



Inclusion Quality Mark (UK) Ltd

16th October 2016

Mrs C Stephenson
Headteacher
Horton Grange Primary School
Spencer Road
Bradford
BD7 2EU

Assessment Date: 4th October 2016

Summary

Horton Grange Primary, Bradford is a vibrant and caring school in which staff are committed to providing the best for the children and the community they serve.

Inclusion features not only in the prospectus of the school but also in practice and in its beliefs. Everyone works to ensure inclusion and equality exists in all aspects of school life. There is a positive outlook permeating from SMT, staff, support staff, children, Governors and parents.

There is clear evidence that data informs teaching and learning at an individual and group level, that teachers plan together taking on board views of Teaching Assistants. A shared and positive approach to children's learning ensures children receive consistent support. During the visit, I had access to all areas of the school; I had conversations with pupils and a range of stakeholders who willingly gave of their time.

Parents speak highly of the school and recognise the support that is offered by the team including the Parental Involvement Team who work hard to engage with the parent body and help them to feel welcomed and valued in the school. The school communicates in a variety of ways and this helps the parents to feel welcome in school. They feel able to approach the school in the knowledge that they can raise queries and share information.

Information and evidence was gathered by observation within the school but also through conversations with the Inclusion Coordinator, teaching, support and lunchtime staff. Representative pupils, parents and Governors also gave their opinions.

The school produced a suitably detailed IQM Self-Evaluation Report and additional written and statistical evidence was available to support the Inclusion Quality Mark assessment.

I would like to thank all those involved for the warm welcome.

There are many key strengths in the school because of the strategic approach to management.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded the Mark and be reassessed in 3 years' time.

I also recommend that the school should consider applying for Centre of Excellence status subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards.

Assessor: Stephanie Robinson

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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

Element 1:- The Inclusion Values and Practice of the School

It was delightful to visit Horton Grange Primary which is set in Bradford, West Yorkshire, to feel the warm welcome and to see the integrated approach taken. Information and evidence for this report is gathered from walks within the school but also through conversations with the Head Teacher, Inclusion Coordinator, children and members of the governors, parents, teaching and support staff. The team fosters engagement with several stakeholders, links with other schools in the Teaching School Alliance are encouraged and are clear.

I had access to all areas of the school and felt welcome in all instances. There have been many recent developments at the school including an outstanding Ofsted report and development and participation in an EAL Hub in which staff have a lead role. The school has also had some major building works which have enhanced the environment for everyone.

The school aims to be inclusive; this is reinforced in the school prospectus <http://hortongrangeprimary.org.uk/wp-content/uploads/2013/12/p4.jpg>.

The school has a broad ethnic mix but British values are highlighted as important as are the similarities and difference. Everyone's (inc. children) views are valued and used to progress the school. Ofsted (2015) report that a positive approach is taken to inclusivity; "The school website has many outstanding examples of how pupils learn about life in a multicultural society and celebrate British values, preparing them well for their future lives."

The needs of children who are speakers, new to English are carefully considered and attend daily language support sessions where they receive extra support and pre-teaching takes place in order to ensure smooth transition into class.

Key aspects of the inclusion agenda are reflected in the use of Pupil Premium and the SEND policy. The school has published use of the Pupil Premium on the school website and has had success with the implementation over the last year. The school website is colourful and easy to read enabling access to relevant information for all stakeholders.

Progress of all groups of pupils is carefully tracked and used as part of the focus of the Head Teacher and staff performance management. Assessment is carried out by staff, planning is adjusted accordingly, clarifying interventions.

Actions for development are highlighted and built into the Strategic Development Plan.

Strengths:-

- Parents, governors and staff speak highly about the inclusive practice of the school. This approach permeates all policy formulation.
- Parents, governors and staff are able to articulate how their views are taken on board and valued.

