



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR LONGFIELD ACADEMY

Name of School:	Longfield Academy
Headteacher/Principal:	Dr Felix Donkor
Hub:	Leigh
School phase:	Secondary
MAT (if applicable):	Leigh Academies Trust

Overall Peer Evaluation Estimate at this QA Review:	Effective
Date of this Review:	23/03/2022
Overall Estimate at last QA Review	N/A
Date of last QA Review	N/A
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	18/04/2018



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR LONGFIELD ACADEMY

Quality Assurance Review

The review team, comprising host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

Leadership at all levels Effective

Quality of provision and outcomes Effective

AND

**Quality of provision and
outcomes for disadvantaged
pupils and pupils with additional
needs**

Area of excellence Accredited

**Previously accredited valid areas
of excellence** N/A

Overall peer evaluation estimate Effective

***The Quality Assurance Review estimates are not equivalent to Ofsted grades.
The QA Review uses a different framework to Ofsted and the review is
developmental not judgmental.***

1. Context and character of the school

Longfield Academy is an average sized 11-19 secondary school with 1031 students on roll of which 143 are in the sixth form. The school is part of the Leigh Academies Trust.

Longfield Academy is structured to embrace the 'small schools' model of learning. The college structure seeks to foster the strong links that exist within a small community. A head of college leads each college of approximately 300 students from Years 7-11, together with a team of dedicated staff.

The school has a high number of students with special educational needs and/or disabilities (SEND). The school has a specialist provision funded by the local authority, the Spectrum Centre for students with autistic spectrum disorder (ASD). There are currently 43 students in this provision who are organised within a vertical tutoring system where students learn from and support each other to achieve the very best outcomes.

The school has an average number of disadvantaged students and a small number of students who have English as an additional language.

Leaders have placed a strong emphasis on the core values of respect, empathy, celebration and achievement. The school implement the International Baccalaureate Middle Years Programme in Key Stage 3 over three years.

2.1 Leadership at all levels - What went well

- The principal, supported well by the leadership team, has a clear vision for Longfield Academy to be an inclusive school. Leaders successfully remove barriers to enable all students to have full and equal access to the extended curriculum. Consequently, students, regardless of their learning needs, are able to take a full and active part in school life.
- Subject leaders have carefully planned their curricula to ensure that the impact of the pandemic has been minimised. Learning has been appropriately sequenced so that gaps in students' learning are addressed. For example, in mathematics, the curriculum for Year 11 had been completed and teachers are now focusing on areas of the subject where students are less confident.
- Senior leaders support subject leaders well. They provide challenge through regular curriculum reviews, quality assurance processes and visits to lessons. As a result, there is a school improvement drive across departments.
- Leaders' monitoring, evaluation and the review programme have identified questioning, scaffolding and modelling as foci for professional development at teacher, department and whole school level. The trust has provided training to improve teachers' high quality questioning. Consequently, greater consistency in

the implementation of the curriculum has occurred. For example, visual and performing arts have been focused on the quality of their challenge pathways feedback.

- Teachers' relationships with students are positive. Students are keen to learn, and they are largely focused on the tasks set. As a result, most students behave well and they are respectful towards each other, both in lessons and around the school. Students felt that they were supported well during lockdown, especially those students who attend the Spectrum Centre.
- The pastoral structure of three colleges ensures that students are known well. Students are supported by non-teaching student support managers and counsellors who provide help and guidance, for example, to encourage students to attend better.
- Leaders encourage local community involvement in the school to develop students' social skills, including students with SEND. For example, local residents visited the Telescope Bistro for lunch prepared by students.
- Students are able to participate in a range of extra-curricular activities covering most aspects of the curriculum. Events such as the Christmas pantomime, Jack and the Beanstalk in 2021 are a highlight for students.
- A comprehensive, well-planned personal, social, health and education programme ensures that students are prepared well for life in modern Britain. The careers education and guidance programme ensures that students are well informed of the next stage of their learning journey. Leaders make parents aware of potential career opportunities to raise students' aspirations, and effective links have been established with universities and the world of work. As a result, the vast majority of sixth form students continue into higher education or training.
- The specialist provision, the Spectrum Centre, is led well and provides many outreach opportunities. As a result, the centre is able to support other schools both within the trust and beyond.

