



Assessor's Evaluation for the IQM Flagship Project



School Horton Park Primary School
Dawnay Road
Bradford
West Yorkshire
BD5 9LQ

Head/Principal Mrs Saima Bahadur

IQM Lead Ms Shahmyla Gulshan

Date of Review 23rd June 2023

Assessor Ms Annette Sowden

IQM Cluster Programme

Cluster Group IP NW
Ambassador Ms Sarah Linari
Next Meeting 26th September 2023
Meeting Focus TBC

Cluster Attendance

Term	Date	Attendance
Summer 2022	17 th June 2022	No
Autumn 2022	14 th October 2022	No
Spring 2023	30 th March 2023	Yes
Summer 2023	19 th June 2023	Yes

The Impact of the Cluster Group

The Learning Mentor attended the latest meeting.

The information that was shared during the session that the school can now use such as:

- Unity days – Where all involved discuss and try to resolve issues that come up in the provision.
- Booklets for parents and pupils on homophobia, racism etc.

It was described as a 'refresh' for strategies/interventions such as music therapy and outdoor learning.



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Evidence

Discussions with:

- Headteacher and Inclusion/Special Educational Needs Disabilities Co-ordinator (SENDCo)
- Senior Leadership Team (SLT)
- Class teachers
- Learning mentor
- Community Involvement Worker
- Reading ambassadors
- Parents

Additional Activities

- Morning welcome
- Tour of school

Evaluation of Annual Progress towards the Flagship Project

It is true to say that the evaluation of the Flagship Project for the academic year has been achieved. The staff within the school led enthusiastically by the Headteacher and Inclusion Lead have worked extremely hard this year to develop the project by addressing each action with commitment to enhance the experiences of the pupils and their families.

Horton Park's progress from the previous year is based on their overarching project relating to 'Relational Behaviour - a way of interacting or communicating with others that embodies core values such as respect, inclusiveness, honesty, compassion, cooperation and humility'. To do this the school had identified several actions and systems they wished to implement in school.

Resourced Provision

The school has been asked to be 'go-between' between mainstream schooling and specialised provision for pupils with complex communication needs centring around speech and language and Autism Spectrum Disorder (ASD). Pupils referred are taught within Resource Provision which, at present, is situated in the nearby Canterbury Nursery but overseen and managed by staff from the main building. The intention had been to have the Resourced Provision on site by September 2022. However there have been delays in the building work and a flood in the Early Years Foundation Stage (EYFS)/Key Stage 1 (KS1) area of the school. Undeterred, the staff have continued to work hard to strengthen collaboration between the resource and the EYFS/KS1 department. This has enabled some of the pupils to take their KS1 Standard Assessment Tests (SATs) and the Year 1 Phonics Screening. The SENDCo teaches in the provision once a week.



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Provision includes swimming and music therapy, both to improve communication skills. Staff are trained in social reading. During this intervention staff have a box of toys that they as the adult play with and model language. At stage 2, the adult plays games with the toys choosing 1 or 2 pupils to join in. In stage 3 the pupils play with the toys on a task and bring them back. This therapy develops language and social skills such as turn taking and listening for understanding.

The local SEMH team has worked with the staff this year. This has helped to increase the range of strategies that staff and pupils now have in their arsenals. The staff state that they have strengthened their relationships and partnerships with parents of pupils accessing the provision.

Relational Behaviour

Staff have received myHappyMind training through several staff meeting sessions.

The school wanted to be proactive in helping all pupils with their emotions not just those who become dysregulated as the Child and Adolescent Mental Health Services (CAMHS) waiting list was in excess of two years and this was felt to be detrimental to pupils and families.

This is a 6-module programme that the staff felt would enable the pupils to gain a knowledge of how their brain works and how to regulate their emotions. Training was delivered on 'happy breathing', a technique they model with the pupils informing them how and when to use the technique whilst explaining its benefits. The staff highlighted in their discussions how well received this was. At present the programme is in place and being embedded. They are trialling how best to incorporate the sessions into the curriculum for each of the year groups. Most successful so far has been 10-minute daily slots for the younger classes and fewer but longer sessions in the KS2 classes.

The pupils were very positive about the lessons and happy breathing. They could eagerly and articulately talk about how and when to use this technique, "You can use it in maths when it's hard, so you don't get stressed". Parents are positive about the scheme having had an introduction and they are able to download an App on their phones which they say is a wonderful tool for them as it gives them parenting tips.

Nessie

This is an element of the project that has had a marked impact on those who have taken part in it. The aim of the school was to engage with parents, particularly mothers who were deemed as hard to reach. Domestic Violence (DV) was identified as an issue, both in the amount the school was aware of and the incidents that went unreported due to cultural barriers. The school had also identified single mums who did not know who or where to turn to when they needed help. In doing the course they hoped and continue to hope the ladies would be able to be better versions of themselves due to having time to concentrate on themselves.