- Individual difference is valued, this is exemplified in class, observed in a PSICHE lesson in which similarities and differences were shared. Similarly, assemblies highlight British values including 'mutual respect' and tolerance.
- The school recognises the importance of 'Equality of opportunity' and inclusivity. An 'Inclusion Team' has been identified to help ensure everyone's needs are addressed.
- Pupil Premium and EYPP Reports are published enabling all stakeholders to see how funding is targeted. The fund is used effectively. Impact is measured by the PP Coordinator.
- Induction for staff and pupils is recognised as important. A programme for staff new to school ensures appropriate CPD and support to enable staff to flourish.
- Pupil transition is carefully considered including: home visits, involvement of Parent Involvement Workers, 'Exceed partners' and specific transition sessions.
- Barriers to learning have been identified. Staff recognise that early identification is vital to enable secure progress.
- Children's needs, intellectual, personal, emotional and social are well-supported by the school staff team.
- Performance Management is well-structured and organised. The CPD programme is well planned and responsive to staff needs to ensure children learn and make effective progress.
- Safeguarding procedures are clearly understood. Teaching Assistants can explain policy, recording methodologies and the importance of this.
- Staff clearly model positive relationships evident in assemblies, staff presenting positive attitudes with children. A friendly but professional approach is taken with children and parents.
- The behaviour procedures and policy at the school are fully understood by staff and children. The NQT interviewed can explain rules for managing behaviours.
- Achievement is celebrated in a variety of ways including: reading badges, merits, 'special mention' assemblies and in the award of 'golden time'.
- The school employs the services of external advisers. There is a CPD plan and inclusion is carefully considered in this context.

Areas for development:-

- To consider longer transition periods at point of transfer to secondary phase and trial implementation.

Element 2 - The Learning Environment, Resources and ICT

Horton Grange Primary is well established in the area and has fostered a sense of community. The main body of the building has been enhanced over time. Thought has been given to development of the teaching spaces to service learning and teaching needs. The school has a new school entrance and this is now complete. This accommodates a new reception area, a community room and an office. This enhances the safety of children and creates an inviting space through which children and visitors can enter. Current entrance and corridor displays are informative and interesting. There is a photograph album in the reception area and a trophy cupboard used to highlight achievements and underpinning values of celebration and success.

Developments have taken place in the outdoor environment and are ongoing. Currently, there is a recently enhanced Multi Use Games Area (MUGA) on the upper playground area; the preschool setting has an outdoor play area with new equipment; early years have a defined area to use.

IT is readily available including suites of machines, iPads, computers and cameras are also accessible. Other resources are clearly labelled and stored for ease of access; adult support is well focused and makes a significant contribution to the quality of learning through discussion with TAs.

The library is well-stocked and inviting. It serves as a point of information too, even a newspaper suitable for children is mainly available. The library is open from 08.15 for groups of children to use. It is noted that a lift has been installed which enables ease of access if needed.

The school has already identified worthwhile areas for development and these are endorsed.

Multilingual staff support communication if there is need for translation. TAs are effectively deployed and are skilled in their role. As the Ofsted report (2015) makes clear, "All teaching assistants and trainees are a huge strength of the school. They are very well trained by the teachers, who are excellent role models in the classroom with a focus on pupils' well-being, personal development and academic achievements. They are instrumental in delivering high-quality programmes of support in English and mathematics across the whole school".

Strengths:-

- The learning environment is stimulating, supportive of learning (working walls), celebratory and well-organised. There are clear guidelines for expectations in relation to this.
- The library is a genuine asset to the school. It is inviting and has a comprehensive stock.
- Resources are well labelled and accessible in all teaching spaces and corridors.

- Quotations painted on internal walls (e.g. from Nelson Mandela) support the ethos of the school.
- Planning highlights differentiated tasks. Resources are appropriately considered to support the needs of particular groups in lessons observed.
- Intervention rooms are conducive to learning and enrich the learning experiences for the children. Their usage is for differing groups and these are fluid in nature so not always used by the same children.
- The 'Marking and Feedback' policy has enabled identification of key practices to enable support and challenge.
- Parental Involvement Workers and multi-lingual staff support learning and teaching. Oral communication is well-considered enabling a 'deepening of knowledge', noted in lessons, observation and assemblies.
- Teaching assistant deployment is effective to enable appropriate support to classes and individuals. Interventions are effectively delivered.
- Imagery in school enhances the environment, celebrates two-way communication, children are working happily. Diversity is reflected in the use of imagery too.
- Many forms of celebration encourage children to want to participate and learn.
- ICT is available for recording assessments, supporting communication and reading thereby enhancing the curriculum. Computing is also seen as important. A computer suite is available for use as well as portable devices.
- Resources are funded well and curriculum based budgets are identified.

