



Assessor's Evaluation for the IQM CoE Award



School Name: Hove Junior School
Portland Road & Holland Road
Hove, Sussex
BN3 5JA & BN3 1JY

Head/Principal: Ms Maddie Southern

IQM Lead: Ms Charlotte Wallace

Date of Review: 4th November 2021

Assessor: Patricia Wood

IQM Cluster Programme

Cluster Group: Cosmos Learning

Ambassador: Ms Adriana Verrecchia

Date of Next Meeting: TBC

Next Cluster Group Meeting Focus: TBC

Sources of Evidence during IQM Review Day:

- IQM Self Review and Action Plan
- IQM portfolio of evidence
- Anti-racist action plan
- Humanities action plan, with exemplar from the history curriculum
- School website
- Ofsted report – February 2020

Discussions with:

- Executive Headteacher, Inclusion Manager – Portland Road and Inclusion Manager – Holland Road
- Head of School – Holland Road, Better Reading Partners intervention team, writing intervention teacher and literacy support LSA
- Learning Mentors
- Support staff group – phonics intervention LSA and communication champions
- Assistant Head of School – Portland Road
- Deputy Head of School – Portland Road



Summary of Targets from 2020-2021

The school's targets from the previous year, and formulating part of the overall school development plan, were focussed on the differing needs of the two school sites in the Covid 19 recovery period; progress made in involving pupils in providing feedback on teaching and learning and how staff have been supported in their response to the anti-racism school initiative and policy.

Target 1 - To improve communication and engagement of all parents and carers in the Covid and Post Covid era, in particular SEND parents – allowing for joint working towards accelerated progress for pupils with SEND.

Hove Junior School (HJS) continually seeks to improve its inclusive practices and provision and greatly values the views of its stakeholders. The school analysed the results of a parent/carers survey carried out in May 2020, regarding the support that the school had given to families during lockdown. Whilst over 60% of parents who responded had felt supported by the Inclusion Team during this period, the remaining parents had not felt so. Results from the survey provided the school with clear priorities for improving communication and their on-line learning offer.

The school prioritised the 'use of technology' to increase 'face time' or visibility of staff, in the event of a further lockdown; together with improving their SEND offer. The school established a Google inclusion classroom, with online SEND provision, inclusive of phonics interventions and weekly 'busy hands' fine motor skills groups. They also made daily catch ups with vulnerable pupils and provided wellbeing support. A fortnightly inclusion newsletter has further improved communication between home and school.

Working in partnership with the Brighton and Hove Inclusion Support Service (BHISS), they provided in-house and joined up meetings, post diagnosis meetings and reviews. Two workshops were organised with the Primary Mental Health Team from BHISS, focussing on anxiety and wellbeing. These were well attended and appreciated by parents. A 'parent gym' parenting course was held virtually for the first time, trialling online format-see resources. One of the school's Learning Mentors, who is a trained parent gym coach, reported that parent retention was higher as it offered parents greater flexibility in being able to attend.

A SEND parent focus group was conducted on-line and feedback from this group, together with the parents' survey 2021, evidenced increased satisfaction with the school's communication, team working, and support offered. Parents were delighted that their children were happy and learning during this difficult period. It also identified an area for further improvement as communication between class teachers and parents of those children with EHCPs, to ensure that teachers take ownership of every SEND child's learning. The school also plans continued opportunities for parent workshops and networks.

Target 2 - Staff pedagogy in understanding in early reading and writing acquisition and understanding of learning processes enables them to ensure all



Assessor's Evaluation for the IQM CoE Award



pupils, including those with SEND, make good progress in targeted intervention and impact on wider writing progress.

The school maintains a very clear focus on the learning process and evidenced based practice.

Reading progress and attainment is strong at HJS and highly trained staff successfully deliver the 'Better Reading Partners' catch-up programme to those pupils with less than expected progress in this area. A new online initiative, 'Bug Club,' an interactive platform for reading, helped maintain the rigour with reading progress during the pandemic.