2.2 Leadership at all levels - Even better if...

- ... leaders were able to articulate the impact of their actions within their areas of responsibility.
- ... leaders ensured that teaching staff were more consistent in providing feedback to students to help them improve their work.

3.1 Quality of provision and outcomes - What went well

- On the whole, subject leaders carefully plan a coherent curriculum across most subjects. Where planning is most effective, students are able to explain their love

of the subject, as in creative media. Also, effective planning and sequencing in Year 8 science allowed pupils to consider the 'big' questions within the subject.

- The curriculum is broad and students follow the International Baccalaureate Middle Years Programme in Key Stage 3. Consequently, the curriculum meets the requirements of the National Curriculum. The Middle Years Programme has had a significant impact on learning through its emphasis on real-world application and practical skills. For example, in science, it has transformed students' attitudes, as well as enabling students to develop skills which help prepare them for success at Key Stage 4. In addition, interdisciplinary units at Key Stage 3 provide opportunities for explicitly teaching conceptual understanding across the curriculum.
- Leaders recognise the importance of improving literacy across the school. Reading with the teacher and Accelerated Reader are used to encourage students to read more, and to read more challenging texts. Sixth form students read to younger students and that helps to raise the profile of reading within the school. Teachers highlight key subject vocabulary, especially in Key Stage 3, so that students understand subject language well; the expectation that teachers develop specific subject vocabulary is not as high profile in Key Stage 4. The school's marking and feedback policy supports the further development of literacy and subject specific vocabulary.
- Teachers' strong subject knowledge leads to well-structured lessons and effective questioning of students, when used well. Regular routines at the start of lessons help students to recall previous learning. As a result, students embed their knowledge over time. For example, regular retrieval activities in geography means that students know more and this helps them to make progress.
- When teachers carefully plan and scaffold tasks well, learning is adapted to meet the needs of all students. In addition, when teachers model how to write good answers against awarding body criteria, students were able to replicate and made strong progress.
- Mostly teachers use effective and insightful feedback that helps students to reflect on how they can improve their work. Regular student assessments identify the progress students are making. Students' progress is strongest when follow up actions are fully embedded, for example in English.
- Devices, such as chromebooks, are mostly used effectively in lessons and students are able to access learning resources which encourage them to be independent. The technology is used particularly well to check students' prior learning. For example, in food technology, students used the technology in a holistic way.
- Sixth form students make very strong progress in their studies due to the effective induction. Sixth form leaders ensure that students are placed on appropriate courses and the Year 12 student council meets with small groups of Year 11 students to give them a better understanding of what they can expect from the post-16 courses. Students feel very well supported both academically and pastorally in the sixth form.

- The quality of teaching in the sixth form is typically very strong. For example, in criminology, the teacher's insightful questioning helps to deepen students' learning further. Historically, the Level 3 Value Added (L3VA) has been above national expectations. When necessary, students are supported by additional interventions to ensure that they remain on target.
- Student attendance has been impacted by the pandemic. Staff work closely with outside agencies and support parents to identify issues affecting attendance. Current attendance is improving and in line with the national average.

3.2 Quality of provision and outcomes - Even better if...

- ... all teachers used appropriate strategies to provide greater challenge for higher attainers.
- ... all teachers targeted their questioning to deepen students' understanding and knowledge of their work.
- ... behaviour for learning routines were embedded well across all lessons to encourage students' independence and resilience, including the enhanced use of technology.