Areas for development:-

- The school accessibility plan is always under review. Steps cause some limitations in parts of the building and this is recognised as an issue.
- Additional use of monitors may well enhance opportunities for children to easily see/access work that is currently only being shown on the interactive white board.
- To consider introduction of mp3 players. The use of the following website is suggested: <http://www.listening-books.org.uk/>.

Element 3 - Learner Attitudes, Values and Personal Development

At Horton Grange Primary, children are welcoming and polite. This is role modelled by all staff as we tour the school and see interactions in the classrooms and outdoor spaces. This is further reinforced in the last Ofsted report (2015), "Pupils are extremely polite, courteous and are well mannered to each other, to staff and to visitors. They help and support each other very well in class with their work and outside on the playground. They reflect during lessons; they are taught to listen to each other and to discuss their ideas sensibly to constantly improve their own learning. Their learning statements help them to build their own learning power to reflect, to be resilient, to use their imagination and to cooperate with others."

Behaviour is clearly well managed; staff ensure children are engaged in the formulation of classroom rules and reward achievement and positive attitudes. There are positive staff-student, student-student and staff-parent relationships, effective pupil support and independence is fostered. The positive relationships policy on the school website (published 2015) reinforces the importance of this when it states, "The aim of this policy is to:

- Develop in children a sense of self-discipline and an acceptance of responsibility for their own actions.
- Create conditions for an orderly community in which effective learning can take place, in which there is mutual respect between all members, and where there is proper concern for the environment.

The school team feels these are achieved in the context of a relaxed, pleasant atmosphere, in which children are supported to give their best, both in and outside the classroom and are encouraged to fulfil their potential.

In discussion with children it was evident that they were able to contribute and articulate their thoughts. They displayed confidence and willingness to share their ideas.

Transitions are well considered, the school endeavours to ensure a safe secure environment for new starters. Children have a smooth start on entry and staff build on the children's starting points.

Strengths:-

- There is a clear understanding of the behaviour rules, positive relationships and approach to inclusion. Policies are ably explained by the children even though new to school which was pleasing.
- Effective transitions take place overall; they are well thought through and supported by staff, engaging with parents in the process.

- Respect for others is fostered in so many ways: e.g. in assembly and in PSHE. TAs reinforce this. Views of the whole team and stakeholders are valued.
- Individual plans exist for SEND children. Support is identified, there is a deputy SENDCO who has been trained, enabling appropriate delivery of EHCPs including next steps.
- Staff share with pupils what they are doing well and where they need to improve using the terms; 'Hot', 'Hotter', 'On Fire' and 'Targets'.
- There is clear personal and community responsibility in evidence. Community cohesion is fostered through joint events, parents' trips and charity events.
- Inclusive behaviour is quite well evidenced through links with other schools, and there is an awareness of behaviour expectations. TAs report on this effectively.
- A 'Can do' attitude is encouraged e.g. Girls... MOSAIC project.
- School Council enables the child's voice to be heard.
- British Values, mutual respect, awareness of diversity are fundamental to the school's belief systems. The links with other schools, PSHE, assemblies, information on the website and governors' feedback underpin this.
- The school is calm; children are responsive to behaviour strategies and reward systems.
- Learning from 'Investors in Pupils and People' Awards and Anti bullying practices support children in working towards common aims.
- Out of school clubs work well. The Exceed Breakfast club is well attended and the footprint of the school day enables some children's attendance at Mosque.
- School clubs, Boosters, tutorials and the use of the library are each offered to extend learning.

Areas for development:-

- To work towards longer transition periods for children when they move to the next phase of education.

Element 4:- Learner Progress and the Impact on Learning

On the school website, it is evident that the Horton Grange Team seek to provide the best for children in their care: “We aim to provide a broad and balanced curriculum that motivates and challenges our children, whilst equipping them with the skills and knowledge to succeed in an ever-changing world. The Horton Grange curriculum has a strong focus on the development of Key Skills. English and Maths are taught daily as discrete subjects and as an integral part of our creative curriculum, whilst presenting the National Curriculum in creative and innovative ways that are relevant to our children. PSHCE (Personal, Social, Health and Citizenship Education) runs throughout our Creative Curriculum and is also taught as part of a weekly SEAL (Social and Emotional Aspects of Learning) assembly and lesson.”

