



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 2nd July 2024

Assessor Ms Annette Sowden

IQM Cluster Programme

Cluster Group IP NW

Ambassador Ms Sylvia Cramp

Next Meeting TBC

Meeting Focus TBC

Cluster Attendance

Term	Date	Attendance
Autumn 2022	14th October 2022	No
Spring 2023	30th March 2023	Yes
Summer 2023	19th June 2023	Yes
Autumn 2023	26th September 2023	Yes
Spring 2024	26th February 2024	Yes
Summer 2024	06th June 2024	Yes

The Impact of the Cluster Group

All cluster meetings have been attended, and Horton Park Primary School and Canterbury Nursery School hosted the summer 2024 meeting. Horton Park Primary School showcased Little Wondle, as reading has been a focus for the school for several years. Canterbury Nursery presented work on communication strategies such as Makaton. Horton Park Primary School found this very helpful, as they have pupils transitioning into resource provision who are nonverbal.

Previous meetings covered:

Attendance. Staff at Horton Park Primary School felt this session helped to reaffirm that their processes for dealing with persistent absenteeism were effective.



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Engaging with the Community: Staff are now working on the Social Supermarket. Parents and caregivers would be paid £6, for which they would be able to purchase sixteen items, including items such as nappies and baby formula. £1 would be added to a savings account, and at the end of the year, they would receive up to £52 back in time for Christmas.

Evidence

Discussions with:

- Headteacher and Inclusion/SENDCo
- Senior Leadership Team (SLT)
- Class teachers
- Pupils
- Community Involvement Worker
- Teaching Assistants
- Parents

Additional Activities

- Tour of school
- Observation of Royal Opera House Create Day



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Evaluation of Annual Progress towards the Flagship Project.

Horton Park Primary School's overarching project focuses on 'Relational Behaviour: a way of interacting or communicating with others that embodies core values such as respect, inclusiveness, honesty, compassion, cooperation, and humility' and they have continued in this third year of Flagship Status to invest greatly in deeply embedding it into all aspects of the school, from its ethos to every interaction between staff and pupils and pupils and staff and parents and carers.

Evidence and Impact

Relational Behaviour Approach

This year saw a radical shift in how behaviour was and is addressed in school. As staff, it was decided to remove the 'Traffic Light System' for dealing with behaviour incidents in school. They have adopted the ethos that 'it is okay to make mistakes, but how we move on from them matters. For some staff, this was a somewhat traumatic move. Though they may have found the traffic light system did not work in some cases, it was a system, and everyone knew how it worked. A move to 'logical consequences' has been extremely structured through Professional Development and constant reviews to enable all staff to feel comfortable with the process. Whole school assemblies have been used to introduce the approach to the pupils, explaining the idea and why it is replacing the traffic light system.

The school is developing a highly effective process of communicating with the pupils and building firm, supportive, and productive relationships with them by ensuring the pupils see them all as trusted adults. Training has been delivered on how to talk to pupils who are just at the tipping point to prevent them from going into crisis. Staff work on slowing down their response and practice. Staff and pupils then talk and agree on a logical consequence for the behaviour demonstrated. A pupil throws resources and is then asked with support to clear up mess and damage, and a conservationist takes pace about the impact of their behaviour on themselves and others and how to make amends. This can be done through a face-to-face apology or a written letter.

The approach has been well received in the Early Years and Foundation Stage, where staff believe it is having quite an impact as the pupils better understand their behaviour when staff have conversations about what has happened and its bearing on others. The consequences have a greater long-term impact than moving a pupil from green to amber or red.

The approach works extremely well with MyHappyMind and a new project entitled The Story Project. Horton Park Primary School was approached to be involved in a research project on the use of stories to support emotional wellbeing and vocabulary. The school has used two standout texts: Mum and Dad Glue, about a child's desire to get his divorced parents back together, and Luna's Little Library, about kindness and giving.

With such a radical change in approaching behaviour, a new behaviour policy has been required. The training with all staff has taken place throughout the year, and resources have been added in the appendix to support staff.



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MyHappyMind

MyHappyMind has been introduced to all stakeholders successfully, with staff having login details for the resource platform.

The techniques can be seen in use in classrooms and during playtimes. The staff mentioned an incident during a lunchtime football match in which a pupil thought that the other team had cheated to win, and he took himself to the side of the pitch and tried desperately to use the breathing technique to regulate his response to the incident. An introduction to MyHappyMind is built into the induction for new pupils and staff members.

