



7th December 2018

Ms Madeline Southern
Headteacher
Hove Junior School
Portland Road and Holland Road
Hove
Sussex BN3 1JF

Assessment Dates: 29th and 30th November 2018

Summary

Hove Junior School is a very large junior school on two sites serving a diverse population in Hove, West Sussex. There are over 800 pupils on roll: around 28% are from minority ethnic groups; around 14% are bilingual learners with various different languages spoken by pupils, including Polish and Portuguese. The catchment area includes almost 20% disadvantaged pupils and around 8% of pupils qualify for FSM. The number of children with SEND is around 14% with 4% having EHCPs.

The school is very welcoming with a warm, friendly atmosphere that is evident from arrival at reception on both sites. The environment is bright and very positive with beautiful displays in the corridors and classrooms. The leadership of the Executive Headteacher, Heads of School, Deputy Head and Inclusion Managers sets the tone for the supportive, caring, inclusive framework with high expectations of all and they are rigorous in ensuring that the school's inclusive vision, encapsulated in the motto "LEARN", is implemented and thoroughly embedded in the life of the school. They lead by positive, enthusiastic example and oversee all aspects of inclusion, empowering all staff to work together in order to do the very best for each individual child. As a result of the combination of excellent teaching and learning strategies, learning support, emotional and social support for children and families and a determination for children to achieve, the progress of pupils at all levels is excellent. The senior team listens to their staff, parents and pupils and are highly respected by all, with the result that everyone works hard as a team to achieve the best possible outcomes for children. The school's two Inclusion Managers, one on each site, who are Assistant Headteachers, play a very important role in developing the school's excellent support for children with diverse needs and work very closely with parents and families. The inclusion of children with SEND is superb with pupils' individual needs at the forefront with an excellent team, including three Learning Mentors, Individual Needs Assistants and Teaching Assistants working together to provide exceptional support for children.

Teaching and support staff work closely together to do their very best for all pupils. They spend a lot of time in planning thoroughly to meet their pupils' individual needs and in the detailed marking of pupils' work. Staff are positive and energetic and are

Award Offices

Inclusion Quality Mark Award
Ling House
173 Slieveboy Road
Claudy
BT47 4AS
United Kingdom

Contact

Tel. 028 7127 7857
Fax. 028 7127 7856
info@iqmaward.com
www.iqmaward.com

Company Registration No.

07748285
Inclusion Quality Mark (U.K.) Ltd
Company Registered Address:
Grove House
Lutyens Close
Chineham
Hampshire
RG24 8AG

fully committed to the pupils and to the inclusive practices of the school and they have excellent support and resources to enable them to do their work. Lessons are planned in detail, ensuring they are interesting and challenging for everyone and there are many imaginative and exciting activities planned for pupils. Features of lessons visited on the day highlighted the consistency of teaching and learning strategies across both sites and include excellent interaction between pupils and between staff and pupils; the use of questioning to develop pupils' understanding and encourage independent learning; assessment for learning strategies including peer and self-assessment; the use of edit pages to develop writing skills and self confidence in writing; the use of ICT to support learning; the use of photographs and 'selfies' to showcase good learning; the use of working walls to support learning; paired and group discussion and the use of puppets to encourage discussion and reflection on good learning. Year leaders play a very important role in the school, leading on issues such as the curriculum and assessment as well as ensuring the work of their year teams is consistent and of a high standard. They spend two days per week on their leadership roles, including supporting their teams through team teaching and the careful monitoring of lessons. They are also members of the SLT, which ensures excellent communication between staff and senior leaders. Staff are encouraged and enabled to develop their skills through a range of CPD opportunities and regular staff meetings have a strong focus on teaching and learning. Lesson studies are used very successfully to support CPD, for example, these have helped staff to develop skills and expertise on the new Maths scheme and are an integral part of staff training in the school. A thorough tracking system and termly pupil progress meetings ensure that pupils who are not progressing are targeted for interventions where needed. As a result, interventions are tailored to individual needs and are monitored very carefully and adjusted as appropriate. There are rewards for pupils to celebrate their many achievements, which they are very proud and pleased to receive.