In terms of how best to scaffold learning for pupils, the school worked with the Durrington Research School and Sussex Coast Schools' Alliance. The Durrington Research School developed evidence informed approaches to address the issues caused by the Covid 19 school closures and focus specifically on the challenges faced by pupils who are educationally disadvantaged. They support schools with putting in place an effective implementation plan to address the issues that are specific to their local context. The school identified the need to carefully plan their Covid 19 recovery programme, particularly in terms of meeting the needs of those pupils with gaps in their phonic knowledge. Curriculum CPD focussed on evidence-based practice, including phonics training, for all staff. Baseline assessments were carried out to identify gaps in phonics learning, with follow up training in term 2 to assess progress. A systematic approach was implemented and monitored, to evidence impact in terms of SEND and Year 3 pupils. This included a tiered approach with Wave 1 whole class phonics and spelling teaching, Wave 2 more bespoke phonics interventions for identified pupils and specialist Wave 3 1:1 input for pupils, where required, provided by BHISS. The school uses the Edukey software system to record and track school wide standards, with provision recorded and assessed on Edukey. Spotlight meetings to monitor progress and wellbeing, included members of the SLT, and were held termly to help to identify gaps and focus children.

Pupil voice is highly valued by the school. For a chosen group of SEND/EAL children, with a focus on writing, the school used an 'even better if' approach, using a closed choice visual. Pupils identified adult support, visuals, and Clicker Writer as useful tools to help with writing. The school created videos with the Literacy Support teacher to upskill parents and staff on the use of Clicker. They shared Clicker Writer home licences to support SEND children with home learning and to use on Chromebooks, which were supplied to children during lockdown.

Target 3 - Hove Junior School staff feel confident to identify SEND needs, using a range of assessment tools and guidelines.

Whilst the school works very closely with the BHISS partnership professionals, they wanted to develop their range of assessment tools, to more accurately support individualised needs.

They developed a 'SEND guide for staff,' to enable teachers to use this to identify SEND and to plan and implement strategies to support and to monitor the impact of these. This is for use prior to discussion with the Senco, during SEND drop-ins.



Assessor's Evaluation for the IQM CoE Award



The school provided refresher training in the use of Edukey, including using it effectively to conduct 'plan, do, review' of pupils' provision.

The school invested in SEND assessment tools and screeners to help the process of early identification and school-based intervention. They use Junior Language Link (SCLN); Dyscalculia screener (C&L); Boxall Profile (SEMH); SDQ (strengths and differences) questionnaires; dyslexia screener and sensory checklist (S&P). For Junior Language Link, communication champions on both sites oversee assessment and provision for speech and language. Children are screened using this tool and a more in-depth progression tool and speech and language groups are then established.

Target 4 - Hove Junior School to become an 'anti-racist' school with all stakeholders developing a mutual respect for and tolerance of different ethnicities and faiths and being empowered and educated to actively challenge both overt and structural racism within the community.

The school is now in year 2 of a 5-year anti-racism plan. The focus during the year was to filter the action plan from Governors and SLT to all staff and ensure that all staff had access to high quality training on the topic. In addition, they wished to bring the focus to their wider stakeholders, starting with the children.

The school has appointed two Equality and Diversity Ambassadors and established an equality working party, including the school Business Manager, Inclusion Leads, Head of School, teacher, LSA and pupils. The working party meets termly.

BAME pupils formed an initial working group with the Diversity Lead and were appointed as ambassadors to explore issues of race, sameness, and difference. They established ground rules for the group, shared family stories and talked about their heritage. They discussed issues surrounding skin colour and acts of racism.

Racial literacy training for staff was identified as a priority for all staff and conducted by Abha Aggarwal, an anti-racist and global citizenship educator. This training helped staff prepare to answer questions and have 'courageous, challenging, and uncomfortable conversations.'

Additional drop-in sessions are offered by the local authority, to further support staff.

Agreed Targets for 2021-2022

The targets for the year are:

Target 1 – To work towards closer collaboration and a shared vision for inclusion with our attached infant school, in preparation for Federation and possible co-location of Holland Road.

