

Our vision, development plan and self-evaluation

September 2019 - September 2022
Updated: September 2020



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Our vision

“To provide the best bi-lingual education for deaf children by becoming an outstanding school that is recognised as a leader in Deaf education”

Our vision is straightforward. With such a small number of schools for Deaf children in the UK, and even fewer in London, we must provide them with an outstanding education by being an outstanding school. We're being brave in setting this ambitious goal and committing to it publicly because it's what young Deaf people need.

This vision has the full support of the school governors, leadership team, staff and our Student Council. Whether you're reading this as a parent or pupil, prospective parent or pupil, member of staff or someone from the community around the school, we hope that it inspires you to get behind the school and support it in its journey however you can.

Our mission

“The best of both worlds”

We put pupils at the heart of our mission. Our model is to tailor a learning pathway for every pupil that enables them to fulfil their full potential and realise their dreams. We provide a fully bi-lingual British Sign Language and standard English approach to learning where each pupil will have the opportunity to develop communication in both languages. We believe a positive Deaf identity is fundamental to a pupil's emotional resilience, social development and academic achievement.

We will provide the best educational opportunities so that our pupils are prepared to enter the world of further and higher education and work as confident, mature, intelligent and ambitious young people.

We are passionate about preparing pupils to thrive in both the Deaf Community and in the wider world and will ensure Deaf role models visit regularly.

Our commitments

To realise our vision and fulfil our mission, we are committed to:

1. Providing pupils with a positive Deaf identity within a safe and stimulating environment.
2. Ensuring all members of the school community are Deaf aware and display exemplary inclusive behaviour.
3. Ensuring that students have access to Deaf role models.
4. Offering a broad, balanced and relevant curriculum based within Early Years Foundation Stage and the National Curriculum which reflects a pupil's Education Health and Care Plan outcomes and is personalised to their needs.
5. Providing high quality teaching and learning that challenges each pupil to achieve his/her maximum potential within all areas of development including emotional wellbeing by building on their strengths and supporting their needs.
6. Communicating with each pupil with respect and dignity.

7. To build and maintain supportive partnerships with parents/carers, external agencies and our partner mainstream schools (Highgate Primary and Fortismere Schools).
8. To ensure every member of staff undertakes Continuous Professional Development.

School context

Blanche Nevile School is a specialist school for Deaf children aged 3-16. The current roll is 62 pupils, with 32 in Primary and 30 in Secondary. Pupils currently attend the school from 15 different Local Authorities. The school's highest pupil intake is from Haringey Local Authority (24). Our intake is ethnically diverse and many families speak a language other than English at home. 65.2% of pupils have a first language other than English and 54% of pupils are eligible for Pupil Premium Grant.

Attainment on entry is below the national average, as Deaf children tend to acquire language and communication skills with some significant delay. In line with national trends in multiple special needs, a significant number of pupils have needs in addition to their deafness, such as Autism, Visual Impairment and Sensory, Motor and Physical needs.

Ofsted inspections

On 28 November 2017, Ofsted inspected the school following a previous inspection in October 2012. Ofsted had the following lines of enquiry for the inspection:

- the impact of new leaders' actions, including governors
- pupils' outcomes in English, particularly in writing
- how well the curriculum meets pupils' needs and prepares them for the next stage of their education.



The school was given a 'Good' rating in 2017, the same as in 2012. In 2017, Ofsted identified the next steps for leaders and those responsible for governance to ensure that:

- the school has a consistent approach to assessment and that the new assessment procedures continue to strengthen pupils' outcomes
- the role of middle leaders is further developed to maximise progress for all pupils.

An introduction to our school development plan

Blanche Nevile School Development Plan (SDP) has been determined taking into account:

- The school vision, mission and aims
- Ofsted recommendations in 2017 and their inspection framework
- Evaluation of progress on previous versions of the SDP and the school's self-evaluation (SEF) and the priorities this evaluation has identified
- Consultation with all staff, governors and the Local Authority School Improvement Partner.

The Plan is subdivided into the following areas specified in the Ofsted Framework: The plan is flexible to accommodate initiatives from the Department for Education (DfE) and the Local Authority (including Haringey Education Partnership) and is a working document, reviewed once a term.