Pupils are very happy, articulate, friendly, self-confident, enthusiastic and aspirational and behave very well around the school and in their lessons. They speak very highly of their school and its staff, for whom they have great respect and they know that they are listened to and cared for. There are opportunities for pupils to take on roles of responsibility in the school including the school council, learning warriors, buddies, stress busters, play leaders and eco warriors. These enable children to take roles of responsibility, which develop their self-confidence and leadership skills while also providing excellent peer support for other children. Pupils love the opportunities that the school provides for them, including the range of clubs, trips and school journeys. Pupils enjoy learning and they explain how the teachers encourage them and make learning fun. They are aware of their own needs, strengths and next steps and have a clear understanding of inclusion. In our conversation a particular theme that came through was children's love of the new Maths scheme, 'Maths No Problem', which was introduced over a year ago with great success, "I want to be a Mathematician – I am confident, they make the lessons really fun and they teach you methods", "I enjoy all the lessons and my favourite lesson is Maths because they push you to understand it and we get a good amount of time to really understand it. I would like to be a motor mechanic or a pilot", "My favourite lesson is Maths – if you get stuck your teachers will help you and you can learn from your mistakes", "I enjoy lessons: I have dyslexia and they help me by letting me use a computer in class. We have very good music lessons here – we go to the music room and I have a band with my friends", "Our lessons are interesting and we really learn well. Our teacher gets us to explain in purple pen and this helps us to

remember. I want to be an author or computer coder when I am older", "I like the PE lessons – they're fun and they help you to get better. We try lots of different sports such as football, tennis, basketball and cross country", "I like Art because I love drawing and expressing my feelings in Art. When I am older I would like to have an eco-sportswear company with my friends", "I like Maths – it's not so easy but there are lots of resources to help you", "I love Maths here because you really understand what it means", "I would like to be a vet", "I like education in general and I like the resources that can help. I want to go to Oxford or Cambridge and study classics", "I would like to write a book". The children spoken to from the 'Outdoor Nurture Project, led by their learning mentor and an outside provider spoke very highly of their love for this project. It has helped these vulnerable children to develop resilience, self-confidence and to overcome some anxieties. They described the things they have enjoyed, such as going to a circus, reading a story together, making dens and lighting a fire from a ferrous rod. They were very articulate in describing how the project has helped them and it was lovely to hear how they have supported each other and are proud of their own achievements and the achievements of others during the project, "We know each other and we trust each other", "I am proud because I tried to make fire and it worked – I did it!", It has helped us all. I didn't like talking to people but now I can talk in front of some people", "It has helped me and now I have lots of friends". Children also spoke of the other kinds of help they get to overcome anxieties, such as, the 'anxiety gremlins group' the school counsellor and the reading dog.

The school has fostered excellent relationships with parents and has developed a very positive partnership with them: it finds many ways to communicate with them and to involve them in the life of the school. Parents speak very highly of the school and its staff. A group of parents spoken to explained the thorough, caring and effective approach that the school takes towards meeting their children's needs, "The school is there in a heartbeat: I had massive support almost daily, for my son who is now in year 7. Transition work was excellent. The learning mentor deals with every issue for everyone. There was amazing communication with her", "We don't have to fight for things: they come to us and suggest things and say yes, we can do that", "My child struggled when she was younger but now she has 1 to 1 support and daily contact with me, she is happy and doing very well. She is coping and she has friends – this is all down to the school", "They are there for you and you wonder how they do it all", "They smooth things and work behind the scenes: if you ask for help they will check on things and call you back. Everything within the school has been brilliant", "Parent Gym has been very helpful", "It's a very nurturing environment – in another school they could have been excluded. We work together". Parents described the excellent work the school has done to support adopted children and their families. As a result of their work with a few families the school now has a group for these parents/carers offering superb support on attachment and other issues such as anxiety and transition. One parent brought the wonderful transition booklets that were made for her children at her request which have been a real support during transition times for her children. "The school listens and is very open to meetings expert and using strategies for other children, for example, they started the 'Stress Busters' project as a result of our work", "They put the help in before the funding arrives - there is a strong network here and they all know what is going on", "We're listened to and heard. When my child with attachment issues arrived in year 3, they called me. This was very refreshing. The inclusion Manager is brilliant". The school listens to its parents and holds a number of workshops and courses to support parents in supporting their children.