Main aims include:

- To create a shared vision for inclusion and safeguarding.



Assessor's Evaluation for the IQM CoE Award



- To identify members of a working party to meet and set timeline for meetings.
- Inclusion Managers to read key policies and information relating to SEND from both schools. (Infants and Juniors)
- Following a presentation from each party about key policies and priorities, to identify key similarities and differences in approach, using a developed proforma.
- To complete an action plan, using an agreed shared format, as to how this will be implemented.
- To propose a unified approach and key priorities moving forward, share with Headteachers and schools and confirm the approach with the working party.
- Co-write shared policy.
- Policy shared with wider staff – feedback received and collated.

Target 2 – Staff knowledge and understanding of Autism/ADHD/Attachment and subsequent pedagogy helps neuro-divergent children make good progress with good levels of well-being.

Main aims include:

- Hove Junior School to become an 'Autism Aware' school.
- To complete autism awareness training for members of the Inclusion Team and identify autism champions from both Junior school sites.
- Workshop for parents of autistic pupils and pupils with social communication difficulties delivered by BHISS Family Support Worker.
- To ensure a consistent approach of regulation strategies using 'Just Right,' displayed in all classrooms across both sites.
- To ensure neuro-diversity whole school assemblies are planned to celebrate and raise awareness.
- HJS to ensure all staff have an 'attachment aware' approach to behaviour management.
- Behaviour 'Empowerment' training researched by SLT team.
- Identify members of behaviour working party from Infants and Juniors to meet and set timeline for meetings.



Assessor's Evaluation for the IQM CoE Award



- Behaviour leads to read key policies/information relating to SEND from both schools. (Infants and Juniors)
- Presentation from each party about key policies and priorities. Identify key similarities/differences in behaviour policy and approach using developed proforma.
- To complete an action plan, using an agreed shared format, as to how this will be implemented.
- Propose a unified approach and key priorities moving forward, share with Headteachers and schools and confirm approach with working party.
- Co-write shared policy. Policy shared with wider staff – feedback received and collated.

Target 3 – Ensure that our curriculum fully reflects the diversity and personal development needs of our pupils and staff.

Main aims include:

- HJS to continue on the journey of becoming an 'anti-racist' school. (The school has developed a very comprehensive and ambitious action plan.)
- Conduct a curriculum review to explore the range and diversity of texts used in school.
- Continue to work with key subject teams: English, humanities, PSHE and RE teams to look how 'decolonising' the curriculum can develop current units taught and impact future learning.
- HJS to work effectively to support EAL learners make good progress, with appointment of EMAS 'EAL teacher' to focus on EAL plateauing learners and support accelerated progress. Liaison and monitoring of role and progress of pupils.
- Pupil wellbeing and mental health are prioritised with a clear strategy to drive the cultural transformation, early intervention and support strategies required for students experiencing poor mental health to help them cope and succeed.
- Safety Net educational charity to provide workshops and training support for school.
- Playground buddy training for Y6 pupils.
- SNAP and BRAVE 1:1 protective behaviour specialist intervention.
- Assign SLT Mental Health Lead role.
- Apply for government funding to support the development of the role.



Assessor's Evaluation for the IQM CoE Award



- Safety Net educational charity to provide workshops and training support for school.

Target 4 – Ensure that there is consistency in inclusive practice between school sites, whilst ensuring that the unique school profiles and varied needs are supported within existing systems, staffing and organisation structures.

Main aims include:

- Cross site monitoring to ensure consistency of approach in Inclusion.
- Visual feedback to share strengths and celebrate successes.
- Support staff peer observations set up to share good practice across sites.
- Differences to staffing structures planned carefully in line with children's needs and profiles.
- Review effectiveness of interventions using data analysis and pupil voice to capture pupil experience and walk through a child's day.
- Enquiry Question-Intervention v. QFT teaching. What is a SEND child's experience of a school day?

