



Annual Evaluation for the IQM Flagship Project



School: Horton Park Primary School
Dawnay Road
Bradford BD5 9LQ

Head/Principal: Saima Bahadur

IQM Lead: Shahmyla Gulshan

Date of Review: 14th February 2022

Assessor: Sylvia Cramp

IQM Cluster Programme

Cluster Group: Inclusion Pioneers

Ambassador: Sarah Linari

Date of Next Meeting: 16th February 2022

Next Cluster Group Meeting Focus: TBC

Sources of Evidence during IQM Review Day:

Interviews held virtually with:

- IQM Co-ordinator/Assistant Headteacher/Inclusion Lead
- Head Teacher
- Deputy Headteacher
- Class teachers from Early Years, Key Stage 1, and Key Stage 2
- Children from Early Years, Key Stage 1, and Key Stage 2
- IT Lead
- Parental Involvement Worker
- Parents

Additional Evidence:

- Review of targets and action plan
- School website
- School Twitter Feed



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Evaluation of Annual Progress towards the Flagship Project

The School's progress from the previous year is based on the project focus of:

360 degrees – Getting the full picture vs impact

At the heart of its local community, Horton Park Primary School makes a significant difference to all its children by reaching out to parents and carers. Celebrating the rich diversity of the local area, the dedicated Headteacher and Senior Leaders ensure that each individual child is enabled to succeed. As the Head Teacher explained, "The school is more than a learning establishment. Parents feel comfortable. We don't give up – not here." Additional challenges presented by the Covid pandemic and lockdown have resulted in a wide range of developments.

Targeting hard to reach parents to diminish gaps.

From four parents attending parents' evening ten years ago when the current Headteacher joined the school, Horton Park Primary has embraced parents in supporting their children whilst developing their own skills and confidence. Building up trust with families by a consistent approach to raising levels of attendance and achievement, the school has shown determination to overcome any issue to ensure continued progress for children. The Y2 teacher emphasised how the whole staff team are willing to take every measure possible based on how to make the school easy to reach for parents.

For every child to access remote learning over lockdown, the school invested in nearly 300 laptops to supplement those provided by the DfE in addition to donations of 10 desktop devices from a local company. From this initial step, the IT Lead explained how Seesaw was selected as the most appropriate platform to suit both staff and families. Video tutorials were placed on the school website for parents, and some came into school or were talked through how to use the devices by phone. Tutorials were provided at least three times a week for parents on how to use Google Classrooms.

Welfare calls were also prioritised to support both learning and wellbeing. The Deputy Headteacher described how any patterns of non-engagement with remote tasks was immediately flagged up to SLT. Phone calls and window visits were subsequently made to offer support with any issues. Paper copies of work were delivered to any family experiencing difficulty with Wi-Fi.

When school finally reopened, parents were waiting to talk to staff – during the first couple of weeks back, Senior Leaders were outside for a couple of hours as parents had so much to share. The Headteacher reflected on the many ways staff had built up such trusting relationships with parents including knocking on doors before 9.00am if a child was not in school and getting them in. The Parent Involvement Worker has learned some phrases in Arabic and Urdu to welcome families.

The increased use of IT has proved a success in facilitating online parents' evenings, providing flexibility for many parents who previously found it difficult to attend due to working hours or needing to see several teachers. The Y5 teacher explained how the



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school website offered step by step advice for help with applications to secondary school and that some parents came into school for help with completing them.

In addition to Seesaw, Marvellous Me has provided a way to celebrate the children's work and send messages to parents. Staff can send out badges for really good work and parents can send a High 5 in return. The IT Lead described how there may be challenges in school, but the staff team work so well together and are always ready to jump in and offer support. They have also noted a significant increase in participation from home.

I was extremely impressed by the many ways the school supported its families during lockdown. The Parental Involvement Worker (PIW) enthusiastically shared the range of advice and resources available including a weekly food market. Referrals were made to the Food Bank for families in difficulties, many due to being furloughed. Keyworker families were able to attend school. Having qualified as a Mental Health First Aider for adults, the PIW made regular phone calls to parents, checking on their welfare and signposting them to additional support, as necessary. "We didn't actually stop anything, but we had to mould it to Covid rules" she explained. She also found that families loved the fact she had learned some helpful phrases in Urdu, including "mask."