Bronze accreditation of MyHappyMind

The staff have completed the modules: Meet the Brain, Celebrate, Appreciate, Relate, and Engage, enabling them to gain Bronze Accreditation as a school. On their journey to the Silver Award, the school has appointed MyHappyMind ambassadors throughout. These help pupils remember breathing techniques, etc., to help them regulate their emotions.

Certificates gained by pupils are presented in assemblies, maintaining the importance staff place upon the strategies and pupils embedding them in their wellbeing arsenal. To aid the transition to secondary school, the school has incorporated transition modules into the Year 6 curriculum. Its benefits were mentioned by both parents and pupils. Parents mentioned they still use the app at home with their children and themselves sometimes to regulate their response to a situation.

As part of the accreditation, the school works with Vicki Marks half-termly to review progress on the portal.

Resource Provision (RP) moved across to the Horton Park Primary School site.

The Resource Provision was successfully moved from the Canterbury Nursery site to the school site in September 2023, with approximately ten pupils making the transition. The pupils are now members of Forest Class. Each of the classes in the school is named after a tree. As the cohort of pupils in the RP are from across Key Stage One, the class has been named. Forest Class pupils have accessed assemblies and the main dining hall.

When and where appropriate, according to their needs, they have also accessed other events with positive outcomes. The SENDCo has continued to teach within the provision this year. This has been effective in monitoring the quality of provision, the ability of Horton Park Primary School to expand the provision, and the school's working 'partnership' with the Local Authority. The school has prioritized inclusion and has three staff holding the National Award for Special Educational Needs Coordination (NASENCO) qualification. With the growing number of pupils presenting with additional needs, the Special Educational Needs and Disability Coordinator (SENDCo) will now focus on the needs of these pupils from admission to the Education, Health, and Care Plan (EHCP) and review the strategies the school utilizes.



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The outdoor playground in the RP has been designed and installed in line with the pupil's needs and wants. They were consulted as to what they wished to have, and where possible, the school has honoured that. The pupils have access to a bike track, climbing frames, outdoor musical instruments, and a clear play area.

Social reading therapy continues to be used to develop language and social skills such as turn-taking and listening for understanding.

Joint work with the local Social, Emotional, and Mental Health (SEMH) team has helped to continually enhance the range of strategies that staff and pupils now have in their arsenals.

Agreed Actions for the Next Steps in the Flagship Project.

Project Title: Embedding Relational Behaviour Approach - a way of interacting or communicating with others that embodies core values such as respect, inclusiveness, honesty, compassion, cooperation and humility.

Outline of Project: The plans for this year build on the previous aims with a clear focus on supporting teachers, support staff, parents and carers to develop their own confidence and skills in order to support their child's wellbeing.

Resourced Provision (RP)

- Continue with the RP offer. Look at how the provision could be extended to Key Stage 2 pupils.
- A new teacher is to be appointed to work in the RP.
- Pupils within the RP to access assemblies and other events and lessons appropriate to their needs.

MyHappyMind

- To take this to the next level by embedding the practice completely within the curriculum and timetable.
- To have sessions for new parents and to be part of the New Starter Information Sessions.

Relational Behaviour Approach

- Have all staff trained.
- Have resource boxes in each room.
- Ensure there is a consistent approach to dealing with negative choices throughout.
- Use Continuing Professional Development (CPD) to create scripts to help ensure consistency in logical consequences.

Zones of Regulation

- CPD sessions on Zones of Regulation for staff will be provided by the SEMH teacher.
- To launch Zones of Regulation throughout the school, introduce Zones of Regulation workstations in classes.
- To launch with parents



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Overview

I arrived at the reception area at the same time as a group of parents. As I waited to sign in and introduce myself, I had the pleasure of watching and listening to the interactions between the staff, parents, and pupils. The focus of the IQM Flagship at Horton Park Primary School has been relationship behaviour. It was evident that this is not a platitude and is embedding itself into the fabric of the school community. Each interaction was based on respect for and from both parties in the conversations.

The enthusiasm of the leadership team initially and then through meetings with the staff can be infectious. This does not come from over bubbly personalities but from a deep passion to improve the life chances of the pupils and staff of Horton Park Primary School and ultimately Bradford. The Headteacher stated, 'we don't stand still in improving the lives of our children.'