Other aspects for consideration discussed during feedback include:

To continue to develop pupil voice and involvement in their learning and behaviour. This could be with pupils more regularly providing feedback on their learning through the 'even better if' approach and working towards more intrinsic rewards for achievement in learning and/or behaviour, so that pupils do not feel the need to receive rewards, because they are 'doing it for the love of learning.'

To consider the work being carried out at Leeds Beckett University Centre for Race, Education and Decoloniality (CRED.) The centre seeks to work in partnership with education professionals across all sectors to develop race equality education advocates; anti-racist practices; decolonise the curriculum and develop knowledge and understanding of race and racism in education. They are also developing resources for use in schools and have introduced 'The Anti-Racist School Award' as an assessment tool to evaluate current practices and initiatives within school. HJS may wish to look at the elements contained in this award.

Through the excellent work that is on-going for HJS to become an anti-racist school, and for it to most successfully reflect the community that they teach, it may be useful to consider how other schools, beyond the LA, are working to decolonise their curriculums, representing inclusion in the widest possible sense. This could be an area of discussion and sharing with the Cosmos Learning IQM cluster group, together with sharing how the schools are improving the diversity of texts contained in their schools. Some boroughs have provided very comprehensive recommended texts lists.



Assessor's Evaluation for the IQM CoE Award



Using research and evidence-based approaches to learning is a real strength of the school and will be continued. The school plans continued opportunities for parent workshops and networks and there is a lot of research evidence that the school could consider when increasing parental involvement in school. For example, the 'Cafes for All' initiative is a high impact approach used to involve parents in their child's learning.

The Impact of the Cluster Group

The school is an active member of the Cosmos Learning IQM Cluster Group and very much appreciates the opportunities that it provides to learn about good practice, in the area of inclusion, in schools beyond the local authority.

Meetings since the last review have been carried out on-line, through Microsoft Teams. In March 2021 Harris Academy gave an inspirational talk about early identification of SEND in EYFS to support the new curriculum and the application to their ASD base and mainstream. This prompted HJS to review their Autism provision and work to achieve the locally certificated 'Autism Aware' school award. The cluster group meeting held in October 2021 focussed on well-being, resulting in HJS applying for DFE funding and SMHL training from Place to Be. They have also considered having an in-house Mental Health Practitioner, based on the Place to Be model.

Overview

Hove Junior School (HJS) is a large, four form entry school, situated in Brighton and Hove, East Sussex. Currently it comprises of two sites, with a total of approximately 776 pupils on roll, from Year 3 to Year 6. Mirroring the national picture of falling rolls, the school is not full and currently has 7 forms in Year 6 and 6 forms in Years 5, 4 and 3. The proportion of pupils with SEN and those eligible for pupil premium are broadly average. Over 30 languages are spoken at the school, with the percentage of pupils with EAL being higher at the Holland Road site. The school has high expectations and aspirations for their pupils and the Executive Headteacher said that it feels; 'Like a close community. Inclusivity, alongside a creative curriculum, and a love of learning.'

In September 2021 HJS joined with West Hove Infant School to form a federation, run by a single governing body, known as the Hove Learning Federation (HLF). The two schools have historically worked closely together and have developed joint working parties on policies and teaching and learning. Whilst they will retain their individual budgets and Leadership Teams, they will work to develop a common ethos, vision, and values. West Hove Infant School also has two sites and the HLF are working with the council on the possibility of re-locating one of the Infant sites onto the Junior School's Holland Road site, before the end of the next academic year. The Executive Headteacher and Senior Leadership Team of HJS are embracing this period of change and working hard to develop consistent policies and practices across the schools.

This was Hove Junior School's 3rd IQM Centre of Excellence review. Inclusive practice is at the heart of what the school does and the Executive Headteacher, SLT, Inclusion Leads, Governors and staff share a strong belief in the importance of inclusion, with a focus on the individual child. A very cohesive staff team ensure a holistic approach to inclusion and learning. Great emphasis is placed on pupils' social emotional mental



Assessor's Evaluation for the IQM CoE Award



health and well-being, together with their academic progress. Standards are high at the school and children make good progress throughout their time at HJS. The most recent Ofsted Inspection in February 2020 judged HJS as continuing to be good and praised the fact that: 'Leaders have ensured that respect for and celebration of diversity are evident throughout the school. Everyone is included and valued.'

The vision and values include a focus on the partnership with parents; happiness and wellbeing of the children; pupil voice; positive learning traits and values. They state: 'Everyone works together building a secure, safe and inclusive environment to achieve the best possible outcomes for all children.'

Relationships within the school are excellent, and a school council quote contained in the current HJS School Development Plan states; 'Our school community is like a jigsaw puzzle. Each person is a piece, and we need everyone to be complete.'

Inclusive practices and systems of identification, support and review are well embedded, with a strong commitment to meeting pupils' individual needs. Pupil progress meetings are held on a termly basis and together with a range of SEND assessment tools and screeners, help to identify pupils for support. The school endeavours to actively remove any challenges to learning that a pupil may have and continuously seeks to provide the most appropriate interventions for those pupils who need more individualised support. Such interventions are 'matched to the need,' extremely well organised, evidence based, and impact driven. They are delivered by highly trained and motivated staff. Interventions include memory magic, social communication and narrative support, phonics support, clicker transactional support for children with literacy difficulties, clicker 8 and clicker writer for iPad. Examples of successful interventions include that in writing, where a highly experienced teacher discusses the area of need with the class teacher and through pupil voice. She then plans targeted work, linked closely to the child's current topic. This intervention includes working with a group of children who are working at greater depth. The Better Reading Partners programme, an 'Every Child Counts' intervention for children in Years 1 to 10, who have fallen behind in their reading, involves a 10-week intervention, which is continually followed up to ensure that all children continue to make good progress. Bespoke planning for Wave 3 interventions from external specialists ensures that progress is continuously monitored, and resources used are most pertinently matched to desired impact and interests of the pupils, such as the use of a talisman word game observed during the assessment.

The school has a trainee Play Therapist and works very effectively with a range of external support services, such as the EP service; Speech and Language Therapist and Support Service (SLSS); Literacy Support Service (LSS); Autistic Spectrum Support Service (ASCSS); Behaviour and Inclusive Learning Team (BILT) and CAMHS.

The school uses Edukey as their provision mapping and IEP tool and CPOMs as their child protection on-line management system.

HJS offers a 'fun, exciting, broad and balanced curriculum,' reflective of its pupils. The curriculum is topic based, with a strong emphasis on developing a love of reading in the children. Termly topics are linked to class texts and every topic opens with a 'stunning start,' with the whole school annually engaging in a shared topic. The curriculum



Assessor's Evaluation for the IQM CoE Award



statement of intent states; 'Planning for these topics will be shaped by pupil voice and the children's questions for learning. These topics means our curriculum is bespoke for our children and engaging and inclusive for all.'

The curriculum is further enhanced through enriching extra-curricular activities, linked to the topics and parents receive termly topic information, to help them engage with the learning going on in school. The school offers a breakfast and after school club, a range of additional clubs, such as multi-skills, art, and football, together with educational visits and trips. Year 4 children have the opportunity to spend three days at a PGL Activity Centre and Year 6 spend a week at a PGL Centre in Marchants Hill.

Classrooms and learning environments are bright and stimulating, supporting, and scaffolding pupils' learning, with visual timetables and English, maths and SPAG working walls. Displays reflect the broad range of curriculum subjects taught to support learning. The school focusses on the learning process and follow LEARN statements, to support learning behaviour – look after each other, everyone does their best, aim high, respect and new day new challenge. They also display learning environment statements, to promote pupils' awareness of their classrooms, school, city, and place in the world and have developed and implemented the 6 learning characteristics of question, collaborate, reflect take risks, independence, and perseverance. Children are taught through a fully differentiated curriculum, planned by the Class Teacher Learning Intentions (IALT) and success criteria are made explicit to the children. The school has an ICT suite on both sites, together with the use of Chromebooks, iPads, and laptops. Teaching Assistants are assigned to year groups according to need.

