



1st December 2019

Ms Maddie Southern
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Hove Junior School
Portland Rd and Holland Rd
Hove BN43 1JF

COE Yr 1 Review Date: – Friday 29th November

Summary

It was a pleasure to assess Hove Junior School for the Year 1 Centre of Excellence Review. Visitors are made to feel extremely welcome from staff and pupils alike, and there is a hardworking, purposeful, and happy atmosphere. This larger than average primary school with 804 pupils on roll, is split into two different sites. A range of highly effective leadership strategies however, based on the staff working closely together with clearly communicated principles and vision, has led to close alignment, consistency and commonality. The Executive Headteacher provides excellent strategic direction to staff and pupils and has ensured that the school continually strives to improve outcomes for all types of learner.

The school continues to serve a diverse area, and inclusive practice is recognised as the key to the successful serving of the community. Whilst the largest group of pupils are of White British Heritage at 68%, the rest represent a very wide range of other ethnic groups. Approximately 17% of the children are EAL. The proportion of pupils eligible for FSM is below average, with 19% of pupils being Disadvantaged. The number of children with SEND is approximately 15%, which is similar to national averages. At Holland Rd there are 1% of pupils with an EHCP, and at Portland Rd there are 2% in receipt of an EHCP.

In response to the varied needs of the children, the school has developed an excellent range of intervention strategies, which it continually refines and evaluates. This is under the direction of the leadership team as a whole, including Head of School, Assistant Heads, Inclusion Managers and SENDCos. There is an absolute determination to break down barriers to learning and to enable children to access the provision.

Rigorous self-analysis, action planning and evaluation have underpinned the school's upward trends in relation to attainment and progress. A great strength of the leadership team is that they are continually reflecting and ensuring that they evaluate the impact of their actions. They have an invitational approach to seeking external feedback through activities such as learning partnerships with local schools, IQM hubs, and their engagement with other Local Authority initiatives, which provide benchmarking opportunities. They have recently successfully hosted an IQM Learning Hub event, showcasing the inclusive practice prevalent within the school. This was very well received by colleagues from other schools.

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The staff team are truly dedicated to the children. They are hardworking, professional and respectful to each other, valuing their collective skills. All staff members are focused and engaged and ensure that they are well prepared. They aim to do their very best to support the children and respond to their needs, both academic and social and emotional. The children feel valued as a result and have confidence that the staff will help and support them at all times. One child commented; "I love coming to this school, everyone helps you with your work and looks after you."

Quality First Teaching has been given high priority in the school and lessons are meticulously planned. Feedback and marking supports children to continually improve. It aims to involve the pupils as much as possible in the classroom, where its impact is immediate and direct. Summary and review thereafter, ensure that the teacher can track the overall progress of a child, and continue to set appropriate targets.

Subject leadership ensures that staff are supported by resident experts in their field, who provide training and guidance. They model lessons and coach in addition to providing CPD through workshops and staff meetings. In relation to the school's maths approach 'Maths No Problem', for example, the subject leader has ensured the continued development of maths 'mastery', leading to the children's greater fluency. The lesson study model adopted by the school has also enhanced practice and confidence in maths, as it also has in other curriculum areas.

The children in general are polite, articulate, well behaved, inquisitive, hardworking and kind to one another. They have clearly benefitted from the guidance they have received, and the systems in place to support their understanding of the high expectations, which are demanded of the children. In this respect, initiatives such as the LEARN philosophy, Working with Others, and Just Right, give children a valuable framework and a vocabulary through which to explore their own actions and learning behaviours.

The school has made very good progress in relation to all inclusion targets from the 2018 assessment. They continue to be fully engaged and committed to their IQM Hub membership and have made excellent contributions. The staff value the IQM process and have used it as a reflective process, to impact on their inclusive practice. I am therefore of the view that the Hove Junior School, with reference to both sites, continues to meet the IQM criteria for Centre of Excellence status, to be reviewed in a year's time.

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 Centre of Excellence status.

Assessor: Mrs Anita Watts

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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



Sources of Data – 2019

Discussions with the Executive Head, Head of School, Assistant heads, Inclusion Manager, including CTs and LSAs and children during learning walks. Time was spent observing sessions in class, and during intervention provision. Further sources of evidence included scrutiny of the school's IQM evaluation and supporting documents on the day. A presentation further outlined the range of inclusive strategies. Lunchtime, spent with the children, provided opportunities to talk informally with the pupils about their learning and their experiences. Information from the school's website was also used as evidence.