There has been a radical shift in the handling of behaviour this year, with the staff removing the Traffic Light Warning system used by many schools. The staff felt that pupils needed to understand better the impact of their behaviour on themselves and others in their class or the school as a whole. The approach taken to introduce the strategy reflected the practice itself, in that the Senior Leaders were reflective and responsive in how such a change would impact the staff. Many staff have used and were comfortable using the traffic light system, even if they felt at times that it was not appropriate or working. Mindful of possible discomfort with taking away a familiar system, professional development sessions were used to introduce a graduated approach spread across the three terms with modelling, regular reviews, and evaluation of practices and impact. Feedback from all stakeholders was extremely positive. Staff voiced how it felt as if they were coaching the pupils. They added that pupils were becoming more reflective of their self-regulation and how when they do not, it impacts their experiences and those of their peers. The staff mentioned that the pupils were showing an increased level of maturity when deciding on and carrying out their logical consequences. The process was used when the site was vandalized over the weekend. Through a restorative approach, the pupil was required to clear the site after the pupils informed him of the impact of his actions on their school.

Upper Key Stage 2 staff explained how the Relational Behaviour Approach allowed the pupils to have a 'safe space for their feelings and emotions'. It also provides a level of predictability, as pupils know the steps adults will take to help them regulate. A target for the upcoming academic year is to produce scripts that staff can use as the practice becomes completely embedded throughout the school. Pupils were keen to tell me that behaviour was excellent at the school and that it was a safe place because they had trusted adults who would help them. If there was any bullying, they were adamant that staff would sort it out immediately. They were able to articulate the new behaviour system in school, stating that you now get to reflect and apologise for any wrong behaviour choices, and you get a logical consequence, for example, 'if you throw a book instead of having to stay in for a week, you have to pick it up and check it's not damaged and put it away, then you work with an adult on an apology. If you have a problem with a person, then you can choose whether you want to be friends with them after their logical consequence.' Pupils also mentioned how they use stories to help with emotions and feelings and how to talk about them.



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Parents and caregivers were extremely positive about the new behaviour system. The 'every day is a fresh start philosophy' was, in their opinion, making the school even better, as they felt staff were listening to the children. The use of logical consequences helped their children understand what they had done. One parent commented that her child would get lots of punishments but the logical consequences were helping him and it was working well with the MyHappyMind techniques and he was now doing much better. One parent stated that 'if a child is struggling with behaviour, the staff goes deep into what is going on and what they can do to help.' This was ratified when you observed the interventions and supportive strategies staff utilized to enable pupils to prepare for and succeed at learning.

Communication in all forms has improved this year. Parents spoke of how staff made more 'courtesy' calls, giving them the option to come and check if their child was unwell or if, following an accident, they could collect their child. They felt the staff were extremely approachable and prepared to help with anything. One parent mentioned she had received lots of forms relating to her child's Education, Health, and Care Plan (EHCP) application that she had not understood. She brought them to school, and a staff member sat with her and helped her complete them. The school has always seen itself as a community school that tries very hard to meet the needs of the whole family.

The work of the Community Involvement Officer, who was described as 'a ray of sunshine' by parents, has been fundamental in cementing the relationships between families and the school. The school has held several courses for parents on subjects such as English for Speakers of Other Languages (ESOL) and Learning English and Understanding Autism. Following the success of several parents on the Mental Health Course Level 1, the school is looking to host a Level 2 course, which would be equivalent to a General Certificate of Secondary Education (GCSE). Parents were tremendously proud of their qualifications but equally delighted with the friendship groups that were created as a result of the course. One outcome of attending the courses was increased self-confidence which the school has harnessed. Several parents have been asked to be Parent Ambassadors; their role is to be in the yard before and after school, informing parents of events and enlisting volunteers. They also explain new initiatives to parents and signpost staff who could help.

The Community Involvement Officer works tirelessly with the local community to secure fifty food parcels for families in need and acquire uniforms for parents struggling financially. She is working with the Inclusion Coordinator and ideas gleaned from the IQM Cluster group meetings to establish a Social Supermarket that will enable families to purchase sixteen grocery items or baby formula and nappies for £6. Out of this payment, £1 will be placed in a savings account and the money will be released to families nearer to Christmas to help with the additional costs at that time of the year. She also sources information about holiday activities and helps create holiday camps. For many pupils, Horton Park Primary School is their safe space, and the prospect of six weeks away is too much for some so the school hosts a summer camp to help break up the summer break into more manageable chunks of time.



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Displayed in the school are three statements that are so visible in the workings of the school:

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

The introduction of and total belief in the Relational Behaviour Approach has been an excellent vehicle to live out these mantras. One of the people I had the opportunity to speak with ended the conversation by saying, 'even when I am having a bad day, I'd rather be at school than at home because everyone is so supportive', and that is very evident as you move around the site and talk to anyone.

Thank you so much to the staff, pupils, and parents for a day of sunshine!

The school continues to move from strength to strength in terms of its superb inclusive practice and I am firmly of the opinion that the 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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Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd