



Assessor's Evaluation for the IQM Flagship Project



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

Head/Principal: Maddie Southern

IQM Lead: Charlotte Wallace

Date of Review: 17th November 2022

Assessor: Patricia Wood

IQM Cluster Programme

Cluster Group: Cosmos Learning

Ambassador: Fiona Robinson

Date of Next Meeting: 3rd March 2023

Meeting Focus: TBC

Sources of Evidence during IQM Review Day:

- IQM Self Review and Action Plan.
- Online IQM evidence files.
- School website.
- Hove Learning Federation video.
- Pupil video.
- Positive Relationships Policy.
- Anti-racism action plan.
- Examples of curriculum plans.
- Example of a pupil profile, Just Right profile and AAA quiz questionnaire response document.
- Performance data 2022.
- Ofsted report – February 2020.
- Learning walk of infants and juniors at Holland Road, inclusive of outdoor areas.

Discussions with:

- Executive Headteacher and Inclusion Manager – Holland Road.
- Head of School – Holland Road and Inclusion Manager – Holland Road.
- Senior Leadership Team.
- Behaviour Lead, Assistant Headteacher and Senior Learning Mentor.
- Mental Health Lead and pupil.
- Autism champions – Inclusion Manager and Learning Mentor – Portland Road.
- School council pupil focus group and Assistant Headteachers.



Assessor's Evaluation for the IQM Flagship Project



Overview

Summary of Targets from 2021-2022

The school's targets from the previous year and formulating part of the overall School Development Plan were focussed on working towards closer collaboration and a shared vision for Inclusion with the attached infant school in preparation for Federation and possible co-location of Holland Road; staff knowledge and understanding of Autism/ADHD/Attachment and subsequent pedagogy and how it helps neuro-divergent children make good progress with good levels of wellbeing; anti-racism, ensuring that the school curriculum fully reflects the diversity and personal development needs of pupils and staff; staff and pupil wellbeing/mental health and consistency in inclusive practice between school sites.

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,

Hove Learning Federation (HLF) was established in September 2021. The Federation included the 2 West Hove Infants' sites and the 2 Hove Junior sites, at Holland Road and Portland Road. One of the Infant sites, which was previously located at Connaught Road, successfully re-located into the Holland Road site in January 2022. The Federation now has one governing body and a shared leadership team across the 3 sites. Staff and parent feedback about the re-location has been very positive.

An inclusion working party was established, with the infant and junior inclusion leaders reviewing and aligning policies and practice. A behaviour working party worked towards unity of policies and practices, through collaboration and discussion. Through such joint working, the federation has produced shared policies for SEND, teaching and learning, positive relationships, child protection and the code of conduct. There has been collaboration between the DSL teams to ensure safeguarding procedures are robust and clear systems are in place.

The SEND information report has been aligned into a Hove Learning Federation document, outlining the school's SEND offer for Infants and Juniors and its shared practice. Examples of closer collaboration include play therapy now being offered to infant children as well as juniors and junior school learning mentors working closely with staff and children in year 2 to aid transition.

Infant staff now use Edukey software for reviewing and tracking provision and individual targets, as part of the ongoing plan do review cycle.

A transition learning walk is to take place in May 2023, where members of staff from the different settings will visit each of the sites to observe what is working well. This will further enhance infant to junior transition.

The Federation inclusion working party meets fortnightly to further develop shared practice. One member of staff told me: 'Whatever site you're in, your offer is still the same'.



Assessor's Evaluation for the IQM Flagship Project



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

During the year an AAA working party was set up and an audit created to highlight the school's provision. The Inclusion Lead at Portland Road is the designated Autism Champion, with autism champions/practitioners at each site. The school successfully achieved the Brighton and Hove Autism Awareness Award (AAA). The award report highly praised the school for its in depth understanding of autism; positive relationships policy and 'Just Right' approach and its individualised response to supporting pupils. The school's commitment to regularly reviewing and adapting its approach was commended as being impressive.

In terms of consistency, work is replicated across the school sites. A pupil profile was carried out to assess needs and autism training for all staff took place in May 2022. This was delivered by the BHISS specialist teacher for Autism. Support staff also have access to a wide range of training through creative education, helping them to feel confident when supporting neuro-divergent children.

The school took part in neurodiversity celebration week where classes created displays celebrating neurodiversity, providing more visibility and using the correct terminology. During the week teachers delivered assemblies. Posters around the school celebrate famous figures who have a range of needs and diagnoses.