Parents indicate that they feel that communication with the school is excellent: the Headteacher and senior staff are always available to speak with parents. The Learning Mentors provide excellent support for needy children and their families, including ensuring their wider social and emotional needs are supported. Parents are actively engaged with the school and organise fundraising events for the school through the friends' group. The parent forum involves reps from across the school discussing issues of relevance to parents and action is taken as appropriate.

The school's reputation in the local community is very positive: it works very closely with the LA's inclusion service and there are good links with other local schools, including the main secondary schools to which pupils transfer. All staff and pupils spoken to were extremely positive about the school's work. There is a very genuine sense of team effort, of mutual support, of listening, discussing, trying new things and of including everyone. The Governing Body is fully committed to the school's vision and they play a very positive, active and supportive role in the school. They undertake regular monitoring exercises, which include pupil and staff voice, "Governors are proud of how the curriculum is led by pupils with ideas taken from the pupil council", commented the Chair of Governors who also has high praise for the inclusive approach of the leadership of the school, "nothing is too much for the benefit of the school and the community".


Exceptional features of this school include the overall ethos of inclusive values; the excellent behaviour and positive attitudes of pupils; the excellent work of the Learning Mentors with vulnerable children and families; the excellent teamwork of teaching and support staff; the excellent partnership with parents and the positive leadership of the Executive Headteacher, Heads of School, Deputy Head and Inclusion Managers to enable all children to achieve.

After a thorough and rigorous assessment process I am of the opinion that Hove Junior School fulfils the requirements and standards required by the Inclusion Quality Mark Inclusive School Award. 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 and attend Cluster Group meetings and understanding that their involvement will form a significant part of their next annual Review, reflecting their capacity to maintain their Status. If Hove Junior 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: Pauline Roberts

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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



Sources of Evidence

A very thorough 2 day programme across both sites including visits to all classes; visit to assembly; meetings with the Executive Headteacher, Heads of School, SLT, year leaders, Maths Coordinator and Learning Mentors; meetings with groups of pupils; meeting with a group of parents and meeting with the Chair of Governors; visiting the stress buster playground intervention; undertaking a book look with year leaders; watching videos of the parent gym and various interventions and perusal of documentation.

Element 1 - The Inclusion Values and Practice of the School

Strengths:-

- Inclusion is central to the school's vision and purpose and this sets the framework in which all work takes place in this warm and welcoming school, which is on two sites.
- The leadership of the Executive Headteacher, Heads of School, Deputy Headteacher and two Inclusion Managers, ensures that all children are fully supported to attain to their full potential.
- Individuals are valued at this school and there is a very happy, caring, friendly atmosphere.
- The school welcomes and celebrates the cultures, backgrounds and languages of the school's pupils and is very careful to ensure that all pupils feel they are valued within the school.
- There is a sense of common purpose amongst staff, who have the pupils' best interests at heart and work very hard to meet their different needs.
- Parents are involved in the life of the school in various ways, including through the active PTA, courses, workshops, events and assemblies.
- The school works in partnership with families and the wider community, with the result that everyone feels included, listened to and supported.
- Staff are committed to the school's values and are very positive role models for pupils, consequently relationships between staff and pupils are excellent.
- There is a consistent approach to behaviour management, resulting in very high standards of positive learning behaviour throughout the school.
- There is ongoing, tracking of pupil progress and data analysis. Termly pupil progress, SEND action planning meetings and weekly 'causing concern' meetings ensure that all pupils' needs are identified and evaluated and any pupils who are not progressing as expected are highlighted and targeted for appropriate support.
- Achievement of all kinds is celebrated in a variety of ways, including through weekly 'child of the week' celebration assemblies, certificates for attendance, celebration books, jars, behaviour reward charts and displays of work.
- There is ongoing training for all staff on many issues linked to teaching, learning and inclusion and staff have the opportunity to undertake lesson studies and to observe good practice in each other.
- A significant number of pupils are on pupil premium: the needs of these pupils are carefully tracked and appropriate support provided. The very successful 'Achievement for all' scheme at this school focused on pupil premium, targeting pupils and their parents from the more deprived families.