Summary of school development priorities (September 2020 to August 2021)

“What we need to do next in order to become Outstanding”

1. Quality of Education:
 - To review and amend our curriculum intent, implementation and impact in light of COVID-19
 - Ensure that quality online learning is available to all
2. Behaviour and Attitudes
 - Pupils are active learners, engage with online learning and have coping strategies to call on when faced with difficulties.
 - Develop an understanding of metacognition (learning about learning) and teach our students to become active learners
3. Personal Development:
 - To make explicit the links between our extra-curricular activities and our curriculum offer in order to develop pupils' understanding of British Values and wider issues of equality and diversity
 - To support pupils' responses to COVID-19 by providing appropriate information, recognising trauma and concerns.
4. Leadership and Management (Safeguarding)
 - Continue to reflect on and refine practice in line with all relevant updates
 - Senior leaders and middle leaders have a clear understanding of their roles and responsibilities and ensure that planning and formative assessment work together to improve outcomes for all pupils
5. Leadership and Management
 - Senior leaders and middle leaders have a clear understanding of their roles and responsibilities and ensure that planning and formative assessment work together to improve outcomes for all pupils
6. EYFS
 - To embed the EYFS baseline assessment and plan accordingly

School Self Evaluation and Development Plan

1. Quality of Education	Overall Grade: GOOD
Summary	We work collaboratively with our mainstream partners to deliver a stimulating, relevant and creative curriculum. The curriculum is planned with increasing precision to meet the communication needs of our pupils in order to maximise their learning and secure their wellbeing. Colleagues across Primary and Secondary work together to ensure effective progression in learning as well as a smooth transition from Early Years Foundation Stage to the end of Key Stage 4.
School Direction of Travel To reach the next grade or to continue to be outstanding we need to:	<ul style="list-style-type: none"> To have an improved and shared understanding of our curriculum intent, implementation and impact across the whole school

	Strengths (with Evidence)	Areas for Development (with Actions)	Measuring and Monitoring (person responsible/Deadlines)	Spring 2020	Summer 2020	Autumn 2020
1.1 Curriculum Intent Consider and evaluate all aspects of the aims of the school's curriculum, including the degree to which the school's overall curriculum is coherently sequenced and structured	All pupils have access to a stimulating and creative curriculum which develops their communication skills and their confidence alongside their knowledge and understanding	To deepen the understanding of progression from Primary to Secondary	HT & SLT <u>Spring Update</u> English, Science, PSHE leads have visited Primary and reported back to SLT. Maths lead attended Primary Book Look		Further progress and on-going	
	We work closely with our partnership primary school (Highgate Primary School HPS) and prioritise Inclusion There are four distinct pathways available to Secondary students which build on individual strengths and prepare	BSL tutors to continue to attend BSL curriculum meetings with representatives of other Deaf schools and provisions and feed back to colleagues	<u>Spring Update</u> RC has attended Primary meeting; MH to attend Secondary meeting in summer term		No meetings during summer term because of COVID-19	

	<p>them for the next stage.</p> <p>BSL tutors attend regular meetings focusing on developing the BSL curriculum</p> <p>Teachers' spoken English and standard of BSL is of high quality</p>	Teachers and all staff are supported to improve their standard of signing	<p>SLT and Secondary BSL Tutor <u>Spring Update</u> Two members of staff have achieved BSL L3</p> <p>4 members of staff have submitted their final portfolios for BSL L6 we are hopeful!</p>		All 4 achieved BSL L6		
<p>1.2 Curriculum Implementation Curriculum Delivery</p> <p>Consider how the subject curriculum contains content that has been identified as most useful, and ensured that this content is taught in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills</p>	Teachers have a good understanding of progression in Primary and in Secondary	Middle Leaders to be given dedicated times to spend time at Primary	HT & SLT	Ongoing	No further progress CV19		
	<p>Three teachers at Primary have been set Appraisal targets to work alongside Secondary subject leaders</p> <p>Students at Secondary have the opportunity to sit BSL L1 and L2 exams</p> <p>The phonics curriculum was reviewed and the Primary school involved in active research. As a result, have now adapted resources and delivery.</p>	Secondary subject leaders to familiarise themselves with the content of revised GCSE content	<u>Spring update</u> English lead is looking into English Language GCSE in preparation for the current expected Year 7 cohort		English Lead has mapped out all 4 Secondary pathways		
		Introduce BSL L3 to students and identify those ready to sit that exam.	<u>Spring update</u>		Mark?		
<p>1.3 Curriculum Implementation</p> <p>Consider the extent to which teachers have good knowledge of the subjects they teach and present subject matter clearly.</p>	<p>Planning is monitored each half term and teachers given individual feedback with time limited actions for improvement as appropriate</p> <p>Lesson observations are carried out termly and feedback given as above.</p> <p>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)</p> <p>Staff are encouraged to attend external training to keep up to date with changes to the curriculum.</p>	Measure the impact of feedback	<p>Senior Teacher to SLT <u>Spring update</u> Planning monitored each half term and feedback given. Successful triangulation of planning, learning walks and book scrutiny at P</p>		Planning v different during CV19		
		CSWs to refresh their skills focusing on the key areas of subject specific vocabulary CSWs to be encouraged to achieve L6 qualification	HT, Lead CSW, BSL Tutors <u>Spring update</u> RC to work with CSW on Thursdays during KAOS Choir	Ongoing	1 CSW achieved BSL L6		
		Source self-audit tool for teachers at Primary to identify strengths and development areas across the Curriculum	DHT to source Please note DHT on sick leave since 29th October <u>Spring update</u> DHT absent			No action – discuss HT to discuss with SIP	
		Secondary teachers to source GCSE	Senior Teacher, HT with subject leaders			On-going	

