

## 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.