The staff team can talk confidently about the need to track and support specific groups including EAL (NTE), boys and girls and FSM. The NQT and Senior staff can explain the value of pupil progress meetings. From these meetings interventions are reviewed and amended as necessary to ensure the progress of all pupils.

Ofsted noted that: “Children enter the school with basic skills that are significantly below those typical for their age, mainly due to very limited English language acquisition. Often children enter with little or no understanding whatsoever of spoken or written English. After an excellent start to learning in the pre-school and early years, between Years 1 and 6 all groups of pupils make outstanding progress.”

There is clear evidence that data informs teaching and learning at an individual and group level and that teachers plan together taking on board views of TAs.

A middle leader with responsibility for Pupil Premium works to ensure there is measurable impact in terms of progress.

Children are aware of learning targets. These are evident in planning, at the start of lessons and in books. Staff offer feedback on children’s work orally and in writing and the school is working well to embed the feedback and marking system.

Strengths:-

- Data is analysed effectively, different groups are considered and staff seek to refine these further to improve practice, taking on board the views of external advice.
- Needs are identified, intervention programmes are put in place. Pupil Progress meetings are held and each are productive in ensuring needs are addressed.
- TAs comment on the importance of VAK and the different approaches needed to meet the learning styles of children including: small group interventions, observations, visual timetables and work baskets.
- EHCP/IEPs are maintained and updated in order to ensure progress of all children. These are then revisited on a regular basis to measure effectiveness.



IQM Self-Evaluation Report



- Attainment is tracked on a half-termly basis. Governors explain, as do staff how this is processed through Pupil Performance meetings.
- Targets are available in class, in books and non-negotiable documents are produced for staff.
- Marking and feedback is deemed important. Pupils are encouraged to 'polish' work, 'peer mark' and 'self-mark'.
- Self-evaluation by staff is also recognised as important to ensure strategies are reviewed and effective.
- The Assessment team monitor achievements. The school is performing above other local schools and is in the top 5% of schools Nationally.

Areas for development:-

- To continue to work towards sets of 'non-negotiables' for other subject areas.
- To consider use of target setting R&W in curriculum books to reinforce this aspect of work.

Element 5 - Learning and Teaching (monitoring)

“All school information, inspection evidence and work in pupils’ books indicate that the quality of teaching in all key stages is outstanding over time. As a result, pupils make outstanding progress in reading, writing and mathematics as they move through the school.” Ofsted 2015.

The school has identified essential objectives for teachers to address in the context of their work with specific year groups. Curriculum Maps are published on the school website.

The Senior Management seek to build on the strengths of staff and search out opportunities for staff development. Observations of teaching, pupil progress meetings, use of IRIS and book scrutinises all support the monitoring of teaching and learning; best practice is accurately identified, celebrated and when needed modelled.

From discussion with the Assessment Coordinator it is clear that there is direct linkage between Performance Management, Continuing Professional Development and School Development Planning; this is further reinforced by governors, the NQT, other teaching and support staff. This indicates that a culture of improvement within teaching and learning exists within Horton Grange.

Strengths:-

- TAs, NQTs, teaching staff and the Assessment Co-ordinator all talk confidently about the Performance Management procedure within the school and how the methods used (timetabled) are fit for purpose and enhance skills.
- The use of IRIS is having beneficial effects and staff can see its value and are using the observations from its usage to self-reflect and improve.
- The Senior Leadership Team observe staff and feedback. Staff comment on the fact that this is done in a timely manner which is appreciated and useful.
- Learning and Teaching plans and schemes including non-negotiables are enabling effective teaching and planning of lessons. The non-negotiables provide a structure on which to build, providing sufficient detail but allow for expansion.
- Arabic is valued as a language and is taught in Year 6. Spanish and French are taught in other Year groups.
- Targets are set for individuals. Quality First teaching is seen as vital in order to meet needs. Children are encouraged to excel.
- End of year outcomes have been considered. Chris Quigley milestones have been used to create a progress report.
- Non-negotiables are used as a working document.



