

Ms Madeleine Southern
Hove Junior School
Portland Road
Hove
BN3 5JA

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Quality Mark Award

Dear Maddie, Jen & Charlotte,

It was a pleasure to meet you and the children, staff, governors and parents at Hove Junior School last week. Based on your application, and evidence observed, I am absolutely delighted to confirm that you have achieved the Achievement for All Quality Mark. Congratulations on your hard work and continued focus on addressing improving outcomes for all your children so that they develop a lifelong love of learning. Here is a summary of my observations from the visit that demonstrate the quality and impact of your provision.

Leadership

- School leaders recognise the need for a bespoke, collaborative approach to school improvement and staff development.
- Inclusion mentors play a crucial role on both sites and provision is made for key staff to access supervision therefore, recognising the impact that some situations can have on wellbeing.
- The AfA champion has provided strong leadership during the programme, working collaboratively with the coach. She leads with enthusiasm and commitment, bringing staff along with her. She is reflective and firmly focused on using evidence to inform next steps and build sustainable practice. Expectations and aspirations are high for all children.
- AfA has a high profile as a whole school development priority. Leaders actively listen to stakeholders and all, including governors, acknowledge the journey that they have been on.
- School leaders are fully supported by the governing body who recognise the positive and inclusive approach of the staff team and the impact this has had, for example raising self-esteem and aspirations of children and parents.

Teaching and Learning

- Teachers identify gaps in learning and are both pro-active and solution focused in their response. Staff celebrate the small steps that children make, with progress leading to increased confidence.
- Children are happy and confident to share their learning. Many shared examples of their challenges and the positive attitude they now 'have a go'. There is evidence that some are building on the learning animals approach implemented as part of the learning culture in the school.
- Learning Warriors are a success and have helped children to realise that others also have similar barriers to their learning.
- There are a variety of interventions available to ensure all children are supported with their learning.

- There was active participation and engagement throughout lessons – from the writing pen character in one class to a P4C discussion about *whether a baby could commit a crime* in another classroom.
- There is a clear action plan in place to address improving writing across the school.

Parental Engagement

- The structured conversation model is highly valued by staff and parents alike. Teachers firmly recognise the importance of listening to parents and use their skills to build genuine connections and honest relationships that enable children to succeed. Parents feel that they are encouraged to work in partnership with the school, as part of a team, and believe that everyone is working towards the same aim to secure the very best for the children.
- Parents value the support put in place to enable children to succeed at school such as differentiation, interventions and supporting transitions. Parents feel that their children have made significant progress as a result of working in partnership with the school.
- They feel well supported and the encouragement and guidance provided in meetings has enabled them to develop the confidence and skills to support their children at home. They feel more able to talk about learning with their children and work on collaboratively agreed academic and pastoral targets, personalised to meet individual needs.

“Absolutely priceless in terms of gaining knowledge about the struggles faced by my child as well as her progress and achievement. The class teacher gave us advice and support on ways in which we could help our child in line with the school approach, providing consistency and positive affirmation for her progress.”

“It has been an inspirational experience for us all to have a school that instead of trying to ‘label’ her take on board her specific learning barriers and tailor the teaching approach to her. We are extremely grateful and value the long-term nature of this process.”

Wider Outcomes

- Because of teachers working in closer partnership with parents, children have grown in confidence and developed independence, resilience and responsibility as learners. Children feel confident to ask teachers and talk to a partner to help them when they need it.
- Charlie the therapy dog has been a great success. It was a pleasure to see a child reading with Charlie.
- Attendance has improved following support from Achievement Coach working with the AfA School Champion focusing on this aspect.
- The enhanced transition books clearly aided the children and their parents in dealing more confidently with the change.

Congratulations on your achievements and we hope that you will be able to continue to work in partnership with Achievement for All. Wishing you all the best for the future.

Yours sincerely

Kris Wodehouse
Regional Lead (East)