Beyond lockdown, the PIW has always been fully involved with meeting parents when their child starts nursery or reception. She has found that excellent relationships with families are key to supporting good attendance. As many families do not live in the immediate area due to moving, staff have picked children up to ensure they attend every day and Pupil Premium money has been used to provide taxis.

The school library is open every day both before and after home time. This is a time when the PIW will chat with families and get to know them, including any need for additional support. The Y2 teacher described how it was so important to "Put yourself in the shoes of someone who isn't a teacher." When a parent was finding themselves unable to help their child read, she invited them to share a reading session in school to show them what to do.

Next Steps:

- To embed the use of IT by continuing to use Seesaw for homework and Marvellous Me for communication with parents. Children have kept all the IT devices distributed during lockdown.
- Ensure all new parents can access IT programs, especially if their child is very young or has additional needs.
- To consult with parents who have been successfully engaged to find out from them which aspects of the school's work made a difference.

Focussing on the whole child via agency parenting etc.

The Parental Involvement Worker is continually seeking new opportunities for funding and parental support. Learning English is the greatest need with 12 parents currently on an ESOL course, including some dads. It has gone from strength to strength and can



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be extended by referral to a college course. There is also a virtual Childcare course being offered via Family Learning at Bradford Council. Community courses are offered to parents, grandparents and friends. The parents I met referred several times to the availability of courses and the support offered in completing application forms.

The Parental Involvement Worker also works alongside many agencies including a Family Aid Worker who supports families with putting routines and boundaries in place. The Stronger Families Programme, funded by the National Lottery, has been into school to offer support with lots of queries, such as how to access the job centre and FE courses.

The Parental Involvement Worker explained her aim is to support families to get back on the road to recovery. As she acknowledged, "If I am helping them, I'm helping their children. Some families have needed bereavement counselling, for example, or support due to families breaking up. The aim is to ensure that children thrive both in and out of school."

Every available opportunity for funding and resources is accessed including:

- WomenZone – food bank referrals, holiday activities and ESOL courses.
- Grange Interlink – which provides holiday clubs, food banks and family meals. Parents, siblings, and the children can have a trip and a meal.
- Greggs Foundation – grants for families for clothing, washing machines, fridges, beds, and bedding. The PIW has made over 50 applications.
- Cash for Kids by Pulse Radio – provided clothes, furniture and white goods to a family who had nothing.
- Hygiene packs.
- Winter Warm packs

Next Steps:

- Invite parents for additional reviews for children with an Education, Health and Care Plan.
- Additional meetings with parents for children who are gifted and talented.

It is clear that Horton Park Primary School has risen to the challenge of ensuring that every single child and their family have continued to access learning in spite of all the barriers which were intensified over the Covid pandemic. The aims of the Flagship Project have been achieved in a multitude of ways, demonstrating the school's commitment to supporting parents, carers, and families to help each child achieve their potential.



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Agreed Actions for the Next Steps in the Flagship Project:

Targeting hard to reach parents to diminish gaps.

The plans for this year build on the previous aims with a clear focus on supporting parents and carers to develop their own confidence and skills in order to support their child's learning.

Developing a love of reading from the Early Years.

This area has been identified due to the high level of need in Reception regarding early language development. There is also recognition of the gap in developing social skills and being ready to learn due to disrupted pre-school experiences.

Next steps as discussed during the Flagship Review.

- To invite identified parents into school to model strategies to develop early reading including shared reading times.
- To support parents in developing their confidence and understanding of Little Wandle, and how their child is taught, to apply this knowledge.
- To develop workshops for parents to work alongside their child in making their own book to share with each other and their family incorporating dual language as appropriate.
- Smaller groups for targeted support e.g., events, parent meetings, class messages, share work.

To extend family engagement in after-school activities.

With the return to normal school life following lockdown restrictions, after-school clubs have been reintroduced. It has been noted that some siblings have not attended clubs due to parents being unable to collect their children on different evenings after school. The plan is to invite the whole family to engage in an activity and continue to respond to parental suggestions for after-school activities.