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The first cohort of 'mums' went through the programme during the year and had a graduation ceremony in the Town Hall. Participants who were interviewed said it was a highlight for them as they were seen as more than 'mums'. They also reported increased confidence and being recognised for their own talents. The social element of the course was a real 'plus' for them as they made friends outside their families. A second cohort have already started and in fact were on a hike on the day of the review. They returned fresh from their walk to talk about the programme and the school. Both cohorts covered subjects such as mental health and wellbeing, basic first aid, healthy eating, finances and setting up a business.

Through the course the deliverers have been able to instil the importance of education with the families and so increase attendance of some children. One parent also asked if she could perform at the school talent show such was the increase in her confidence and self-belief after her graduation from the course.

Reading

The school has worked with the local English Hub and through this work and their own internal audits they moved to a new phonics scheme. The new scheme is reported to be increasing engagement and progress whilst building confidence. Staff report that pupils in Year 1 have increased fluency. The school has timetabled the programme very tightly and invested a great deal of staff and resources into establishing a large number of groups that are all taught at the same time. The group reading aspect of the programme is having an impact in class. Staff felt the assessment element of the programme was clear and provided them with a heat map of where the pupils were in terms of phonic knowledge and highlighted their strengths and areas to be concentrated on. The How To videos for the parents are well used and helpful for homes where English is not the first language.

Centre for Literacy in Primary Education's (CLPE's) Power of Reading has been purchased to support the evolution of a high-quality literacy curriculum. It was felt that this would be instrumental in strengthening reading comprehension and vocabulary whilst developing a love of reading and writing through the high-quality texts. The multi-sensory elements are used to help those pupils with English as an Additional Language (EAL).

Having quality texts in literacy along with staff top picks in both the library and the classrooms is helping to raise the status and standard of reading throughout the school. This was evidenced by the Reading Ambassadors who were very animated talking about books, authors and promoting reading throughout the school as well as stating that, at Horton Park Primary School, you can pick books to read just because you like the look or sound of them. They were extremely proud of their reading badges denoting books and times they read.



Agreed Actions for the Next Steps in the Flagship Project

Cluster Meetings

The school has agreed to rotate staff to attend the Cluster Meetings. This way they felt they would benefit more from the meetings and it would alleviate issues of non-attendance due to circumstances in school.

Reading

To continue to highlight reading, the school is looking at the Open University's (OU) Teachers' Reference Group for Reading for Pleasure that is presently being run from the Burley Woodhead English Hub. The school is looking for additional ways of engaging pupils and their families and discussed the possibility of looking at the impact of seeing males reading.

Discussions took place round:

- An online Advent calendar of staff and local community people reading a Christmas story each night that the families could log on to.

This would provide not only bedtime stories and examples of males reading but would also provide a platform to demonstrate how to read stories to children.

- Book Boats, using laundry baskets placing cushions and books inside the basket, which could be taken out into the playground for pupils to sit in and read if that was their choice during break times.

Nessie

Due to the success of and enthusiasm for this course, a third cohort is planned. In addition to this, the school wants to run or source further courses for the participants such as further cookery courses and Level 2 Mental Health.

Resourced Provision (RP)

The school plans to have this on site by September with the following actions:

- Establish greater collaboration between the RP and the EYFS/KS1 teams due to ease of the pupils in the RP being able to transition into sessions within the school.
- Liaise with other RPs to work collaboratively on the 'offer'.

MyHappyMind

- To take this to the next level by embedding the practise completely within the curriculum and timetable.
- To have sessions for new parents and to be part of the New Starter Information Sessions.
- To create a steering group and to include parents in this group so building on the positive impact this is having both in school and at home for the children.



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Relational Behaviour

- To have staff trained to train staff and roll it out throughout the school.
- To have resource boxes in each room.
- To ensure there is a consistent approach to dealing with negative choices throughout.



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Overview

From the minute you walk through the door of Horton Park Primary School (HPPS), any preconceived perception of the school you have made, having travelled from the tightly secured car park and entrance, is changed. You enter a haven of calmness and welcome.

My meeting with the Head Inclusion Lead and the Senior Leadership Team (SLT) set the tone for the day. Their welcome and obvious pride and passion for the school were evident from the Headteacher's opening statement, "The children in the school are not just our children, but the children of Bradford. They are Bradford's future. We ask ourselves what would we want for our own children and if what we offer is not good enough for our own children, then it's not good enough for the children of Horton Park."

All staff echo the statement that Horton Park is a community hub. They believe that the school is there not just for the children but for their families and their needs. The Deputy Headteacher voiced that the families were so pleased and grateful when the school was able to fully reopen following Covid lockdowns and restrictions. This was something that the parents were keen to talk to me about when I spoke to them.

Some staff travel long distances to work at Horton Park and have done so for many years; others are alumni of the school. When asked why, they said because they know and feel they are part of a community that is making a difference. Again, this was reiterated by the parents.