		syllabi achievable for our students	Spring update Start made in English see above			
1.4 Curriculum Implementation Consider whether series of lessons well sequenced and do they provide purposeful opportunities for progression through the curriculum.	Subject specific book looks are carried out at both Primary and Secondary. Secondary subject leads were responsible for a whole school book look in their individual subjects in February 2019. Progression was evident as noted above.	Ensure that planning across year groups, medium term planning and lesson planning allows for progression explicitly	SLT & Subject Leaders Spring update See 1.3		No monitoring during summer term	
1.5 Curriculum Implementation Assessment Formative/Summative Consider how teachers check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback to pupils	Observations evidence that many teachers and support staff check for understanding routinely. Teachers contributed to the updating of the school's marking policy. A number of teachers' meetings were set aside for this. The Education Endowment Fund's document, A marked improvement? A review of the evidence on written marking was shared in advance and good quality professional dialogue followed. In addition, several teachers researched the marking policies of other schools.	Early Years Lead to share knowledge and practice of formative assessment with Primary and Secondary colleagues	HT to include in spring term teachers' meeting schedule Spring update Postponed		Further postponed	
1.6 Curriculum Impact Attainment and Progress (including national tests and assessments) Review nationally published performance information. What is the SLT's understanding of pupils' educational performance?	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. We have a pupil in Year 8 on a 50% inclusion timetable and a pupil in Year 7 on 80% Pupil Attainment Meetings take place twice a year in spring and summer terms Subject leaders are held to account for external attainment tests	Subject leads at Secondary to track backwards from GCSE syllabus and plan accordingly from Year 7	Senior Teacher reporting to HT		No further progress	
		AHT and DHT to shadow HT in spring term and lead on PAMs in summer term	HT Spring Term Update Impact of DHT absence		PAMs postponed to autumn term No DHT	
1.7 Curriculum Impact - Phonics and Reading Reading is prioritised to allow pupils to access the full curriculum offer. The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning. A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in	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 to school for Coffee Mornings that support them with their child's reading and	EYFS lead to support colleagues with the teaching of phonics and early reading	HT and AHT to monitor	On-going	Some phonics sessions delivered through SeeSaw during CV19	

<p>reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.</p>	<p>understanding of phonics at home.</p>					
<p>1.8 Curriculum Impact Is pupils' work across the curriculum of good quality? Do pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well and are ready for the next stage of education?</p>	<p>Teachers are expected to use the National Curriculum as a starting point for planning. We also subscribe to a planning website. This helps to ensure that teachers pitch for progress.</p> <p>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.</p> <p>However, this is not at the expense of a broad and balanced curriculum offer.</p> <p>All our pupils have Educational Health Care Plans (EHCPs), some in draft forms. Teachers have summarised pupil needs and outcomes into a working document which informs planning and report writing</p> <p>Appraisal targets clarify the importance of preparing pupils for the next stage in their education, training or employment</p>	<p>Summary EHCPs are used effectively to prepare Teacher Reports for Annual Reviews – particularly important in Secondary because we have subject specific teachers.</p>	<p>HT, AHT, Senior Teacher</p>		<p>Summary EHCPs not updated during CV19</p>	
<p>1.9 Curriculum Impact Do disadvantaged pupils and pupils with SEND acquire the knowledge and cultural capital they need to succeed in life?</p>	<p>The school excels at providing opportunities for pupils to have a range of cultural experiences:</p> <ul style="list-style-type: none"> . Deaf role models day . Smile therapy . Structured life skills lessons 	<p>Continue to develop and monitor our wider curriculum offer.</p>	<p>SLT</p> <p><u>Spring Term Update:</u></p> <p>HPS have updated their curriculum map, this has been shared with Primary colleagues who are adapting plans accordingly</p>		<p>No further updates</p>	