Areas for development:-

- To further develop the AFA work across the school, targeting disadvantaged pupils.
- To continue to embed the school's LEARN ethos and learning characteristics with a focus on the wider community.
- To continue to ensure consistency of practice across the 2 sites through joint CPD and learning walks.

Element 2 - The Learning Environment, Resources and ICT

Strengths:-

- The school is housed in 2 very different buildings – one former police station and the other a Victorian extended building. The school plans its spaces very well to provide a very positive environment for learning with a bright and spacious feel. Outside areas have ample space for children's play and outdoor learning activities and these continue to be developed with input from children.
- The learning environment is very bright and purposeful and is enhanced through beautiful displays in classrooms and throughout the school, which celebrate the work and achievements of pupils. The layout of each classroom is carefully planned with children grouped flexibly according to the needs of pupils. All classrooms are well resourced to meet pupils' needs and include book areas, workstations where needed and working walls.
- The whole school environment is very bright, clean and light with a feeling of space. It is very welcoming and has a wonderful atmosphere. A number of break out spaces support learning and all year groups are based in their own areas.
- ICT facilities are very good, and pupils have ready access to iPads.
- Communication, both oral and written, with all pupils and parents is clear and effective. The website, blogs, Facebook, Twitter and Apps are all used to facilitate communication. Best use is made of EAL resources to enable communication with pupils and parents with limited English.
- The school is well resourced, enabling staff to meet pupils' additional needs, including the needs of pupils with SEND. There is specialist equipment as needed for pupils with SEND. Clicker 7 is widely used to support literacy and communicate in print is also well used.
- Support staff provide excellent support for pupils in the classroom or in intervention groups. They are fully involved in planning with teachers. Best use is made of the school's spaces, including break out spaces and the libraries to enable group and 1 to 1 interventions to take place. Staff make excellent use of differentiated resources to meet pupils' needs.
- Achievement is celebrated in many ways, including through displays of work around the school. The school's ethos is also celebrated with displays showing where pupils have come from and a 'Kindness Tree' reinforces the school's values.
- The school makes best use of its outside space, which is very attractively laid out to enhance pupils' play times and learning experiences.



Areas for development:-

- To develop the playgrounds into vibrant spaces with a range of equipment.
- To provide a community learning space for projects such as parent gym.

Element 3 - Learner Attitudes, Values and Personal Development

Strengths:-

- The school works very hard to create an environment where everyone can learn in an atmosphere of harmony and mutual respect. This is evident in the overall inclusive ethos of the school and the school's values, encompassed in the LEARN ethos of 'Look after each other and respect' are reinforced during assemblies, in lessons and in the playground.
- The school culture includes a commitment to pupil voice, which is strong in the school. Opportunities for pupils to take on responsibilities include the school council, eco warriors and stress busters. As a result, pupils participate in consultation on a range of issues, including on the curriculum and their views are taken into account.
- Transition arrangements are outstanding with extra support, including wonderful transition books being created for those pupils who need extra support from year to year, from infants to juniors and from juniors to year 7.
- Vulnerable pupils are given extensive support through the school's inclusion team by TAs, INAs and the school's three Learning Mentors who provide social, emotional, attachment and behaviour support to children and families.
- Strategies for pupils with SEND are very carefully thought through and their next steps are planned with regular monitoring and planning meetings to ensure progress. The two inclusion leads provide excellent leadership for all staff in supporting vulnerable pupils and their families.
- Pupils are clear on the school's expectations re behaviour and anti-bullying and they know what to do if they have any concerns.
- The school provides excellent support for children and their families who need to access additional support. The school is open and approachable for parents who need to raise any concerns re their children.
- Circle time is used to discuss issues in class and to ensure issues of concern are addressed. Restorative justice approaches are used to help children to respect each other.
- Pupils' self-esteem is promoted and staff ensure they are able to develop their confidence by focusing on individual needs and abilities. As a result, pupils have high aspirations for what they would like to do in the future.
- Pupils are clear on what they need to do to extend their learning and they have high aspirations for the future. The motto "LEARN" is shared by all pupils in the school.
- There is a wide range of extracurricular activities and clubs, which range from a wide variety of sports to music and art that are very well attended by pupils. There is a range of school trips, linked to the curriculum, which include museum visits and



