

Braidwood Trust School for the Deaf

Bromford Road, Birmingham, B36 8AF

Inspection dates 3–4 October 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress in English and mathematics.
- The most-able pupils gain good GCSE results in a wide range of subjects.
- Pupils are skilled at communicating with people who can hear.
- Achievement in science, information and communication technology and art is outstanding.
- Pupils develop good life skills. They learn to travel independently.
- The sixth form is good. Students gain the qualifications required to join suitable college courses that prepare them well for employment.
- Pupils accrue excellent work-related skills.
- Staff are skilled in helping pupils overcome obstacles to learning related to their deafness.
- Behaviour is outstanding. Pupils are eager to learn in all lessons.
- Pupils' participation in enterprise projects, sporting and music activities is considerable.
- Senior leaders, including governors, check the quality of teaching rigorously and provide extensive training for teachers. Consequently, teachers become more effective in their teaching, thus raising pupils' achievement and supporting school improvement.

It is not yet an outstanding school because

- Occasionally, teachers do not make enough use of their knowledge of what pupils can already do to plan new work for them at the correct level of challenge.
- Teachers' use of questions and their marking of pupils work are sometimes inconsistent.
- In a few lessons pupils with the most complex special needs make slower progress than their peers. This is because very occasionally teachers give them tasks to do that are too difficult for them.

Information about this inspection

- The inspectors observed 16 lessons taught by 10 different teachers and two teaching assistants. Ten of these lessons were observed jointly with a member of the senior leadership team. Inspectors carried out a work scrutiny during their observations of English, mathematics and science lessons. Inspectors also listened to pupils read when observing lessons.
- Meetings were held with staff, pupils, representatives of the governing body and a representative from the local authority.
- The inspectors looked at statements of special educational needs, pupils progress data, attendance data, teachers' planning, the school's improvement plan, monitoring of teaching information, a wide range of policies including the appraisal policy and all safeguarding policies, and the minutes of governing body meetings.
- Inspectors examined 24 questionnaires completed by staff.
- There were 13 responses to the online questionnaire Parent View at the time of the inspection. These views were taken into account by inspectors.

Inspection team

Jeffery Plumb, Lead inspector

Additional Inspector

Kathy Hooper

Additional Inspector

Full report

Information about this school

- The school makes provision for pupils who are deaf and who can access their learning through British Sign Language (BSL). Most students have British Sign Language as their first language, but a few are learning it on entering the school.
- All pupils have a statement for their special educational needs. Since the previous inspection the proportion of pupils with additional special educational needs to their deafness has increased. The additional needs of these pupils include severe learning difficulties, autistic spectrum disorders, visual impairment, physical difficulties and complex medical needs.
- The school caters for a very small number of sixth form students, who because of their additional needs, require further support before going on to college full time.
- Most pupils come from all over the City of Birmingham but pupils from seven other local authorities also attend the school, some travelling many miles by taxi.
- The proportions of pupils from minority ethnic backgrounds, including those from families who speak English as an additional language (these pupils are deaf, but some of them can speak the language spoken within their families), are above the national average.
- An above-average proportion of pupils are known to be eligible for the pupil premium (extra funding from the government for pupils in local authority care, those known to be eligible for free school meals and another group).
- The school does not make use of alternative off-site provision.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding in all subjects by making sure that all teachers:
 - make effective use of information about what pupils already know to plan work that is set at the correct level of challenge
 - use probing questions to ensure that they are ready to be moved on to new learning quickly
 - give pupils clear feedback on how to improve their work (when marking their books) and ensure that they act on the guidance they are given.
- Improve the leadership and management of the provision for pupils with the most complex needs (in addition to their deafness) and so raise their achievement by:
 - training and skilling teachers and teaching assistants to better provide for the pupils with the most complex needs, for example by having the confidence to adapt their approach in lessons depending on how pupils are responding to learning.
 - ensuring that planned activities and resources are matched appropriately to the needs of these pupils in every lesson.