<p><u>Nick Gibb and Michael Gove</u>: it is about ensuring that disadvantaged children are exposed to cultural experiences and background knowledge that those from better-off homes take for granted.</p>	<ul style="list-style-type: none"> . Partnership with mainstream schools . Deaf role models in school . Deaf events, . Fundraising events- (Jeans for Genes, Nepal, Children in Need RND, NDCS) . Assemblies linked to current affairs . School trips . Forest school and school allotment . Language focus . Kaos choir (signing/singing choir) . Visit to Home Office . Deaf sporting and art competitions . Celebration days. . Visiting the Panto, and cinema annually (Primary). 	<p>Teachers' Meetings at Primary and Secondary to be set aside in Spring Term to discuss what is meant by 'cultural capital' and how we put this into practice at Blanche Nevile.</p>	<p><u>Spring Term Update:</u> Secondary teachers are including references to this in their planning</p>		<p>No further updates</p>	
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2. Behaviour and Attitudes	Overall Grade: GOOD
Summary	Behaviour is consistently good across Primary and Secondary, with very few exceptions, both in classrooms and around the school. Attitudes to learning are constructive and will be further improved by our focus on understanding metacognition. Relationships between staff and pupils are positive and staff take exceptionally good care of pupils and their families. This is evidenced in parent questionnaires from July 2019 and November 2019. Exclusions are the last resort and only used to ensure the safety of pupils and staff. We have excellent relationships with a range of external professionals who help us to support pupils. Attendance is good, we operate a first day calling policy in order to safeguard our pupils.
School Direction of Travel To reach the next grade or to continue to be outstanding we need to:	<ul style="list-style-type: none"> • Enable pupils to communicate their learning and the strategies they use when faced with difficulties • Develop an understanding of metacognition (learning about learning) and teach our students to become active learners

	Strengths (with Evidence)	Areas for Development (with Actions)	Measuring and Monitoring (person responsible/Deadlines)	Spring 2020	Summer 2020	Autumn 2020
2.1 Behaviour – around the school Behaviour is good throughout Primary and Secondary. There is very little low level disruption of learning. Behaviour for Learning is good. Teachers, CSWs and LSAs are all skilled at managing behaviour and are consistent in their approaches.		The consistent use of SIMS for recording behaviour concerns at Secondary.	DHT to provide half termly analytical reports to SLT in the first week of each half term. Please note DHT on sick leave since 29th October <u>Spring Term Update:</u> DHT absence ongoing		N/A during CV19	
2.2 Behaviour – in classrooms Are there clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom? Is there clear and effective behaviour policy with clearly defined consequences that are applied consistently and fairly by all staff?	The behaviour policy was updated in June 2019 Pupils know what the consequences of poor behaviour are 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 at Secondary	Behaviour to be recorded on SIMS at Primary – HT and AHT to prepare slips to be completed by staff. Primary Admin to have a dedicated weekly timeslot where behaviours are updated on SIMS	HR KMCC Primary Admin <u>Spring Term Update:</u> HT supporting Primary Admin to do this		No updates	
		Consider using SIMS to record exemplary behaviour too – implement from Spring term if agreed	SLT <u>Spring Term Update:</u> Reminder to staff			
2.3 Behaviour – Attitudes to Learning Are pupils motivated to learn with positive attitudes to learning as a predictor of attainment? Is there a positive and respectful school	The care and concern staff demonstrate towards pupils is exemplary. Staff go above and beyond. Attitudes to learning are extremely positive at Primary. This is evidenced by	Understanding metacognition to be a focus in spring term	HR and LA Ed Psych <u>Spring Term Update:</u> Whole CPD booked for 24 th March		No updates	

culture in which staff know and care about pupils?	pupil and parent questionnaires (summer 2019); 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	Build on analysis of weekly Ling tests at Secondary to identify students who choose not to wear their hearing aids and agree strategies to address this	Audiology Team, Form Tutors, Students reporting to HT and SLT <u>Spring Term Update:</u> DHT was supervising ...		N/A during CV19	
		To prepare a structured programme to support Secondary students with developing and sustaining a positive Deaf identity through their teenage years.	LD OD MH School Council			
2.4 Exclusions Are exclusions legal and justified? Are permanent exclusions only used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy, and when allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school? Are fixed-term and internal exclusions effective? What are the rates, patterns and reasons for exclusion? Are any pupils are repeatedly excluded? What is the strategy for reintegrating a pupil who returns to school following a fixed-term exclusion and for managing their future behaviour? Is the school is developing the use of alternative strategies to exclusion and taking account of any safeguarding risks to pupils who may be excluded? Is the school doing all that it can to support pupils at risk of exclusion, including through tenacious attempts to engage local support services?	<u>Primary:</u> Fixed Term Exclusions 2016/17 = 2017/18 = 2018/19 = 0 <u>Secondary:</u> Fixed Term Exclusions 2016/17 = 2 2017/18 = 4 2018/19 = 11 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 FTEs 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.	Establish a clear protocol to ensure that all external professionals including Children's Social Care teams, DCAMHS, CAMHS and LA SEND Departments are involved promptly when pupils are at risk of exclusion.	HT and SLT		Good working relationships with all stakeholders	
2.5 Off Rolling Are any pupils removed from the school roll without a formal, permanent exclusion?	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.	Ensure that the admissions policy is adhered to and no pupils join the school without an assessment visit and a home visit.	HT <u>Spring Term Update</u> SaLT involved in secondary transfer visits		No updates	