IQM Assessment Report



Years 4 and 6 have school journeys.

- Children are rewarded for their excellent work, attendance and behaviour in a variety of ways, including excellent work visits and displays; photographs uploaded to the website; stickers; marbles in a jar; merits; star of the day; class points and lining up rosettes.

Areas for development:-

- To continue to develop the work on support for disadvantaged pupils through providing SLT champions to support their wellbeing and to ensure they are making good use of after school club facilities.
- To consider further raising the profile of bilingualism within the school by celebrating the languages spoken by pupils and consider having a role for pupils such as 'young interpreters' who can feel proud of their bilingualism.

Element 4: Learner Progress and the Impact on Learning

Strengths:-

- The school is rigorous in tracking pupil progress: data is analysed regularly, pupil progress meetings take place termly and are used to discuss the progress of individuals and to put interventions in place for pupils where necessary. These meetings are used to monitor all pupils and to highlight groups of children such as those on pupil premium, bilingual learners and those with SEND to ensure that the strategies used provide appropriate support for all pupils.
- Targets are challenging yet realisable for learners. They are set in collaboration with children and are visible in their books with post-it notes being used to transfer targets across the learning. Children with learning needs are given support in lessons and in intervention groups. Support and strategies for children with EAL are also very well planned with children who are new arrivals encouraged to write in their own languages, to use Google translate with support provided by members of the LA EMAS team, which includes bilingual support staff.
- Pupils who qualify for pupil premium are carefully tracked and supported, ensuring the achievement gap closes.
- Teachers use a range of strategies in their lessons and detailed planning, involving support staff, is an important feature. Teachers plan in teams and they annotate their plans and use assessment for learning strategies to adapt their teaching to meet the needs of their learners.
- CPD for staff is also a key feature here, enabling staff to share good practice and further develop their skills. The recent introduction of the 'Maths No problem' scheme, supported by extensive CPD for staff has had a very positive impact on the enthusiasm of children for Maths throughout the school.
- Marking is very thorough and takes place frequently and as soon as possible after the learning has taken place. Feedback marking with comments to move learning on, which are addressed by pupils, is another important factor in helping pupils to make progress. Time is given in lessons for children to act on the feedback they have been given in their marking. The whole school use of edit pages in writing shows pupils genuinely take a lead in their writing.
- Lesson visits play a crucial role in monitoring teaching and learning in the school and they help ensure that planning and strategies help to move pupils forward in their learning. Useful feedback is provided, which informs next steps in planning for classes and individuals.

Areas for development:-

- To continue to focus on spelling and phonics across KS2 to improve attainment in these areas.
- To continue to raise standards in Maths through further monitoring and embedding of the MNP scheme.

Element 5 - Learning and Teaching (monitoring)