Inspection judgements

The achievement of pupils is good

- Attainment on entry is below average. Helped to overcome barriers associated with their deafness pupils make good progress and achieve well in English and mathematics. The most-able pupils gain good GCSE passes in these subjects, a few at grade B. Those who gain Entry Level 1 to 3 qualifications in these subjects achieve equally as well from their lower starting points.
- Achievement is good in a wide range of subjects. It is outstanding in science, information and communication technology and art. This is because the teaching of these subjects is both challenging and relevant. Teachers skilfully take the interests of the pupils and use them to accelerate their learning.
- Pupils achieve well in physical education and all enjoy participating in a range of sporting activities.
- The school makes sure that pupils' life skills, like learning how to travel independently and safely and communicating confidently (in a range of interesting ways) with hearing peers, are outstanding.
- Through tailored work-experience placements in the community combined with work-related courses in the classroom pupils gain excellent skills to prepare them for seeking employment. Pupils make rapid gains in their understanding of the language required to be successful in the work place.
- Sixth form students achieve well. They build on their prior learning in Key Stage 4, focusing particularly on enhancing their literacy, numeracy and work-related skills. They spend time each week in the work place. All go off to college as confident young adults upon leaving school and embark on a wide range of suitable courses.
- Pupils from minority ethnic backgrounds make the same good progress as their peers. They feature among the highest achieving pupils in the school.
- Pupils known to be eligible for free school meals make the same good progress as other pupils in English. However, in mathematics their rate of progress is a little slower than that of their peers. Pupil premium funding has been spent on new mathematics resources to narrow the achievement gap in this subject for these pupils. It is too early in the year to measure its impact.
- In a few lessons pupils with complex additional special educational needs (over and above their deafness) make slower progress than their peers.

The quality of teaching is good

- Most teaching is good. There are pockets of outstanding teaching in science, information and communication technology, art, religious education and in work-related subjects.
- Typically, teachers and teaching assistants use their expert subject knowledge and questioning skills to accelerate pupils' learning. They sign effectively and as appropriate speak using their voices (a total communication environment). Consequently, pupils who are profoundly deaf understand what they are expected to learn and those with limited hearing pick up sounds that

help develop their verbal speaking skills.

- Careful positioning of pupils who can hear better in one ear than the other enables them to have the best chance of following a verbal explanation. Similarly, those who lip read are positioned so that they can best see the lip movements of the teacher.
- Excellent use is made of pictures and written instructions (blown up in big writing using pupil friendly language so that they have a stark visual impact) to enable pupils to progress step by step in their learning.
- In an inspirational science lesson challenging questions deepened pupils understanding of how sweating cools the body and how hair standing up warms the body. A practical investigation enabled each pupil to think critically and work as a member of a team to solve a problem. Supported by the teacher, but never 'spoon fed', each pupil made outstanding progress.
- Teaching in the sixth form is good. It is relevant and focused. It helps prepare students to become ready to go to college. They gain work-related skills. It enables them to understand the language required in the work place. In addition it supports them in becoming independent.
- Very occasionally, teachers make insufficient use of what they know about what pupils need to learn to plan work at the correct level to challenge them. In such lessons questions are not always used consistently to check pupils' understanding or to sufficiently deepen their understanding. Most marking gives pupils clear guidance about what is required to 'notch their work up a gear'. This is not so in a few cases.
- Exceptionally rarely pupils with the most complex needs (in addition to their deafness) are not provided with the best activities to enable them to progress as speedily as they ought. Some teachers and teaching assistants do not have the confidence to change the activities when this happens. This slows pupils' learning.

The behaviour and safety of pupils are outstanding

- Pupils show exceptionally positive attitudes to learning. They engage very enthusiastically with interesting activities and enjoy working collaboratively.
- Behaviour is outstanding in lessons and throughout the school at break and lunch times. Pupils respect the school site. There have been very few fixed-term exclusions over the past two years.
- Pupils say that they feel safe at school and that they can talk about anything that troubles them with a trusted adult. They have an outstanding knowledge of cyber and prejudiced types of bullying. Their respect of difference based on race and religion is exceptionally mature. Pupils and their parents say that bullying is not an issue at school.
- Pupils are adept at keeping themselves safe. They are aware that they must use their vision more acutely than their hearing peers when riding a bicycle. They understand the importance of wearing protective clothing in work-place settings.
- Pupils know how to keep safe when using a computer. They have an excellent understanding of the risks of getting involved in a gang. They know the dangers associated with substance misuse and have a very secure grasp of the harmful effects of unsafe sex.