Regulation stations are now available to all pupils, on all sites, to support self-regulation. They are located outside each year group's classrooms, for ease of access. There is a continued focus on girls with ASD, through a girls' group, which is games focussed, using sensory based games.

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

The Anti-Racist Action Plan was redrafted, using the 7 pillars of the Brighton and Hove Council strategy as a structure. Advice was sought from Abha Aggarwal, founder of 'Race Matters', regarding next steps.

The Juniors and Infants now have a combined anti-racist action plan with lead SLT members from both schools involved in the drafting and reviewing of this. Training outcomes and Infant initiatives have been discussed amongst the working party.

The Junior staff completed two sessions of 'Racial Literacy' training. This looked at the historical context of racism, Eurocentric opinions and modern-day issues. Twenty staff members also completed 'Facilitated Conversations' training in summer 2022. This included looking at how any racist incidents are dealt with in school, focussing on consideration of the impact of any vocabulary used. Infant staff have also now completed two sessions of 'Racial Literacy' training.

Subject leads and teams have considered the principles of this new approach when reviewing subject content and planning. Reviews have taken place in the core texts



Assessor's Evaluation for the IQM Flagship Project



used in Years 3-6 by the English team, which included a lead SLT member, and of the scientists and key individuals in the science curriculum from R to Y6. The RE team have also reviewed the junior curriculum to ensure diversity and representation. Humanities core knowledge files have been adapted to incorporate anti-racist elements, such as black Roman emperors, key American individuals of colour and Sikh and Indian soldiers in World War 2 Brighton. Curriculum core knowledge files have been edited to reflect diversity. The school has begun auditing their curriculum offer against the Brighton and Hove City Council Draft Racial Literacy framework.

A Year 6 pupil group, made up of pupils of colour, different ethnicities and religions, completed 4 sessions in the summer term. Led by members of infants SLT and the PSHE team, pupils explored and shared their own life and family stories, themes of identity and belonging, acts of racism and the use of colour in society, through make up names for skin tones.

Staff recruitment adverts and job descriptions have been reworded to attract a more diverse range of candidates.

Target 4 - Staff and 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.

The school's mental health lead (MHL) completed the designated mental health lead training through Anna Freud and has been appointed to the role of senior mental health lead for the Federation. An additional member of staff has also completed the training. Staff were audited in June 2022, in terms of their confidence in dealing with issues surrounding mental health and were provided with training which addressed the area that staff felt least confident in. This was talking to parents/carers about mental health concerns. An evaluation following the training showed increased confidence, with 81% of staff feeling confident to talk to parents/carers about their child's mental health, compared to 56% prior to the training. Fifty-one percent of staff also felt confident talking to parents/carers about their own mental health, compared to 34% prior to the training. Anxiety training has also been shared with staff and all staff have access to high quality mental health training from Creative Education.

The MHL has set up resource files and developed visual resources to support pupils experiencing anxiety. These include mindful mats and a worry visual.

The MHL now offers group and individual play therapy across the school once a week. Staff reflective sessions with the play therapist were introduced in autumn 2021 and have received positive feedback. Bereavement play therapy sessions were offered to a group of children across the school, who had sadly experienced the loss of a parent. A pupil who was in the group told me how much she had enjoyed the sessions and the opportunity it afforded her to share her feelings and experiences with her peers. The MHL also linked the parents together to form a support group.

A mental health referral form was implemented in September 2022. Targeted appointments with the school MHL have been used to support early intervention for



Assessor's Evaluation for the IQM Flagship Project



pupils experiencing mental health difficulties. Termly triage meetings have also been established. A pupil audit is being developed and will take place in the summer term. The school carried out a staff wellbeing survey, which was analysed by SLT. A summary and response were then shared with all staff. Staff wellbeing is always discussed during appraisal meetings and a wellbeing slide is included as part of the weekly staff briefing. Staff have access to free counselling and can book a wellbeing check-in with their line manager. A staff wellbeing working party has been set up, with a wellbeing event planned for summer term.

Parent Gym sessions, delivered by the senior learning mentor have taken place during the spring term. Through an ad in the school newsletter, the MHL has started a parent/carer working party, through which parents/carers are sharing their vision of what they would like to see in school, in terms of promoting mental health and wellbeing.