<p>2.6 Attendance – Rates and Targets Is there clear and effective attendance policy with clearly defined consequences that are applied consistently and fairly by all staff?</p>	<p>Our attendance figures are strong 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. The school has involved the LA Education Welfare Officer with little effect. Parents are asked to provide school with evidence of appointments.</p>	<p>Agree extreme weather protocol and share with all staff and mainstream partners</p>	<p>HR link LA TW link to Fortismere KMcC link HPS <u>Spring Term Update:</u> School Comms and website set up for prompt updates</p>		<p>No updates Vulnerable pupils offered school place during lockdown. Communications with all vulnerable families</p>	
<p>2.7 Bullying Do leaders, staff and pupils create an environment in which bullying is not tolerated. If harassment, violence, bullying aggression, discrimination and the use of derogatory language occur are they dealt with quickly in line with statutory guidance, quickly and are not allowed to spread.</p>	<p>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.</p>	<p>BSL Tutors to lead on this in Spring 1 from a Deaf perspective</p>	<p>AHT/ DHT <u>Spring Term Update:</u> Further thinking has clarified that this needs to be joint work with our PSHE lead with guidance from our DSL and HSLO</p>		<p>No updates</p>	
<p>2.8 Relationships Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.</p>	<p>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 during Annual Reviews.</p>	<p>Establish protocol to respond to staff once a concern has been raised</p>	<p>HSLO and HT <u>Spring Term Update:</u> Updates given at Primary and Secondary morning briefings on a need-to-know basis</p>		<p>My Concern used effectively during lockdown</p>	

3. Personal Development	Overall Grade: GOOD
Summary	Our pupils come from 15 different local authorities and represent many religions and cultures. 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.
School Direction of Travel To reach the next grade or to continue to be outstanding we need to:	<ul style="list-style-type: none"> To make explicit the links between our extra-curricular activities and our curriculum offer in order to develop pupils' understanding of British Values and wider issues of equality and diversity

SMSC	Strengths (with Evidence)	Areas for Development (with Actions)	Measuring and Monitoring (person responsible/Deadlines)	Spring 2020	Summer 2020	Autumn 2020
3.1 SMSC - Cultural Do pupils understand and appreciate the range of different cultures in the school and further afield? Are they able to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities? Are they willing to participate in and respond positively to artistic, musical, sporting and cultural opportunities?	<p>At Primary, pupils celebrate and discuss different events 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. These lessons 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 Remark, Deafinitely Theatre, Young Deaf Hope, Signhealth and Jack Petchey.</p> <p>We have a broad cultural offer including</p>	Develop the provision of music at Secondary	HT and ? <u>Spring Term Update:</u> RM has settled in well at Primary and is keen to come to Secondary DHT ongoing absence		Secondary - No progress	
					Primary	

	<p>Kaos Choir, Theatre outings (Lion King and Aladdin). Our pupils join their mainstream partners for theatrical productions.</p> <p>Pupils are involved in supporting other charities: Genes for Jeans Day, Red Nose Day, Sign2Sing, a Deaf school in Nepal</p>					
<p>3.2 Fundamental British Values Are British values promoted through the curriculum, assemblies, wider opportunities, visits, discussions and literature?</p>	<p>Student Council elected at Secondary. Pupils at Primary join their mainstream peers at the joint School Council. Pupils at Primary and Secondary are actively involved in charity work.</p>	<p>To introduce half termly assemblies focused on one core British Value.</p>	<p>HT and PSHE Lead</p>		<p>No progress</p>	
<p>3.3 Careers Guidance is there an effective (age appropriate) careers programme that offers pupils unbiased careers advice, experience of work, and contact with employers to encourage pupils to aspire, make good choices and understand what they need to do to reach and succeed in their ambitions? Are pupils ready for the next phase of education (training or employment) so that pupils are equipped to make the transition successfully?</p>	<p>We have a teacher at Secondary who is responsible for organising work experience for students in Year 10. She also supports with college visits and applications. Students attend careers fairs held at Alexandra Palace and at the Excel Centre. 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.</p>	<p>Formalise Transition Policy Practice</p>	<p>AHT and JD then HT</p> <p>Please note DHT on sick leave since 29th October</p>		<p>All staff involved aware that visits must take place</p>	
		<p>Pursue NDCS workshops Mentioned in CHSWG meeting October 2019</p>	<p>JD</p>		<p>No progress</p>	
		<p>Further collaboration with Fortismere re careers advice.</p>	<p>TW & JD</p> <p><u>Spring Term Update:</u> TW actioning</p>		<p>No progress</p>	
		<p>Deaf role models day to be established at primary to include visiting parents' workplaces and researching the job of a family member.</p>	<p><u>Spring Term Update:</u> Deaf Olympian visited Primary (Jodie Ounsley) the children were v impressed by her medals, her stories and her lovely manner</p>	<p>On-going</p>	<p>No updates</p>	
<p>3.4 Healthy Living – Physical and Sexual Health Do pupils understand how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities? Do pupils develop an age-appropriate understanding of healthy relationships through appropriate relationship and sex</p>	<p>The RSE Policy was updated in 2019 in preparation for the statutory changes due in September 2020. The PSHE lead will deliver inset to staff on 22/11/2019 and present to parents in the summer term. The PSHE lead and AHT lead 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.</p>	<p>Seek timetabled slots throughout the year for every year group to use HPS' new classroom kitchen either with their peers or discretely.</p>	<p>HT and AHT</p> <p><u>Spring Term Update:</u> Pancakes, energy bars, cakes have been baked – all were truly delicious</p>		<p>N/a during CV19</p>	