Strengths:-

- The school has a child centred approach to teaching and learning, which is underpinned by its LEARN ethos and collaborative learning culture. SLT and curriculum leads are very thorough in monitoring all aspects of learning and teaching, to ensure a high degree of consistency of standards and approaches across the school. There are coaching observations, peer observations, learning walks, book scrutinies and pupil voice opportunities.
- Pupil progress meetings take place termly and individual needs are addressed in detail. Following these, pupils not making expected progress are provided with appropriate interventions, which are carefully monitored.
- The creative curriculum with motivating topics, centred around key texts, some of which are taught across the whole school at the same time, ensures an exciting and engaging learning experience for pupils, who are consulted on the topics that interest them most.
- A range of approaches is used in lessons and learning is differentiated to meet all needs. Lessons are challenging and engaging with children collaborating very well and thorough planning ensure that teachers provide motivating tasks for all.
- The school takes a collaborative approach to supporting teaching and learning with year leaders playing an important role in this. All staff are keen to participate and collaborate in developing strategies that help move children forward in their learning. Year leaders have time off timetable, which allows them to support their year teams, for example, through team teaching.
- Lessons are planned in year teams, thus ensuring consistency and sharing of ideas and resources. Teachers and support staff ensure that there is a high degree of challenge and support for all pupils. Teachers are helped to plan for their children with SEND through regular meetings with the inclusion managers. This includes individualised next steps for the pupils who are both supported and challenged through these plans.
- Support staff are fully engaged in lessons and work flexibly according to need in class and in other spaces outside class. They also provide excellent support for pupils on a 1 to 1 or small group basis, which is tailored to the individual needs of pupils. TAs are highly trained so that they have developed specialisms in key areas and interventions such as 'Better Reading Partners' and 'First Class at Numbers' to ensure excellent outcomes for pupils. Specialist literacy teachers and EMAS staff from the LA give advice and guidance to school support staff to enable them to implement strategies with targeted children.
- A specialist Maths teacher provides excellent support for pupils across the school who need extra help with their Maths, through booster group lessons and the 'Numbers Count' 1 to 1 scheme.



- There are excellent resources for pupils, including a wide range of reading books in all classes, excellent visuals, including photographs of work that are stuck into books and learning walls, which provide motivation and support for children's learning. Assistive technology such as 'Clicker 7' is installed on pupils' laptops and is widely used in class for pupils who can benefit from this resource.
- Pupils are thoroughly engaged in learning in all lessons. Behaviour is excellent as is the learning ethos in all classrooms, where there is a happy, calm, focused learning atmosphere.
- Parents are thoroughly informed re their children's next steps at termly parents' evenings and through annual reports. SEND action plans are shared with parents at termly meetings and via 'school ping'.
- Staff CPD is excellent and meets the individual needs of staff as well as addressing the areas for development agreed by the school.

Areas for development:-

- To continue to develop the use of lesson studies to improve teaching and learning across the school.
- To further develop the skills of the inclusion team through CPD, self-evaluation and action planning.
- Develop coaching to ensure all teaching is at least good and that much of it is outstanding.

Element 6 – Parents, Carers and Guardians

Strengths:-

- The school's work with parents as partners is an excellent feature of the work of this school. The school views the role of parents as crucial in children's development and is committed to supporting parents to support their children. The school takes time to understand the individual needs of parents and seeks to help them wherever possible. The school's open-door approach means that parents know that the school will listen to them and will provide advice and support for them. The school's 3 learning mentors play a crucial role in developing the range of support available for parents.
- A group of parents spoken to, whose children have a range of additional needs were very positive about the school's supportive and caring ethos. They explained how parents value the attention the school gives to the individual needs of their children. Parents find communication with the school is excellent and the teachers are very approachable, enabling them to see a teacher when they need to.
- Parents are involved in the life of the school in various ways, such as, through events, the PTA, the developing parent council, courses and workshops.
- The AFA scheme has enhanced the close work with parents, in particular with disadvantaged parents. Regular parent surveys show that parents are extremely happy with the school and the support it provides.
- Parents are pleased with the sensitive way in which the school meets the individual needs of all children, including those with emotional needs and those with SEND.
- They are also very impressed by the superb transition work, which includes wonderful transition books that are carefully prepared for vulnerable children. These are highly valued by the pupils concerned and can be used by parents with their children at home, for example, during the summer holiday.
- Parents are also delighted by the excellent support for parents/carers of adopted/ fostered children. The school has set up a forum for these parents/carers that covers a variety of relevant topics which enables them to feel very much supported by the school as well as enabling them to talk to each other about the issues they face with their children, such as attachment and transition issues.
- The school keeps parents up to date with their children's learning through a variety of workshops on issues such as Maths Matters and English, which help parents to help their children at home.
- There is excellent communication with parents, which is enhanced by the newsletters, website, home school books, texts, face to face meetings, enhanced by the welcoming, open ethos of the school. The school's learning mentors enable easy access for parents who have any concerns or who need support of any kind.
-