During the periods of lockdown, in the recent pandemic, the school went above and beyond to support its families, both with home learning and general well-being. All children were supported to access online learning. The school supplied chrome books, laptops, and dongles for families, ensuring that 100% of the pupils had access to IT. They established a digital register to monitor uptake of home learning, resulting in a significant uptake. Pupils were taught through Google classroom, which included live lessons during the second lockdown, and families received regular well-being phone calls. During the IQM assessment one of the Learning Mentors kindly provided case studies of email communications between home and school, together with an outline of support given to a pupil upon return to school, which evidenced the very positive relationships between home and school and the appreciation felt by families for such support. In the remote learning Summer 2021 parent feedback survey, feedback was highly positive: 'The hard work and effort all staff put into the online provision was excellent and kept our children motivated and happy' and 'I think the school does a great job and especially in the last lockdown the home learning was excellent.'

Pupils are articulate, polite, and keen to share what they have been learning in school. They enjoy coming to school and attend regularly. They made comments like: 'It's fun, you're never bored' and 'there are loads of activities.'

Behaviour for learning observed through the assessment was excellent. The school uses the 'Just Right' behaviour programme, created by SEN specialist teachers and health professionals in Brighton and Hove to help children with autism, which uses four colour zones to help children communicate how they are feeling. Achievement for all is



Assessor's Evaluation for the IQM CoE Award



celebrated in a variety of ways, such as through 'Child of the Week,' merits and marbles in a jar, but the school is working towards more intrinsic rewards, where pupils do their best 'for the love of learning.' Pupils are given responsibility, such as through the School Council. School Council members have recently reviewed the HJS child protection poster, discussed black history month, and given their initial thoughts about possible improvement that could be made in the school. Pupils and families are well supported by the school through the transition from Years 2 to 3 and onward to secondary transfer.

A strength of the school is the high quality CPD opportunities that are provided for staff, both in house, through weekly staff meetings and by accessing external training programmes. Staff feel very well supported, both in their work and career development. I've always felt very well supported and there is a collegiate feel.'

A number of members of staff are studying for national accreditations, such as NPQH, NPQT&L, maths hub mastery teaching and SHINE Leadership. The mental health and well-being of all stakeholders is given a very high priority. There is a well-being working party; trained Mental Health First Aiders and all staff have access to counselling. The open-door policy is appreciated by all.

Communication with parents is very good, through a range of mediums, including the Schooling app and fortnightly newsletter. A parent council, with representatives from each year group, meets half-termly to discuss a range of issues and operates separately on both sites. All parents are invited to attend but, if unable to, can send issues they wish to raise to the School Office. The Parents' Association provides a range of fun and fund-raising activities throughout the year and recently held a 'spooky disco.'

The HLF governing body Link Governors to particular areas including SEND, EAL and PP/safeguarding. Governors are committed to and involved in the life of the school. They regularly visit the school and engage in governor training to help them fulfil their roles most effectively.

HJS is part of a range of partnerships beyond the Federation. This includes membership of the Hove Partnership, comprising of 11 schools 'working together to improve educational experiences and outcomes.' The Executive Headteacher of HJS is Co-Chair and the partnership holds half-termly SLT meetings and works on partnership funded projects and activities, recently being successful in a bid for £9,000 to fund an oracy project. It is also a member of the Sussex Coast Schools Alliance whose aim is to help raise standards by supporting schools. They develop projects and an enquiry-based approach to learning. They are currently running a programme in partnership with Durrington Research School to support schools in addressing the issues caused by Covid 19 school closures, which HJS is participating in.

HJS is an active member of the Cosmos Learning IQM Cluster group and has implemented a number of initiatives, resultant from attendance.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's 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.



Assessor's Evaluation for the IQM CoE Award



The school continues to move from strength to strength in terms of its superb inclusive practice and I am firmly of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to pursue Flagship School. I therefore recommend that the school moves to Flagship Status and is reviewed again in 12 months. 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 Flagship status.

Assessor: Patricia Wood

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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