Next steps as discussed during the Flagship Review

- Reintroduce the gardening club.
- Events to target particular groups e.g., basketball, teamwork.
- After school clubs based on parents' interests e.g., knitting, archery, chess.
- Encouraging parents who have found it difficult to participate in after-school activities including dads and working parents.



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To create and establish resourced provision for children in Key Stage 1.

Horton Park Primary School has offered places for children with significant needs in a resourced provision led by a Specialist Teacher for several years, based in a nearby Nursery School under the umbrella of the Exceed Academies Trust. The IQM Lead teaches every week in the provision. Whilst this has provided the children with access to excellent facilities including outdoor areas and a sensory room, children still regard it as being 'at Nursery.' From September 2022 children will be able to access their provision on the main site of the primary school due to planned extension works.

Next steps as discussed during the Flagship Review.

- To complete building specialist facilities within the school annexe.
- To welcome children in the Resourced Provision into the daily life of the whole school.
- To engage parents in supporting their child and joining in whole-school activities.

The Impact of the Cluster Group

The IQM Lead shared how the school had found cluster group meetings really useful by always providing so many ideas and practical examples to take away. The Early Years Lead attended the meeting on using Forest School to target the needs of SEND children and was keen to put some ideas into practice. The Headteacher summarised the value of the cluster group, stating that "Being part of the project allows us to reflect on how to review and develop – it doesn't stand still."

12.11.2021 Virtual meeting

- How to develop mental health in the outdoors.
- Home learning – engaging families to support their children.
- EYFS Framework.

Overview

Horton Park Primary School is a school which holds inclusion at its heart. Whilst appreciating the support gained by being part of Exceed Academies Trust, the school is proud of its own identity and clear vision, emphasising the warm welcome given to everyone as soon as you enter. The Y2 teacher proudly described the school's strength as "being a family – parents see the consistency and predictability and know we have the children's best interests at heart."

Horton Park Primary School has 424 pupils with above the national average of children eligible for free school meals and over 32% of students with additional needs (SEND). There are 6 children with Education, Health and Care Plans (EHCPs) in mainstream and



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an additional 8 children with EHCPs in the resourced provision. There are 32 different languages spoken within the school community including Urdu, Arabic and Hindko. Most children enter the school with minimal language skills and limited experiences, which the school addresses with an enriched curriculum.

Standards of achievement are extremely impressive and demonstrate the staff's determination to overcome all barriers. The most recently published results place Horton Park in the top ten of primary schools in West Yorkshire and exceeding national average expectations. The Headteacher described her daily pride in the children, resulting in Y6 leavers who "are out there [shoulder to shoulder] with everyone else."

The relentless focus on quality teaching and meeting individual needs comes from a wonderful staff team who make sure the children get a really good deal. The Deputy Headteacher explained how staff nurture each other and no one at Horton Park works in isolation.

The speed with which the school offered a full programme of remote learning demonstrates their determination to maintain children's progress. The IQM Lead emphasised how IT support had been immediately delivered to upskill staff including dedicated sessions for TAs to overcome any initial panic and uncertainty. Children learned to complete and upload work online including video clips, enabling a completely different level of dialogue between teachers and children. The ability to record responses using the microphone allowed younger children to complete tasks and was extremely beneficial for children with SEND.

Whilst clearly focused on curriculum coverage, the Headteacher was also mindful of the wellbeing of both children and staff and the need to avoid long screen times. On Wellbeing Wednesdays staff and children were directed to turn off their laptops at midday. '50 things to do in lockdown' provided ideas for outdoor and physical activity, for example, drawing a plant growing outside or videos of their efforts when joining in the Joe Wicks workouts every morning.

The teachers I spoke to all loved Marvellous Me for enabling parents to access pictures of their child's work and certificates of achievement via their smart phones. The Y5 teacher added that being able to see what their children were doing at school meant that parents could talk about it at home. Parents I spoke to confirm the successful approach for remote learning, emphasising how easy it was to get online and access help via a phone call. As one dad explained, he felt more informed about his children's learning and felt the only difference was that it was remote! Teachers were praised for their continual involvement and feedback.