Suggested Areas for Development from previous IQM Report (2018)

- To further develop AFA work, targeting disadvantaged pupils.
- To continue to embed the LEARN ethos and learning characteristics, with a focus on the wider community.
- To ensure consistency of practice across the 2 sites, through CPD and learning walks.
- To develop the playgrounds into vibrant spaces with a range of equipment.
- To provide a community learning space for projects such as Parent Gym.
- To continue to develop support for disadvantaged pupils through SLT champions to support their well-being and to ensure they are making good use of after school club facilities.
- To consider further raising the profile of bilingualism by celebrating languages spoken, and to consider using pupil roles such as young interpreters, to therefore feel proud of their culture.
- To continue the focus on spellings and phonics across KS2 to improve their attainment in these areas.
- To continue to raise standards in maths, through further monitoring and embedding of the MNP scheme.
- To continue to use lesson studies to improve teaching and learning across the school.
- To further embed the skills of the inclusion team in relation to CPD, self-evaluation and action planning.
- To further develop coaching to ensure that teaching is at least good and that much of it is outstanding.



- To continue to develop support groups for parents including Parent Gym and others which focus on well-being, self-esteem, and home/school relations.
- To develop the use of the PING system for parental feedback.
- To ensure the link governors for English and Maths provide challenge and support.
- To develop a separate governor role for PP, and Sports Premium.
- To continue to develop the work with the local community, including participation at local events.
- To further develop parental voice and to find ways to meet their diverse needs.

Strengths and Progress with Targets as evidenced in 2019 Review

The school has made excellent progress in relation to previous targets and inclusive practice has continued to be at the forefront of overall strategic aims.

Strong inclusive principles continue to underpin the culture of the school. The Working with Others initiative is embedded in the ethos, and excellent relations are prevalent between adults and children.

The staff are outstanding role models. They are dedicated, professional and focused, and fully engaged in their roles. They respect each other's skills.

The range of characteristics which support the children's attitudes and personal development, i.e. LEARN, are clearly understood by the children and ensure that classroom behaviours are conducive to their making progress. During the IQM review day, children were focused, engaged, and persevered in class. They were willing to respond to questioning and collaborate with their peers.

The 'Just Right' initiative, provides staff and pupils with a common language to describe varying states of alertness, or receptiveness. The colours associated with different states and responding vocabulary and strategies, enable the children to self-regulate in order for them to be ready to learn. Green therefore is the colour which most matches being ready to learn or play. Amber however or being 'fizzy', is associated with a need for calming activities. This system also is used by the staff running clubs. The Breakfast Club staff have extended its use to include links to a music playlist to represent the different colours. This was highly commended in their recent Healthy Schools' Award assessment.

A range of rigorous and interrelated systems continue to give the staff detailed knowledge of the children, such as Pupil Progress Meetings and Provision Meetings. The senior team are extremely experienced in analysis and are willing to reflect and evaluate as appropriate. This culture of continual analysis is a strength of the school and has contributed to the upward trend in relation to attainment and progress.



A wealth of evidence was provided in relation to successful CPD, provided by the senior Team. The lesson study model has also led to improved quality of teaching, and consistency of provision. Regular training through staff meetings and INSET days, has focused on key priorities and the delivery of Quality First Teaching.

Classrooms are exemplary in their provision of a high quality of learning environment, including a variety of prompts to enable the children to learn independently. Spelling banks, spelling mats, visual and practical resources, working walls and prompt charts all contribute to the children's support. Displays are stimulating and colourful, representing a good balance between teaching displays and the children's own work. The corridors and classrooms in both sites are clean, tidy and well organised, providing a welcoming and nurturing environment for all children.

Systems such as displaying PSHE work in a class book, provides evidence of the curriculum supporting the rounded development of children. It is also a means of exemplifying expectations in relation to the quality of teaching, as it can be shared and compared amongst staff.

Consistency between the two sites is clearly visible. Policies, principles, philosophies and expectations are very similar between the two sites and there are common approaches to all aspects of school life. Expectations are high, and inclusive practices are prevalent in both the Portland Rd, and Holland Rd sections of the school.

The Executive Head divides her time between the two sites and knows all the staff and children well. She is clearly respected by adults and children alike and continues to raise standards and expectations through her strong, and inclusive leadership. As a result, the gap continues to close between SEND children and non-SEND children, and between disadvantaged children and non-disadvantaged children, in relation to their progress and attainment.

Leadership shown by other members of SLT - Heads of Learning, Assistant Heads and Inclusion Leads, is also a strength. They exhibit professionalism, dedication and model highly effective teamwork.

The range of interventions to ensure that all children can access the provision, is excellent. The approaches are carefully evaluated with entry and exit profiles, which give the staff detailed evidence of impact and effectiveness.

On the day of the review, Sensory Circuits, Lego Therapy, Precision Teaching, Maths interventions, Reading Inference Support groups, Pet Therapy and Art Therapy were observed. All were run by dedicated, well-trained staff who demonstrated outstanding relationships with the children and were fully engaged with their work.