education?	<p>PE pupils at Primary join their HPS peers for PE twice a week.</p> <p>Primary pupils provided with fruit at break times and encouraged to eat a selection of healthy foods from the salad bar at lunchtimes.</p> <p>The school is committed to taking part in a range of sporting competitions</p> <p>Extensive programme of external providers including NSPCC</p> <p>After school clubs include a sports club as well as Yoga – students invited to ...</p>					
<p>3.5 Healthy Living – E-safety</p> <p>Do pupils recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them</p> <p>Are pupils able to recognise the dangers of inappropriate use of mobile technology and social media</p>	<p>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.</p> <p>We are supported in this by external agencies like the NSPCC.</p> <p>Computing lead will deliver inset based on DfE updates 22/11/19 and present to parents in spring term.</p> <p>Pupils and parents share concerns with SLT when technology is used inappropriately. The school has a zero tolerance approach.</p> <p>Computing curriculum includes an annual module on e-safety.</p> <p>The school was successful in gaining an e-safety accreditation</p>	<p>Specific questionnaire to students on keeping safe online?</p> <p>Computing lead to renew accreditation</p>	<p><u>Spring Term Update:</u></p> <p>NQT has shared computing progression grid provided at his training with Computing Lead</p>		<p>No progress</p> <p>NQT remains proactive at Primary</p>	
<p>3.6 Personal development</p> <p>What is the range, quality and take-up of extra-curricular activities offered by the school?</p> <p>How do curriculum subjects such as citizenship, RE, and other areas such as personal, social, health and economic education, and relationship and sex education, contribute to pupils' personal development?</p>	<p>PSHE is a vital part of the curriculum and it is taught discretely by also as part of the Deaf studies and BSL curriculum. RE and citizenship is taught through topics so it is put into context for pupils. 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>Review current after school provision</p>	<p><u>Spring Term Update:</u></p> <p>After school provision at Secondary needs refreshing.</p> <p>School Council involved</p> <p>Consider wider survey to pupils after this</p>		<p>No progress</p>	
<p>3.7 Citizenship</p> <p>Do pupils have knowledge of Britain's democratic parliamentary system?</p>	<p>At Primary, School Councillors join their HPS peers for fortnightly meetings. Key points are shared with their BN peers. Student Councillors have been elected at Secondary</p>	<p>Arrange a series of visits to the Houses of Parliament</p>	<p>DHT with class teachers</p> <p><u>Spring Term Update:</u></p> <p>Secondary school council reps invite to attend Special School Council meeting at extremely short notice therefore unable to attend.</p> <p>Impact of DHT ongoing absence</p>		<p>No progress</p> <p>No DHT</p>	

3.8 Equality and Diversity Do pupils respect and have positive attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities?	Students work well and play well together. They are aware of religious, ethnic and economic differences and are positive in all relationships.	Develop our relationship with the Deaf School in Nepal	AHT Class teacher visited in Christmas holiday and delivered 'goodies'. She also visited the school that BN volunteers decorated summer 2019. School bring and buy sale raised £119		No updates impact of CV19	
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4. Leadership and Management	Overall Grade: GOOD					
Summary	Safeguarding is exemplary with time set aside for regular staff training. The multi-disciplinary team (MDT) meets fortnightly and works to an agreed protocol with colleagues from Health. Staff and governors have worked together to clarify our school vision and this is shared with the wider school community on our website and during visits to the school. 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.					
School Direction of Travel To reach the next grade or to continue to be outstanding we need to:	<ul style="list-style-type: none"> Senior Leaders and middle leaders have a clear understanding of their roles and responsibilities and ensure that planning and assessment work together to improve outcomes for all pupils 					