When you sit in the head's office you face several boards that inform you that at HPPS:

- We learn to succeed.
- We broaden our horizons and explore opportunities so we can make positive life choices.
- We continually learn to succeed and respect and value each other.
- We are forward looking, ambitious and responsible towards our whole community today and in the future.

Talking to staff and pupils you soon realise these are not plaudits but are embedded, engrained and very evidently lived by all in the school community.

At HPPS the mantra is, 'it's okay to make mistakes because I am learning.' The staff encourage the pupils to harness their resilience which is a key driver. For many pupils attending HPPS, their environment outside school requires resilience to survive so they then build upon this in school through the Curriculum Maestro. This is a challenging but scaffolded curriculum that allows all to access and progress. One parent after talking about her child and the issues the child had, had reinforced this approach when she said, "It's not about negativity at Horton Park, they work on the positives. Our kids have blips. One day I came in to find the SENDCo on the floor next to my son who had had a complete meltdown. She was calming him and reassuring him. She was amazing.'



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The staff position themselves as advocates for their families. An example being their involvement with a family of a pupil with needs who moved from the area. The pupil had flourished at HPPS with the support provided but upon moving to another town found they were unable to find a school due to the needs. HPPS rang schools local to the family, explaining about the pupil and putting a story to the name on paper. As a result, a suitable school was found. HPPS has worked closely with this school and shared equipment to help the pupil.

Due to the variety of languages spoken by the parents and carers, the school has recognised that this was a barrier to the pupils applying for a place at the secondary school of their choice. To address this, the school holds a Parents Evening in early September outlining the application process. During this evening, they explain the additional information forms that the schools require but are not always available to the parents.

HPPS presently are below the national average for securing their first choice of secondary school and the staff at HPPS wanted to address this.

During my conversations with the parents and carers, the support from the school was something they were extremely grateful for. In fact, an advertising company could not have created a better campaign to sell the school, than the parents did. As advocates of the school, the parents and families are excellent. Their passion and love for the school and its staff is almost tangible. They praised the staff commitment to the pupils and to them, the families. When I first met the SLT, they told me that HPPS was a family and all the stakeholders spoken to during the day, provided evidence to illustrate this. Some parents and carers mentioned that they were experiencing 'problems' with their children at high school but they came back to HPPS to ask the staff for help because they felt they had such a strong relationship with the school.

The conversation with the parents who had been on the Nessie course was so positive and uplifting. The participants were proud of their achievements. Each was desperate to share their experiences on the course and impact on themselves and their families. One said she felt like she had come out of her shell and she was now more than a mum. They talked animatedly about their graduation and the friendships that had come from being part of the group.

The Community Involvement Worker (CIW) was new to post yet had already made strong connections with the families and was rapidly making productive relationships. She was very keen to talk about how she was involved in many projects to engage families. Being able to go straight out to the gate on her first day and speak to the parents in Urdu, Punjabi or English was so important to her as it helped her to strike up conversations and create trust. Working with families has enabled the school to share the importance of education and having children in school. One parent was pleased to say that working on some of the projects had showed her how important it was for the children to be in school. She said, in the past, she would let them stay off if they told her they were not well but she knew they were not that bad. Now she sends them in and asks the school to contact her if they really were unwell.



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Creating Raving Readers was an aim of the project this year and its impact was visible in the conversations with the Reading Ambassadors who were so enthusiastic to talk about not only their reading but the rewards they could gain by reading; the badges that denoted how much each had read plus the Rolos that could be earned weekly for reading at home. One pupil explained that reading was, "very important because it improves your English and your conversation".

My day at HPPS was so enjoyable and informative. It was a delight to see the project in action and its impact on the pupils and families of HPPS and the local community. Every action taken by the staff is driven by the desire to ensure every pupil entering the school receives the best offer they can. HPPS truly is a family, in which everyone is required and expected to play a part to develop and include every child on their journey to be citizens Bradford would be proud of and who would add to the future of the city.

When asked how HPPS could be better, the parents highlighted three things:

- It needs to be 5 -16 so they can have high school here because we love the school.
- It needs a bigger hall so we can all come and see the performances and celebrations.
- It needs more money to do more projects because the ones they are doing they need to keep doing.

Horton Park Primary School is proud of the diverse dynamics each pupil brings to the school and celebrates this through the saying, 'You are the You in unique'. Thank you to the staff, pupils, and families of Horton Park Primary School.

Horton Park Primary School continues to move from strength to strength in terms of its superb inclusive practice and I am firmly of the opinion that Horton Park Primary School fully meets the standard required by the Inclusion Quality Mark to maintain its status as a Flagship School. I therefore recommend that the school retains its Flagship Status and is reviewed again in 12 months. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of cluster working will underpin the capacity for the school to maintain its Flagship status.

Assessor: Ms Annette Sowden

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Director of Inclusion Quality Mark (UK) Ltd