- Parents are able to come into school for various curricular events such as 'Fabulous finales' that mark the work done by children in a topic.
- Parents who are bilingual are helped to communicate with the school via bilingual assistants who speak the same language, who are available to support them, for example, at key meetings about their children.
- Parent consultation is thorough: parents' responses are very positive and suggestions are acted upon. Termly parents' evenings provide an excellent forum for pupils, parents and staff.
- There is a flourishing PTA, which supports the school in many ways, for example, through fundraising to enhance the school's environment.

Areas for development:-

- To continue to develop the range of in-house support groups for parents, including 'Parent Gym' and others with a focus on wellbeing, self-esteem and home/school relationships.
- To continue to embed the AFA programme within the school.
- To develop use of the 'Ping' system for parental feedback.

Element 7 – Governing Body and Management – External Accountability/Support

Strengths:-

- The Governing Body is very involved in the life of the school: they provide appropriate support and challenge to the school and share its high aspirations for all pupils. Governors visit the school regularly and ask probing questions.
- There are termly monitoring visits as well as 6 weekly Joint Safeguarding Board meetings and termly meetings of the governors' committee on curriculum and outcomes with the inclusion team.
- Governors undertake appropriate regular training, for example, on safeguarding and AFA. Efforts are made to ensure their skills are utilised appropriately, for example, in relation to inclusion and education.
- Governors uphold and fully support the school's ethos and values and its inclusive work with children and parents.
- Governors are involved in regular learning walks and pupil voice meetings. They also meet with staff to discuss issues of concern and wellbeing.
- There is parental representation on the Governing Body and they provide very good communication with other parents.
- There is an excellent partnership with the LA that works collaboratively with the school to provide a range of services. The LA school improvement officer visits termly for a 'know your school well' review, which enables the school to reflect on its practice and decide areas for improvement.
- The school is part of an LA cluster of local schools which enables them to share ideas and disseminate good practice.
- The school also has positive links with the 3 main secondary schools to which pupils move on as well as with the adjacent infants' school.
- The school works closely with the LA inclusion support service to develop specialist support for pupils with additional needs, such as EP, OT, SALT and specialist teachers.

Areas for development:-

- To ensure the link governors for English and Maths provide challenge and support to these subject areas.
- To develop a separate governor role for pupil premium and sports' premium.

Element 8 – The School in the Community

Strengths:-

- Children participate in a variety of clubs and after school activities and participate in a range of school trips to enhance their learning.
- The school sees itself as part of the community resource and is continually developing its work to address the changing needs of the local population.
- The school links with an external agency to provide an excellent nurture provision for vulnerable children. This project known as the 'Outdoor Project' is a wonderful opportunity for these children to be helped to develop their self-confidence and overcome anxieties, based on forest school principles. They use a local organisation to support this work as well as a local park where the activities for children take place.
- The school has good links with a local bakery, which offers fortnightly nurture sessions for needy pupils.
- The school has developed close links with the main feeder secondary schools to support transition. Sports leaders from local secondary schools' lead sports' clubs for pupils.
- Members of the community, including parents, support the school on a voluntary basis, for example, by running an art club and by bringing therapy dogs into the school to read with children.
- The school has strong links with Sussex and Brighton Universities to support the training of teachers and to support research.
- The school supports 'active travel' and finds ways to promote healthy lifestyles through reduced use of car journeys to school.
- The PTA organises a variety of events, which raise funds for the school and further enhance its work with parents and the community.
- Pupils participate in community events such as the local dance competition, the Brighton Festival, many sporting events and the school's Christmas concert and they engage in fundraising for local charities. The school newsletter keeps everyone informed of local events and community resources for children and families.

Areas for development:-

- To continue to develop the work with the local community, including participation in local events.
- To further develop parental voice to ensure the school continues to find ways of meeting their diverse needs.