Other initiatives evidenced, were Schools of Sanctuary, and an Arts week guided by pupil voice, linked to themes of shelter, homelessness and refugees. The author Nadine Kaadan shared her stories with the children, and her experiences of living in Syria. This prompted the children to further consider the concept of shelter and resettling, leading to art models linked to her story.



Targeted children are offered the opportunity to attend an Outdoor Project. This is given to 10 children for 10 weeks and is aimed at providing them with experiences to develop confidence, self-esteem and social skills, all of which were outside the usual classroom environment. Activities such as circus skills and camp making enabled the children to make new friends and engage in a variety of outdoor challenges. Evaluations through pupil voice, gave evidence of the children's enjoyment and personal growth.

SEND children or disadvantaged children often are further supported by a Team for a Child. These are made explicit and the staff members are written up and displayed. This provides a high profile and the system lends itself to discussion, sharing information and strategies, and to pooling skills.

Whilst the largest group of children are of White British heritage, the rest are made up of a wide range of ethnic groups. The children at both sites, therefore, represent a vast range of cultures and countries of origin. Staff ensure that there is celebration and recognition of the richness of the multicultural backgrounds of the pupils. Colourful displays, depicting world maps refer, to all the countries to which the children have links. Each classroom has a list of languages on the door, which are spoken by the children of that particular class group. Such attention to detail impacts positively, on the extent to which pupils feel valued, included and accepted.

Parents continue to be supported by a variety of strategies and systems and are valued partners. 'Parent Gym' is offered as a 6-week course, aimed at improving family life and making it more fun, interactive, supportive and to improve behaviours. This has been warmly received and has also provided lasting networks for the parents in the cohorts who have often kept in touch beyond the project.

The staff are very committed to both sharing their inclusive practice, and to learning from other IQM schools. Hove Junior is part of the Cosmos Learning Hub and have already attended sessions in a variety of settings. More recently they have hosted a hub day, giving attendees a valuable insight into the very successful strategies and systems, which have contributed to successful outcomes for all types of learners.

Suggestions raised by IQM Assessor during feedback - 2019 Review

To ensure that the editing process is more focused. Sometimes editing checklist sheets lack precision, which impacts upon the extent to which children are able to meaningfully rewrite. It may be useful also to consider a more differentiated approach, so very able writers could be provided with more time to work on higher order elements.

To continue to develop the use of editing buddies. To ensure that there are high expectations, and precise demands, leading to the time spent consistently impacting positively on the drafting process.

To ensure that writing frames are not unnecessarily laborious for children. Occasionally the need to cut out, or to draw a grid, means children lose time in a



session. This is especially the case for children who struggle with fine motor skills. It may be useful to monitor the amount of writing achieved and compare from class to class. Many staff give regular time reminders and make expectations explicit, so children are clear about the amount of writing, its purpose and the standard required. This is sometimes inconsistent across the sites.

In maths, the children sometimes feel they would like to start their 'challenge' question earlier in the session. This is linked to giving them the opportunity to work at their stretch level for a more sustained length of time and particularly relates to the children targeted for 'greater depth' attainment.

To continue to refine strategies in relation to Assessment for Learning, ensuring all teachers hold children to account when they pose questions, during whole class teaching. It may be useful to reflect on the extent to which children can opt out of responding.

To consider additional monitoring strategies, to include 'snapshot' learning walks, based on a key question. This would give SLT the opportunity to engage with a very focused, precise area linked to current priorities.

To explore opportunities for the children to take part alongside staff, in the monitoring of the school's key priorities.

To provide further opportunities for the Maths and English link governors to provide support and challenge by inviting them to attend Pupil Progress meetings, on occasion.

To ensure that staff running intervention programmes consistently use every opportunity to develop children's communication skills, through positive reinforcement and praise.

To continue to explore the latest ICT resources for SEND children, in order that their progress can benefit from a greater range and variety of software.

To develop links between the two sites for children to work together, in learning projects. This would particularly be beneficial to Year 6 pupils to widen their experience before going to secondary school. It could also lend itself to further monitoring activities, with adults and children working alongside each other, and perhaps further exploring consistency between the two sites, as perceived by the children.

Further relevant developments identified by staff in IQM SER.

1. To continue to take part in the IQM cluster group and other local hubs in the Brighton and Hove Local Authority.
2. To continue to close the gap between SEND children and their peers, and disadvantaged children and their peers, in relation to attainment.



3. To continue to audit the two sites for consistency.
4. To continue to embed MNP and the whole school focus of fluency in maths.
5. To continue to explore strategies to support 'hard to reach parents', and opportunities to further engage with parents of SEND children.
6. To engage with the Arts Mark Award application.

Assessor: Anita Watts

Date of Review: 29th November 2019