The 'Bounce Together' online mental health and wellbeing software has been purchased this term to audit mental health and will be trialled this year. All children have completed their first questionnaire. In terms of measuring pupil wellbeing, it has highlighted the lowest 20% of each class.

Target 5 - 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 organisational structures.

The school SEF outlines the differences between the two Junior school sites and the school has tailored their support to reflect the distinctive profiles of the sites. Examples include providing an additional morning of EMAS support for one site, to reflect additional needs and an increased amount of play therapy sessions, due to increased needs at that specific site.

Staffing profiles reflect the numbers on roll at each site. For example, there is the equivalent of one full time learning mentor at Holland Rd, with two learning mentors at Portland Rd.

Developing consistency is a priority and there is much that is consistent between the school sites. Joint meetings for the Autism Awareness Award helped to ensure consistent practice such as regulation stations and movement mats being in place. The award reflects the practice at both sites and the expertise and collaboration of Autism champions at each site.

Support staff meetings reflect the individual needs of each site, with shared meetings also taking place.

External agency planning meetings take place termly and take into account the unique school profiles when allocating support and training.



Assessor's Evaluation for the IQM Flagship Project



Agreed Targets for the next 12 months.

The school wishes to work on the following IQM Flagship Project:

To embed a whole school approach to high quality mental health support for all children, led by the Federation Senior Mental Health Lead.

Hove Learning Federation promotes positive mental health and wellbeing for the whole school community. The project aims to embed whole school strategies for mental health by following the 8 principles set out by The Department for Education. The school also aims to embed mental health across the curriculum, so that it threads through all subjects and is not just taught within PSHE. The plan below shows how these principles will be targeted over the next three years. This is high on the agenda for the school and is a target on the SDP.

Agreed Targets for 2022-2023

The targets for the year are:

Target 1 – Communicate and collaborate with parents, staff and pupils to ensure our service users help design and shape the school's mental health offer.

Main aims include:

- To set up a parent and carer working party, through advertising in the school newsletter.
- To audit parents and carers re mental health using Bounce Together surveys.
- To audit staff re mental health and wellbeing using bounce together surveys and target support accordingly.
- To identify a staff working party for mental health consisting of volunteers from all areas of staffing. Staff working party to meet termly to ensure their views feed into provision.
- Develop the role of mental health ambassadors in school by designing a training programme based on 5 ways to wellbeing and training key pupils to carry out this role.

Target 2 – Promote an inclusive and welcoming ethos to help break down barriers and encourage parents and carers to seek help from the school if their child is having any issues at home or at school.

Main aims include:

- Develop Mental Health Policy in collaboration with staff, pupils and parents. Create a child friendly version with mental health ambassadors.
- Facilitate parent and carer community mental health awareness sessions e.g., coffee mornings, online sessions, webinars, information evenings.
- Facilitate a Thera play workshop to targeted parents and carers and invite children to attend sessions with parents to model play skills.



Assessor's Evaluation for the IQM Flagship Project



- Implement transparent systems for mental health processes so that parents and carers can seek support easily.
- Targeted support for 'hard to reach' parents/carers e.g., EMAS.
- Staff training to support all staff with having mental health conversations with parents and carers.
- Wellbeing slide to be added to all staff briefings.

Target 3 – Create and implement a one-point referral system for all mental health concerns within the school to support the early identification of pupils' specific mental health needs.

Main aims include:

- Screening tools to measure all pupils' wellbeing (Bounce Together KS2) will highlight vulnerable and at-risk pupils. Targeted support then offered. Class teachers to receive reports identifying lowest 20% for wellbeing in class. Use for KS1 next academic year.
- Referral system for mental health set up and in place and systems transparent to parents and carers.
- Half Termly Triage meetings to decide on next steps for pupils based on threshold guidance.
- Parents audited re processes.
- Audit services and interventions for support at different thresholds and make transparent to parents and carers.

Target 4 – Deliver therapeutic support to children with identified mental health concerns. Vulnerable children will be prioritised.

Main aims include:

- MHST- Education Mental Health Practitioner in school from January 2023 offering low intensity intervention.
- Play therapy provision in place 2 days a week.
- Screening in place to aid early intervention.
- Lunch time drop-ins with play therapist to target wider level of children.
- Liaise with outside agencies/other professionals where required.
- Evaluate the impact of interventions and share with class teachers, using this to inform future support.

Target 5 - Promote wellbeing and prevent mental health problems from arising or escalating by equipping students with skills that could enable them to self-regulate, articulate their feelings, and cope better with challenges.