- Attendance is average. It dipped a little last year due to heavy snowfalls (a significant number of pupils have to travel to the school from different towns) and a few more pupils with complex medical needs requiring hospital treatments than what is typical.

The leadership and management are good

- Throughout the last academic year the headteacher and the deputy headteacher have been relentless and effective in their drive to improve teaching. The amount of good and outstanding teaching has improved.
- Targeted training is provided to develop teaching. Teachers requiring specific support were put on an improvement programme. They have responded well and now teach good lessons.
- Recent observations of lessons showed a little inconsistency in how teachers provided a guide to pupils on how to measure how well they do in lessons. Focused training and coaching was put in place to ensure improvement. Pupils now get better and consistent guidance on how to measure the success of their learning in lessons.
- The school analyses its work diligently and rigorously. It has an accurate picture of what it does well and what needs further improvement. It uses its analysis to improve. For example, a programme has been undertaken recently to accelerate pupils learning in mathematics even faster than at present.
- Leadership of subjects and specialist work-learning programmes to support pupils who are deaf are good. However, the leadership for the provision of pupils with very complex needs (over and above their deafness) is still being developed. There is an action plan to improve this aspect of the school's work, but more is required to ensure that it is consistently good.
- The leadership of the sixth form is innovative and focuses on developing students' employment skills. It balances enhancing students' confidence to communicate and apply mathematical skills in the classroom with real experience of meaningful jobs in the community.
- Leaders ensure that the different groups of pupils receive equal chances to succeed and rigorously tackle any discrimination. But, very occasionally, opportunities to get the very best out of pupils with the most complex needs are missed.
- Pupils' learning is enhanced by trips and a range of clubs. These, together with an extensive range of work-related options, enterprise projects, relevant work-experience placements and opportunities to participate in sport at national level, motivate pupils and make sure they enjoy their experience of school.
- Pupils are encouraged to reflect deeply on the plight of children who are deaf in parts of Africa. From this deep reflection pupils initiated a fundraising event to purchase resources to help these children. Through their project on aboriginal artwork and visits to the mandir and gurdwara (as part of their religious education programme) their awareness of cultural diversity has been successfully raised.
- Work with parents is good and they are helped to communicate with their children.
- Support from the local authority is very light touch. Governors attend training provided by the local authority and find it to be useful.

- The headteacher has a clear strategy for developing the skills of staff at all levels so that they are equipped to apply for more senior posts should they arise in this school or in other schools.

■ **The governance of the school:**

- Governors provide valuable challenge and support to the school. They receive information about pupils' progress in a clear way that they understand and ask senior leaders some tough questions about it. They hold staff to account for pupils' achievement and know about the quality of teaching. Governors make sure that the school allocates pupil-premium funding appropriately. Governors are allocated to specific subjects and visit the school regularly. Although already highly skilled, governors keep up to date with training. They are involved in the school's self-evaluation and in the planning for improvement. Governors make sure that a policy links teachers' performance to pay, based on how effectively teachers promote pupils' learning. They know what the school is doing to reward good teachers and tackle any underperformance. The headteacher's performance is reviewed in accordance with regulations. Governors ensure that all safeguarding requirements are met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	103611
Local authority	Birmingham
Inspection number	427111

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Select
School category	Select
Age range of pupils	11–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	60
Of which, number on roll in sixth form	7
Appropriate authority	The governing body
Chair	June Newnham
Headteacher	Karen Saywood
Date of previous school inspection	8 November 2010
Telephone number	0121 464 5558
Fax number	0121 464 5844
Email address	enquiry@braidwood.bham.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