The teachers I met related how they continually adapt the curriculum to meet each cohort's needs. The Reception teacher explained how provision had been scaled back this year due to the huge gap arising from Covid experiences. She also praised the big jumps made possible by the Little Wandle phonics programme. This was confirmed by the Y2 teacher, who found the prescriptive approach of the programme made it hugely accessible for the children, ensuring they can access the content in all other subjects. It is also being used throughout KS2 where gaps have been identified. Training for the



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whole school staff has resulted in everyone being on the same page. The Y5 teacher added that parents can also be involved as work is shared on the school website. Parents I spoke to agreed that their children were not behind, in spite of lockdown. One described the high level of support for children who needed pushing and additional help for homework. A dad stated how “Teachers have been so supportive especially through Covid time.”

The children I met proudly shared their views of the school. A Y6 child explained how “everyone involves everybody in everything and gives everyone a chance to learn”. Several children described what they were learning including a Y4 child who told me about dividing by 10 or 100 and always having a place holder. If anyone is stuck, another Y4 child explained, they can go to the working wall and see the previous maths work as a reminder. All the children joined in about their favourite books when a Y1 child told me how her favourite story made her laugh. A child from Y2 confidently told me how the Great Fire of London in 1666 “started in a bakery - a little spark came out of the oven and jumped onto the other houses as they were so close together.”

The breadth of the curriculum is evident on the school’s Twitter account where photographs display African inspired art, baking, science experiments, maths challenges and DT club.

The Deputy Headteacher described how trips were used to provide context for the curriculum, for example, boat trips to Scarborough linked to Treasure Island and coastal erosion. Teamwork and challenging experiences were recently on offer during the Y6 residential to Coniston with children applauding each other’s achievements and offering help to each other. A Y6 child excitedly shared his experiences of climbing high rocks, playing hide and seek in the mud and having fish and chips on the first night.

The children at Horton Park Primary obviously appreciate the wide range of after-school activities available. One child in KS2 told me how they enjoyed the “peaceful DT club” where projects included making a parachute for an egg and a birds’ house. He explained how he was padding a plastic box so the birds would not scratch themselves. The new trim trail in the playground was also highlighted as an exciting addition to the school grounds.

Safeguarding has continued to be of the highest priority during lockdown. The Headteacher explained that nearly half of the children are on the school welfare lists. The school’s response included daily welfare calls, doorstep visits and attending social care meetings. Staff based at home helped to deliver 200 food parcels using the school mini bus.

The reliance on remote learning also highlighted the need for increased awareness of security measures. Internet safety precautions were shared with parents including information regarding appropriate age ranges for websites and how to change computer security settings. In school children have always contributed to a class agreement on using the internet safely and sign a Code of Conduct. Local Police Community Support Officers have talked to the children about the dangers online and staff are now alerted to inappropriate use and searches on school devices both at school and in homes.



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Horton Park continually promotes children’s understanding of how to achieve beyond school. The IQM Lead explained how she is seen as a role model having attended the school as a child and can relate to their experiences. A display board shows what people from the school have achieved including a football player, a singer and a TA working in the resourced provision. Children in Y6 are provided with opportunities to take over the school for a day and carry out a range of jobs as preparation for the world of employment. One Y6 child told me about his day as office manager and that he would like to be one when he grew up.

The parents I spoke to had no doubt about the long-term impact of the school on their children’s achievements. All agreed that their children had “improved massively” and that staff were “so approachable and always ready to listen.” Concerns were addressed straight away. One parent told me how his child wants to go to school even when they are unwell as “they enjoy every minute.” As one parent put it, “I couldn’t have chosen a better school. They should expand to a secondary school!”

Horton Park demonstrates what is possible when a school focuses on engaging the whole community in learning. The clear vision from the Head and Senior leaders has inspired the whole staff team to pull together to ensure the best opportunities for each child and their family. I recommend that Horton Park Primary School retains its Flagship Award without reservation. Their future plans for increased parental engagement and welcoming the resourced provision on site demonstrate the school’s commitment to extending their successful inclusive practice even further.

Assessor: Sylvia Cramp

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Joe McCann MBA NPQH
 Director of Inclusion Quality Mark (UK) Ltd