is responsible for organising work experience for students in Year 10. There is significant support with college visits and applications. Students attend careers fairs held at Alexandra Palace and at the Excel Centre.</p>
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Our team of Speech and Language Therapists (SaLT) have devised a series of smiLE Therapy modules to support students e.g. interview techniques.

Transition from Primary to Secondary and Secondary to college is carefully planned and handled sensitively. Careers Policy outlines KS4 transition information and post 16 pathways.

The annual Deaf Role Models Day is inspirational for our students.

The PSHE lead and AHT led a coffee morning at primary on the RSE policy and how we teach it to our Deaf pupils.

All students have home cooking lessons combining theory and practice

PE pupils at Primary join their HPS peers for PE twice a week.

Primary pupils provided with fruit at break times and encouraged to eat a selection of healthy foods from the salad bar at lunchtimes. Snack time is an important part of the day in EYFS and KS1 as part of the pupil's early language and communication development and is supported by SALT colleagues.

The school is committed to taking part in a range of sporting competitions, this includes specific events with other deaf schools and units as well as mainstream school

Extensive programme of external providers including NSPCC and Signhealth

Students with mental health and wellbeing concerns are supported in school through mental health practitioners before any referrals are made to external agencies.

After school clubs are available in secondary and include a Football Club, Book Club, Art & Crafts Club and Film Club We have a programme of coffee mornings at both Primary and Secondary to inform and support parents across a range of subjects including e-safety.

We are supported in this by external agencies like the NSPCC, Signhealth and DCAMHS.

Pupils and parents share concerns with School when technology is used inappropriately, these are developed further in Computing lessons.

	<p>Computing curriculum includes modules on e-safety.</p> <p>PSHE is a vital part of the curriculum and it is taught discretely and as part of the Deaf studies and BSL curriculum. RE and citizenship is taught through topics so it is put into context for pupils.</p> <p>Specific programmes are developed and followed along with our SaLT team to promote our pupils' social and emotional development as well as their communication with hearing people or those who cannot sign.</p> <p>Students work well and play well together. They are aware of religious, ethnic and economic differences and are positive in all relationships.</p>	
<p>Actions from previous year:</p> <p>In-school mental health practitioners employed from school budget</p> <p>BN students re-joined HPS student council</p>		<p>Impact of actions:</p> <p>Earlier intervention for our pupils Intervention specific to deaf children and the additional challenges and barriers that they face On site professionals has increased the pupil's feelings that school as safe place Staff have been able to approach professionals more effectively Parents are happy for intervention to be delivered in school</p> <p>Improved overall inclusive feeling for pupils Improved links with HPS Pupils feel part of the whole on site community</p>
Areas for development	<p>Pupils engage in a wider range of extra curricular activities</p> <p>After School Clubs offer is limited due to wide range of transport needs</p>	
Next steps	<p>Consider locality activities</p> <p>Further develop enrichment opportunities during the school day</p>	

LEADERSHIP AND MANAGEMENT – GOOD

There has been a period of change in regard to the headship over recent years.

The current Interim Head of Primary and the Secondary Deputy Head have worked exceptionally well to enable successful functioning of the school throughout recent changes of leadership.

The multi-disciplinary team (MDT) meets fortnightly and works to an agreed protocol with colleagues from Health and Haringey LA.

The school is committed to training teachers to become qualified teachers of the Deaf (QTOD).

There is a clear link between the work of the Senior leadership team and middle leaders and this is cascaded to all staff.

Leaders are mindful of workload and include well-being sessions in whole school inset days.

We are an outward facing school as is reflected in our attendance at conferences, cross borough meetings, open mornings for parents, carers and visitors and communications on our website including our monthly newsletters.