Safeguarding	Strengths (with Evidence)	Areas for Development	Action/Responsible/Deadline	Spring 2020	Summer 2020	Autumn 2020
4.1 The Single Central Record (SCR) is complete, and checked regularly.	The SCR is checked at least termly by the governor with responsibility for safeguarding This governor is an experienced social worker The SBM is rigorous in updating the SCR The HT and SBM ensure that actions identified are carried out promptly	SCR to include a column where actions can be recorded with a date for completion	SBM		SCR is checked regularly by SBM and governor	
4.2 Safeguarding training is updated regularly, and recorded	Members of the safeguarding team with the exception of the current HT received Designated Safeguarding Lead training in July 2018 Home School Liaison officer and DSL attended refresher training in ??? Annual whole staff training delivered by HT with reference to all updated statutory documentation in Sept 2019 Key updates shared with governors in Full Governing Body meeting 02/10/19	<ul style="list-style-type: none"> HT to attend DSL training 	HT		Achieved	
		<ul style="list-style-type: none"> HT to attend Safer Recruitment Training 	<u>Spring Term Update:</u> Online course completed			
		HT to share guidance on what makes effective safeguarding with Multi-Disciplinary Team (MDT)	HT <u>Spring Term Update:</u> 28/02 The next CPD for MDT will be the updated Working Together to Safeguard Children update Feb 2020			

		Update safeguarding page on website	HT	On-going in line with statutory guidance		
<p>4.3 The school has a culture of safeguarding: Staff identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.</p>	<p>Staff are scrupulous in identifying and recording concerns about pupils My Concern is a valuable tool for recording concerns The HSLO delivered training during Sept inset and together with HT will give further training in November The school works closely with the LA and other external providers e.g. the NSPCC The school has good working relationships with Children's Safeguarding Teams across all relevant boroughs The HT maintains strong links with the LA and knows who to approach for support when necessary The school is both proactive and reactive in its approach 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.</p>	Half termly audit My Concern entries each half term	HT & HSLO <u>Spring Term Update:</u> My Concern Chronologies used highly effectively to deal with emergency safeguarding incidents	On-going	On-going	
		HT's report to governors to include summary of significant concerns	HT	Ongoing		

5. Leadership and management	Strengths (with Evidence)	Areas for Development (with Actions)	Measuring and Monitoring (person responsible/Deadlines)			
				Spring 2020	Summer 2020	Autumn 2020
<p>5.1 Vision and Ethos Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.</p>	<p>The school's vision is ambitious and clearly expressed: To provide the best bilingual education for deaf children ... Staff and governors worked together on this in February 2019. Our vision is shared with the wider school community (see school website).</p>	. Ensure that the appraisal and monitoring cycle is used constructively and leads to consistently high quality teaching and learning	. HT and SLT Autumn Term . HT, SLT and Middle leaders Spring Term		No updates	
		. Involve Middle Leaders further in the monitoring cycle across the whole school	. DHT			
		. Share key policies explicitly with staff	. HT			
<p>5.2 Staff Development Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical</p>	<p>There is an explicit link between the Senior Leadership Team (SLT), Teachers' Continuous Professional Development (CPD) programme and training for Additional Staff.</p>	. Teachers to engage in peer observations both within and beyond the school	. Secondary: Senior Teacher . Primary: Assistant Head Teacher (AHT) <u>Spring Term Update:</u> Direct impact on DHT absence		No updates	

content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum	We are committed to a rolling programme of teachers gaining the Teacher of the Deaf Qualification (QToD). Newly Qualified Teachers (NQTs) are enrolled on Haringey Education Partnership's (HEP) programme. Teachers attend external courses as identified through the School Development Plan and Appraisal/monitoring Middle Leaders (Subject Leaders) have a growing understanding of teaching and learning across all key stages Subject leaders attend SLT meetings termly	. Source external training for learning about learning	. HT	See above	
		Middle Leaders can articulate curriculum intent, implementation and impact across all key stages		Ongoing	
5.3 Staff workload and wellbeing Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly. Staff consistently report high levels of support for well-being issues	The HT and SLT have a good understanding of staffing strengths and development needs. Class sizes are small Inset days are carefully planned to include well-being activities	To improve sickness and absence rates by holding attendance review meetings to offer support	HT Autumn Term Secondary: DHT from Spring Primary: AHT from Spring <u>Spring Term Update:</u> Significant improvement at Secondary		No updates
5.4 Off-rolling Pupils leaving the school are identified correctly. Managed moves are used sparingly and in the pupil's best interests. Pupils at Alternative Provisions are monitored regularly. Parents who choose to home-educate are welcome to return their child to the school.	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	To hold external agencies to account and be relentless in ensuring that all agencies share in their responsibility for pupils			Head teacher involved in Alternative Provision Review and subsequently AP Delivery Board
5.5 Engagement with the wider community Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and purposive.	Our website is updated regularly Monthly newsletters keep parents informed Coffee Mornings with a specific focus are planned at Primary and Secondary Free British Sign Language (BSL) classes for parents and family members The HT plays an active role in external organisations e.g. Haringey Special Heads Group; Childrens' Hearing Service Working Group 11 teachers are members of BATOD JD organises work experience and college visits Stay, sign and play is open to Deaf and hearing families and is supported by SaLT peripatetic team and audiologists. AHT regularly attends Deaf events. The	To raise our profile locally, nationally and internationally		On-going	Thank you to our Primary AHT for our impressive social media presence during lockdown. Highlights include BSL Signed Stories; Wednesday Workouts; Mindfulness Sessions and you tube channel