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well

- The Special Educational Needs Coordinator (SENCo) has high expectations of students with SEND. Leaders ensure that students have access to the full mainstream experience. On occasions, some students may reduce the number of option subjects in Key Stage 4 to enable them to have a greater focus on literacy.
- Leaders ensure that students from the Spectrum Centre are able to access the full curriculum and provide a bespoke programme for each student dependent upon their specific needs. As a result, the students from the centre make very strong progress. Furthermore, all students from the centre continue onto further education or apprenticeships.
- Teaching assistants are trained well and highly qualified. They are able to support students consistently so that the students made effective progress.
- Leaders in the special needs department and Spectrum Centre have established strong links with outside agencies, supported well by the pastoral systems. As a result, students receive the appropriate support and guidance to do well.
- Staff in the special needs department provide training and guidance to mainstream teachers to help them adapt their teaching to better meet the needs of students with SEND. For example, the open door policy in the Spectrum Centre helps staff to understand how to help students with ASD.

- Disadvantaged students generally engage well in lessons and most make similar progress to non-disadvantaged students.

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

... all teachers consistently implemented strategies that help students with SEND to better access the learning.

5. Area of Excellence

Specialist Resource Provision for students with autistic spectrum disorder (ASD).

Accredited

5.1 Why has this area been identified as a strength? What actions has the school taken to establish expertise in this area?

Longfield Academy's specialist resource provision, the Spectrum Centre, provides support for those students who, without specialist input, are unlikely to make progress in their learning and would struggle to take part in mainstream school life. The Spectrum Centre provides places for 40 students who are diagnosed with autistic spectrum disorder (ASD) and have an education, health and care plan (EHCP).

Students are supported by specialist staff within the provision which comprises four classrooms, each with direct access to a quiet room that students can use. It also has its own kitchen area to support the development of life skills, changing rooms and a training room. Students are able to use their own open space, separate from the main school playground, and this area accommodates a garden for extra-curricular horticultural activities during some lessons.

Students are based within the provision for all tutor activities and social times, but have access to the school for most lessons. The aim is to enable each student to integrate into main school lessons full time, and to study the full range of Key Stage 3 and Key Stage 4 examination courses and enrichment activities. Each student has a carefully personalised timetable which takes account of their individual needs, but with a significant level of challenge built within it. All students join everyone else in taking part in their college activities.

The Spectrum Centre provides in-reach to students from the main school body who have a diagnosis of ASD. The centre supports all teaching staff with teaching strategies for

students with ASD.

The school uses its expertise to provide local advisory support to primary and secondary schools within the area. It also works closely with Milestone Academy, a special needs school, to develop opportunities for students and staff across the Leigh Academies Trust and more widely.

5.2 What evidence is there of the impact on pupils' outcomes?

Students in the Spectrum Centre make strong progress in their learning. They are enabled to be successful and the majority meet or exceed their EHCP targets. The Spectrum Centre works to support students in developing the person as a whole so that they can function within the wider community. All students from the Spectrum Centre leave at the end of Year 11 and progress into post-16 education either at Longfield Academy or other local colleges.

Students speak positively about the support provided. For example, one student said, 'Support makes me happy and feel good'. Such comments reflect the way in which students have been integrated well into mainstream education.

The positive impact of the provision on students is shared by parents. One parent typically said about the centre, 'They are amazing at what they do and, since our son joined the school, he is doing very well. We are very proud parents'.

The impact of the centre goes beyond the school by providing out-reach support to other schools, including local primary schools and schools within the trust. As a result, more students with ASD beyond the school benefit from the centre sharing expertise with staff in other schools.

5.3 What is the name, job title and email address of the staff lead in this area?

Alastair Williams, Special Educational Needs Coordinator, SENCo
Email: alastair.williams@longfieldacademy.org

6. What additional support would the school like from the Challenge Partners network, either locally or nationally?

For staff to have continued opportunities to visit other schools.



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR LONGFIELD ACADEMY

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.

Schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.

Schools can also attend Sharing Leading Practice events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website.