IQM Self-Evaluation Report



- Whilst touring the school it was clear that teaching staff set out the lesson objectives, there is differentiation and appropriate challenge.
- TAs enhance learning. TAs know children well and what is expected supporting and extending learning.
- ICT is used to enrich the curriculum, as a teaching tool and for self and peer observation. Children have access to iPads, laptops, computers, cameras etc. Staff make effective use of IRIS.
- There is effective communication in class. Whole class and group discussion takes place; paired work is encouraged and there is 1-1 TA and teacher discussion.
- Challenge is used effectively in questioning to take children forward in their thinking, this is evident in the marking and feedback policy too.
- Reporting allows for parental feedback.

Areas for development:-

- To consider peer assessment in Year 2.
- To ensure targets (writing) are in curriculum books too.

Element 6:- Parents, Carers and Guardians

Parents clearly value involvement with the school and feel a sense of community and worth. The school endeavours to build trusting relationships with parents and with other agencies to support a shared approach to children's learning and to ensure children receive consistent support. The school employs a Parental Involvement Team and there is multi-lingual translation available within the team in order to engage with parents and support their needs. This involvement has enabled parents and carers to feel able to approach the school with greater confidence and this can only have an impact on learning.

Parents are welcomed to a range of events during the school year, including parent meetings, celebrations, assemblies and performances where every child can take a part. Parent's evenings take place over the year to discuss pupil progress. Parents are kept informed about the curriculum and contacted if there is a need to support an aspect of their child's development/progress via a range of means including phone calls and texts.

Parents are encouraged to attend review meetings.

The school is proactive in seeking out the opinions of parents and carers, using questionnaires and analysing results to inform practice and gain ideas. Communication is enhanced through the use of the school website. Parents value communication. The website shares information about the curriculum, the values of the school incorporating inclusion. It includes information about school policy, attendance, pupil premium, educational visits and school meals. Additionally, the school provides newsletters to parents and carers, these give information about events in school including times of booster sessions planned for Yr. 6 children after school.

Strengths:-

- Lots of opportunities exist for parents to be involved in learning:-
 1. Maths workshop.
 2. Invited into school.
 3. Assemblies.
 4. Educational visits.
 5. Parent trips.
 6. Charity activities.
 7. Home visits.
- Links with parents have been nurtured and fostered.
- Horton Grange is a 'School of Sanctuary' where the needs of parents and children are seen as important.
- Two-way communication is fostered, there is information on the school website, notice boards on the school yard, newsletters and Parental Involvement workers are committed to developing links.



IQM Self-Evaluation Report



- Three parents' evenings are held each year.
- Parental concerns are addressed. Parents indicate that they can speak with the teacher, Head, Parent Involvement Worker and feel well supported.
- The parent governor is proactive and keen to share her views, she has a positive approach to her role.
- The school offers opportunities to share in the understanding of the curriculum.
- Parents value the school, ask for trips and support.
- There are close links with the children's centre and '2 can' provision.
- The school seeks to gain feedback from parents.

Areas for development:-

- To continue to share opportunities with parents to learn more about the curriculum.

Element 7:- Governing Body and Management:- External Accountability/Support

Governors are keen to be involved in the life of the school, attending celebrations and assemblies, taking their part in a range of activities and supporting the school. They are fully aware of the Inclusion and the SEND agenda and are keen to ensure that all children receive their entitlement. The Governors are willing to attend training. They work with the Head, reviewing policy and use of pupil premium to ensure staffing levels and resources meet the needs of the pupils.

Governors recognise their responsibilities and take these seriously, supporting the Head, using meetings to ensure the development of the school. They are involved in working parties. Governors receive regular reports from the key staff member who works cooperatively with other agencies. They also have a link with a specific year group to enable them to gain an insight into the routines and happenings of the school.

On one of the days of the visit a newly appointed SIP was in school. The Senior Managers and the staff team proactively seek to improve and work with significant others to provide the best for the children in their care. They reflect on achievement and methodologies to plan next steps and areas of focus.

A Strategic Development Plan is in place through which effectiveness of SEN and inclusive practice is measured.