Governors are supportive of the school and provide an appropriate level of challenge

Strengths	<p>The SCR is checked at least termly by the governor with responsibility for safeguarding This governor is an experienced social worker The HT and SBM ensure that actions identified are carried out promptly</p> <p>All members of the safeguarding team have received Designated Safeguarding Lead training</p> <p>Annual whole staff training delivered by HT with reference to all updated statutory documentation every September based on KCSIE Key updates shared with governors in Full Governing Body meetings The Safeguarding Team share relevant information with staff every week in the form of Factsheets, news stories, web links and scenarios. Staff are scrupulous in identifying and recording concerns about pupils My Concern is a valuable tool for recording concerns</p> <p>The school works closely with the LA and other external providers e.g. DCAMHS and Signhealth on safeguarding matters The school has good working relationships with Children's Safeguarding Teams across all relevant boroughs The school is both proactive and reactive in its approach</p> <p>Fortnightly MDT meetings (working to an agreed protocol) discuss vulnerable pupils, identify actions and are followed through. The safeguarding governor attends MDT meetings twice a year, where possible.</p> <p>The school's vision is ambitious and clearly expressed: Developing Sign Bilingual and Bicultural Education for Deaf Children</p> <p>Aims for our children: Develop fluency of language (English and/or British Sign Language) Develop Proficiency in Literacy (English) Ensure high expectations of each pupil to enable them to reach their potential in all areas of their development Develop a positive self image and identity Develop emotional understanding, resilience and awareness Develop social communication skills with deaf and hearing peers and adults Celebrate and value all successes</p>
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Our vision is shared with the wider school community (see school website).
We are committed to a rolling programme of teachers gaining the Teacher of the Deaf Qualification (QToD). Early Career Teachers (ECTs) are enrolled on Haringey Education Partnership's (HEP) programme.

Teachers attend external courses as identified through curriculum and personal development
Middle Leaders (Subject Leaders) have a growing understanding of teaching and learning across all key stages
The HT and SLT have a good understanding of staffing strengths and development needs.

Class sizes are small
The school works closely with professionals e.g. Deaf Children and Adult Mental Health Services (DCAMHS) to support pupils
Staff are experienced and effective in caring for pupils and their families

Half Termly newsletters keep parents informed

Coffee Mornings with a specific focus are planned at Primary and Secondary

Free British Sign Language (BSL) classes for staff, parents and family members

The SLT plays an active role in external organisations e.g. Haringey Special Heads Group; Childrens' Hearing Service Working Group

Teachers are encouraged to be members of BATOD
Careers Lead organises work experience and college visits
Stay, sign and play will re-open to Deaf and hearing families when the building work at HPS is completed and is supported by SaLT peripatetic team and audiologists.
Staff regularly attends Deaf events.
The school hosts meetings such as the Sing Bilingual Consortium and Regional ToD tutorials.
We will soon be hosting North London NDCS events.
Pupils from nearby Deaf units and schools visit and we have joint school trips.
Governors are familiar with the relevant standards and attend training organised by HEP.
School is involved in a range of Deaf Research Projects, UCL and Tyron Woolf

<p>Actions from previous year:</p> <p>Increased staff CPD opportunities</p> <p>Interim Head of Primary School and Secondary Deputy Head attended the DHT Conference</p>		<p>Impact of actions:</p> <p>More staff are trained in a wider range of skills Improved staff subject knowledge and cross curricular links</p> <p>Established links and networks with colleagues in LAs and HEP Development of leadership skills for staff</p>
Areas for development	Monitor, evaluate and review adherence to whole school systems (appraisal and line-management)	
Next steps	<p>Continue DHT training for both DHTs</p> <p>SLT to develop an agreed system of staff support and challenge</p> <p>Explore staff wellbeing support</p>	

QUALITY OF EDUCATION IN EARLY YEARS – GOOD

We have positive deaf role models that are bilingual in BSL and English, this is essential for early language and communication development. Our learning environment is stimulating and facilitates independent learning both indoors and outdoors.

CPD and training is designed to improve practice in the EYFS

All staff carry out observations of pupil development.

Progress and achievements are regularly shared with families.

Strengths	<p>Our Early Years Lead is highly experienced both in mainstream and at Blanche Nevile. Children have very little if any communication on arrival. Despite this and from the outset they are exposed to all elements of the EYFS curriculum.</p> <p>We have a total immersion approach to both spoken language and BSL.</p> <p>Intent</p> <p>There's a sharp focus on making sure our children acquire a wide vocabulary, communicate effectively and, in reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers</p> <p>Our school's approach to teaching early reading and synthetic phonics is systematic and makes sure all children learn to read and produce sounds, where appropriate, through the use of Visual Phonics.</p> <p>Implementation</p> <p>The EYFS lead follows Birth to 5 Matters to ensure appropriate content and sequencing of lessons.</p> <p>Our children benefit from meaningful learning and experiences across the curriculum.</p> <p>Our staff give clear messages to children about why it's important to eat, drink, rest, exercise and be kind to each other. Snack time is an important part of the school day to model this important messages as well as communication and language interactions. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically.</p> <p>Our staff provide information for parents about their child's progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child's learning at home, including detail about the school's method of teaching reading and how to help their children learn to read</p> <p>The EYFS team works closely with the BSL Tutor and SaLT team to ensure that each child's communication needs are being planned for so that they are fully met.</p> <p>Children benefit significantly from the focus on developing communication skills, stable staffing and well planned routines 'Bucket' sessions implemented by the SaLT team help children to prepare to learn and focus.</p> <p>The BSL Tutor has timetabled slots in Early Years.</p> <p>Our staff are experts in teaching systematic, synthetic phonics for deaf children. Phonics is taught using a SSP scheme, Floppy's Phonics, through Visual Phonics. This is then reinforced through the reading scheme. Staff make sure that children practise their reading from books that match their phonics knowledge.</p> <p>The use of visuals is essential and the 'story sacks' strategy is highly motivating and successful and leads to children's enjoyment and participation in storytelling.</p>
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Children are immersed in the bilingual provision. Pupils have daily reading sessions, weekly Buddy Reading sessions, access to the class library and school library.

Props are used when singing nursery rhymes so that pupils can access and understand the language.

Experiential learning is carefully planned

Pupils use concrete materials to support their learning.

'Real life' maths opportunities are planned for.

Maths is embedded in daily routines to consolidate pupils' understanding through repetition and play. Children apply skills and knowledge during their weekly cooking sessions.

Maths is taught through English and BSL and staff are consistent in their use of mathematical language. Developing communication by identifying and supporting children's preferred mode of communication is a key focus in Early Years. Snack time routines focus on healthy eating and early communication.

Children are encouraged to use the outdoor area and play/learn alongside their mainstream peers

Children are actively encouraged to try new foods by SMSAs and the class team. Regular cooking lessons allow children to learn about healthy eating.

Sensory circuits, PE slots and weekly visits to Forest School are well established in the EYFS timetable. Transition programmes are highly personalised.

Information is shared through the home/school book, Seesaw (our online platform) class assemblies, coffee mornings, parents' meetings in autumn and spring terms and two annual review meetings.

The Primary Maths Subject Lead attended Early Maths training with EYFS teacher and regularly meets with staff to develop teaching and learning.

Our staff provide information for parents about their child's progress, in line with the requirements of the EYFS as well as focusing on their needs as a deaf child. They provide information to parents about supporting their child's learning and communication at home, including detail about the school's method of teaching reading and how to help their children learn to read which is specific to deaf children.

Impact

Formative Assessment practice is well established and leads to accurate summative judgements in line with Birth to 5 Matters Tracker High levels of staffing ensure that children are supported to engage in their learning as well as having access to language. Along with their Deaf peers, our children are literal in their responses to communication.

	<p>Our children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They're developing a sense of right from wrong.</p> <p>Transition is successful as the Home School Liaison Officer and EYFS team carry out home visits and provide families with detailed information before they join the school. The SaLT team are also involved where possible.</p> <p>By the end of reception our children achieve well, particularly those children with lower starting points.</p> <p>Our pupils often finish Reception with an established communication modality, where appropriate, with a developing deaf identity.</p> <p>Our children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They're developing a sense of right from wrong.</p>	
<p>Actions from previous year:</p> <p>Staff confident delivering new framework Embed the updated EYFS framework</p>		<p>Impact of actions:</p> <p>Successfully introduced Introduce the new EYFS baseline and ensure relevant training</p>
Areas for development	<p>ECT support Embed new reading scheme Investigate use of Tapestry Assessment for EYFS</p>	
Next steps	<p>EYFS Lead to attend Tapestry training Liaise with HEP/ LA EYFS lead to facilitate ECT visits to Haringey provisions and other deaf schools to observe best practices and develop networking opportunities</p>	

OVERALL EFFECTIVENESS – GOOD

Strengths

Leadership and management is good – School leaders are proactive, reflective and evaluative with high expectations for learning, progress and achievement.

School leaders' judgements have been validated as consistent and secure.

Teachers' curriculum knowledge and strategies for teaching Deaf children, including those with additional education needs are excellent.

Assessment systems have improved, producing robust data to identify strengths and areas for development.

Staff have high expectations of pupils' behaviour, learning and achievements.

Pupils are challenged and supported effectively through adapted planning, activities and outcomes.

Safeguarding is effective - procedures and all incidents are followed up promptly and staff receive training annually. The school has excellent links with its partnership schools to enable joint learning opportunities and develop mutual understanding between deaf and hearing communities.

Actions from previous year:

Re-established inclusive practice with partnership schools post covid

Establishing Middle Leader roles with Primary subject Leaders in English and Maths

Regular meetings between Secondary and Primary Subject Leads for English And Maths

Impact of actions:

Our pupils are better included within our partnership schools

Staff liaison is stronger Improvement in the quality of teaching and learning in Primary English and Maths

Improvement in working relationships between primary and secondary colleagues for consistency across phases

Improvement in each phase's understanding of English and Maths at Primary and Secondary

Areas for development

Stability with a Headteacher in post for a sustained period of time.

Next steps	H Taylor to return September 2023 Primary Head of School and Secondary Deputy Head to continue Leadership Professional Development
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EVIDENCE TO SUPPORT SUMMARY EVALUATION

Ofsted inspection report:

November 2017

Quality of education:

Teaching and learning policy
Work and planning scrutiny
Pupil progress meeting records
School Development Plan
HEP Professional Partner reports
Pupil progress reports
Reading, Writing, Maths assessment data
Lesson observation records
Staff performance appraisals
SALT reports
Pupil/Parent/Carer Survey
Social Media
Curriculum Maps

Behaviour and attitudes:

Behaviour policy
MyConcern logs
House point reward system
Pupil/Parent/Carer surveys
Assembly programme
Attendance policy
Safeguarding and CP policy
SIMS records
MDT meeting minutes
Attendance meetings with EWO
Regular consultations with external professionals, eg DCAMHS

Personal development:	<p> Healthy School Award Equality Diversity and Inclusion Policy Assembly themes/topics PSHE/RSE curriculum PE/Sports grant initiatives Deaf studies curriculum SEN policy/support Careers Programme Visits from Deaf role models Activities with partnership schools Lifeskills trips Cultural Capital experiences </p>
Leadership and management:	<p> Performance Management/Appraisals CPD and training programme Staff, parent and pupil surveys Pupil progress reports SLT meeting minutes MDT meeting minutes Mentoring and support for ECTs/TODs School's Vision and Values School policies Headteacher reports to governors Governors meeting minutes Safeguarding audits </p>

Quality of education in early years:	Pupil attainment tracking Observation records of pupils' learning and development EYFS policy EYFS training records
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Overall effectiveness:	Visitor/Governor feedback Pupil assessment reports Governors meeting records
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