	school hosts meetings such as the Sing Bilingual Consortium and Regional ToD tutorials. Pupils from nearby Deaf units and schools visit and we have joint school trips.					
5.6 Governance/Oversight Governors/trustees understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education. Governors/Trustees ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.	Governors are familiar with the relevant standards and attend training organised by HEP. Our new Chair of Governors has enrolled on the National Governors' Association training course. Governors were actively involved in the whole school inset in February 2019 where the school's vision, SEF and SDP were discussed. Governors challenge the HT appropriately	Reduce the number of Governing Body meetings	Chair of Governors (CoG) and HT		Meetings took place virtually	
		Introduce a Governors' Day	CoG and HT to set date in Spring Term <u>Spring Term Update:</u> Not set due HT Recruitment Process		No updates	
		Plan regular governor visits with an agreed focus				
		Update Governors' Pen Portraits on website	DHT to organise		No updates	

	Strengths (with Evidence)	Areas for Development (with Actions)	Measuring and Monitoring (person responsible/Deadlines)	Spring 2020	Summer 2020	Autumn 2020
6.1 Leaders assure themselves that the aims of the early years foundation stage (EYFS) are met and that it is sufficiently challenging for the children it serves.	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. We have a total immersion approach to both spoken language and BSL. Formative Assessment practice is well established and leads to accurate summative judgements in line with Development Matters Tracker	Formative Assessment practice to be shared with all staff.	HT and AHT	No update	No updates COVID -19	
6.2 Staff ensure that the content, sequencing and progression in the seven areas of learning are secured as appropriate the content of the EYFS curriculum is taught in a logical progression, systematically and in a way that is explained effectively, so that it gives children the necessary foundations for the rest of their schooling	Children benefit significantly from the focus on developing communication skills, stable staffing and well planned routines.	Formalise the practice of continuing with EYFS curriculum into Year 1 for as long as appropriate				
		Formalise protocol for transition from EYFS to Year 1	EYFS Lead, AHT, HT			
		Personalised planning to be explicit and in line with EHCP outcomes	EYFS Lead, AHT, HT			
6.3 Children develop, consolidate and deepen their knowledge, understanding and skills across all the areas of learning in the EYFS. In Reception, staff teach children to read systematically by using synthetic phonics and books that match the children's phonic knowledge	The EYFS lead follows Development Matters to ensure appropriate content and sequencing of lessons. 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. 'Bucket' sessions implemented by the SaLT team help children to prepare to learn and focus. The BSL Tutor has timetabled slots in Early Years. Phonics is taught using Visual Phonics and reinforced through the reading scheme.	EYFS lead to support colleagues (especially those new to BN) with embedding the use of the new resources	HT and AHT			
		EYFS to make links with peers in other Deaf schools in order to benchmark provision	AHT		Impact of COVID-19	
		AHT to be involved in tracking children's attainment and progress in EYFS	HT			
6.4 Staff develop children's communication and language through singing songs, nursery rhymes and playing games staff develop children's love of reading	Developing communication by identifying and supporting children's preferred mode of communication is a key focus in Early Years. The use of visuals is essential and the	All new vocabulary cards to include the BSL Sign visual and word	EYFS Lead & AHT			

through reading aloud and telling stories and rhymes	'story sacks' strategy is highly motivating and successful and leads to children's enjoyment and participation in storytelling. 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.				
6.5 Children demonstrate their attitudes and behaviours through the key characteristics of effective learning: playing and exploring, active learning, creative thinking and thinking critically.	Experiential learning is carefully planned 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.	EYFS to provide one page summary explaining our approach to the teaching of reading and use of systematic synthetic phonics.	HT & AHN		
6.6 Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders. Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children.	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.	Maths is carefully planned for both in direct teaching sessions as well as in structured play	AHT		Significant support given to parents during lockdown using See Saw as an online
6.7 Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically.	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 Sensory circuits, PE slots and fortnightly visits to Forest School are well established in the EYFS timetable. Children are actively encouraged to try new foods by SMSAs and the class team. Regular cooking lessons allow children to learn about healthy eating.	Medium plans ensure that Healthy eating; managed physical risks; outdoor activities are embedded and part of pupils' daily routine	AHT		EYFS pupils were at Secondary during summer term

<p>6.8 Staff provide information for parents about their children 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 Home School Liaison Officer and EYFS lead carry out home visits and provide families with detailed information before they join the school. Transition programmes are highly personalised. Information is shared through the home/school book, class assemblies, coffee mornings, parents' meetings in autumn and spring terms and two annual review meetings.</p>	<p>Parents are informed of children's progress formally and informally through parent consultations, coffee mornings, Profile Books, home school books and end of year reports.</p>	<p>HT and AHT</p>		<p>Significant support given to parents during lockdown using See Saw as an online</p>	
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