Strengths:-

- The lively and engaging representatives of the Governing Body are keen to celebrate the strengths of the school.
- Governors interviewed are very supportive of the inclusive ethos of the school and are clearly knowledgeable.
- Named governors are in place associated with SEND, CP and Safeguarding.
- Governors receive valuable training and take their role seriously, subscribing to training opportunities. Ofsted report positively on this.
- Governors have a link role with a specific year group enabling them to gain an insight into requirements and needs within the school.
- Reports reflect an inclusive approach:-
 1. Pupil Premium.
 2. SEND.
 3. EAL.
- Governors visit school, attend events and are involved in a range of school matters including recruitment.



IQM Self-Evaluation Report



- External visitors provide an objective viewpoint to help the school build on its success; SIP and Consultant.
- The feedback and discussion from external agencies including SIP links to the SEF.
- The SEF and SDP is reviewed regularly as are associated action plans.
- The school has recently been approved to convert to a Multi-Academy Trust, is a teaching school and part of the Bradford Primary Improvement Partnership (BPIP).
- The school is an EAL Hub and therefore offers support to other schools around the teaching and learning of EAL. This is an exciting development and requires clear leadership and support for children new to English.

Areas for development:-

- To consider employment of a EAL Hub Deputy Coordinator to enable the school to ensure succession planning for this role and enable adequate support for Horton Grange when the EAL Hub Coordinator is involved in other work.

Element 8:- The School in the Community

The school seeks to engage with the local community. The community is seen as a useful resource and respect for the community is engendered and embedded in the school values. Horton Grange endeavours to enhance the curriculum and promote positive attitudes and values through the use of the local community and any associated groups. Horton Grange has teaching school status and recognises its role in sharing expertise and time with other schools. Another Primary is on the same site and Horton Grange is proactive in seeking to cooperate. The two schools share the same pre-school '2 can' provision, each responsible for differing aspects. There is a joint facility for dining which naturally links communities and this can be accessed by staff and parents.

Classes carry out walks around the immediate locality; use the local area, and make visits to places of worship.

There are developing links with the local secondary schools to support transition (including visits to the school) and curriculum links.

The Senior Leadership Team work hard to foster team working throughout the school, engaging collaboration and cooperation.

The school aims to be an inclusive school. Horton Grange believe that equality of opportunity must be a reality for their children through the attention they pay to the different groups of children within the school:-

- girls and boys;
- minority ethnic and faith groups;
- children with special educational needs;
- higher attaining children;
- any children who are at risk of disaffection or exclusion.

Educational visits are undertaken enabling children to go out into the local environment and beyond. Children talk enthusiastically about visitors and educational visits. Many are planned in the forthcoming months; these are identified on the school website where there is a timetable for each year group. Some of those listed there include; Bradford City FC; Ilkley Toy Museum; Yorkshire Wildlife Park; Cliffe Castle and the Bewerley Park Residential.

Visitors are invited into the setting to enhance learning including Exceed Sport to support physical activity.

Strengths:-

- An awards' cabinet in the school entrance houses a range of trophies reflecting the school's involvement in a number of activities.
- Local businesses are invited to be involved in the Christmas and summer fairs.

- The school enables children to make visits to Mosques, Gurdwaras and churches.
- Links have existed with the local National Film and Photography Museum and the Bradford Royal Infirmary to raise awareness of roles and institutions within the locality.
- Involvement with Exceed has enriched the children's sporting experience and they become involved in tournaments and events as part of this work. Exceed's aim is to provide a range of services and activities often beyond the school day to help meet the needs of young people, their families and the wider community. This can range from breakfast clubs, lunch time, after school and evening clubs, holiday activities, family trips, parent courses, inter-school competitions, joint school projects, working with faith groups, police and health.
- The school encourages participation in swimming activities.
- A road safety programme delivered in school raises children's awareness of appropriate procedures.
- School to school support through the teaching school alliance is recognised as important and seen as a great network for sharing expertise and resources.
- Horton Grange was successful in achieving a School Improvement Award in 2016 further raising the profile of the school in the local community.

Areas for development:-

- To further audit local businesses in the community.
- To build on current business links, to help support and enhance the 2 yr old outdoor area with natural resources and similarly plans to enhance the main playground are endorsed.