Main aims include:

- Monitor the use of regulation stations and resources during learning walks and observations.



Assessor's Evaluation for the IQM Flagship Project



- Plan opportunities to teach children to be mentally healthy within the curriculum. Daily 5 min wellbeing sessions. Develop the school curriculum to include mental health across all subjects.
- Children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.
- Provide opportunities for children to learn about their rights and responsibilities and appreciate what it means to be members of a diverse society.
- Promote the use of the school's worry boxes.
- Mental Health ambassadors to promote mental health across the school.
- Mental health successes are shared in newsletters.

Target 6 - Ensure mental health and wellbeing is high on the agenda across the school.

Main aims include:

- Pupil progress meetings to include a focus on mental health and teachers to bring Bounce together reports to show progress in wellbeing.
- Year leader meetings to start with wellbeing check-in and opportunity to problem solve together re mental health concerns.
- School Council/mental health ambassadors to support with class assemblies.
- Displays around positive mental health across all school sites to be set up.
- Mental health to be embedded throughout the curriculum, not just in PSHE lessons. Staff training to support this.
- Parents' Evenings to have a mental health focus as well as learning.
- Staff supervision to be offered as a creative reflective space monthly.
- Performance Management to involve wellbeing conversations separate to targets.

Other aspects for consideration discussed during feedback include:

The school has worked hard to develop its Hove Learning Federation Positive Relationships Policy this year and evidenced their approach through extensive research. They have based their class charters on 3 universal rights, adapted from the 'UN Convention Rights of the Child'.

Using research and evidence-based approaches to learning continues to be a real strength of the school. The school could share some of the excellent work that it is doing through producing and the sharing of written action research projects.

The Impact of the Cluster Group

The school is an active member of its 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. Since the last review they found it useful to see the 'bucket time' intervention modelled, with its aim to build children's attention, listening, eye contact and sitting skills. Visuals and labelling around one of the schools encouraged the IM to add neurodiversity posters around the Hove Federation school sites. The IM also found it useful to observe a forest school activity taking place in an urban setting, with little outdoor space. The use of iPads in one school was felt to be



Assessor's Evaluation for the IQM Flagship Project



useful in terms of lesson slides being uploaded to individual iPads, so that pupils could re-visit them for clarification and reminders of modelled examples. The school is committed to attending all future cluster meetings.

Overview

Hove Junior School (HJS) is a large, 6 form entry school, situated in Brighton and Hove, East Sussex. Currently it comprises of two sites, with a total of approximately 692 pupils on roll, from year 3 to year 6. The school operates as one school, together with West Hove Infant School, as the Hove Learning Federation. The Federation share a governing body, Executive Headteacher (EHT) and Senior Leadership Team (SLT). HJS shares a common uniform, curriculum, ethos and vision. The key aim of the school is that of consistent provision and high expectations, resulting in good outcomes. In January 2022 the West Hove Infant School (WHIS), previously located in Connaught Road, relocated into the junior building at Holland Road. Together with the other location of WHIS in Portland Road, the schools work closely together to ensure continuity of provision, providing an all through primary experience. The EHT, SLT and staff share a passion for wanting the best for all their children and have worked hard to align policies and practices across all sites. The consistency of approach is clearly evident.

In HJS, the proportion of pupils with SEN and those eligible for pupil premium are slightly below average, although increasing. Approximately 38 languages are spoken at the school, with the percentage of pupils with EAL being higher at the Holland Road site. Both schools have welcomed a number of new starters, including a number of children with refugee status from Ukraine, Syria, Afghanistan and Turkey. Stability is high at the Portland Road (PR) site and the school is oversubscribed. The Holland Road (HR) site experiences slightly more mobility amongst its pupils. Attendance is good at approximately 95% and there is no significant gap in attendance between vulnerable groups, with disadvantaged attendance at 94%. There have been no permanent exclusions.

The school has high expectations for the children's learning and is aspirational for its pupils. A lovely school video prospectus on the website promotes the fact that the children are central to all that the school does, with a unique selling point being that the children drive the curriculum. All children progress and achieve well throughout their time at the school, with 2022 end of key stage results being above the local and national averages, across all subjects. However, the school makes it clear that they also want their children to have fun whilst they are learning and HJS is a very happy, vibrant place to be. Excellent relationships are evident between children and staff, with children reporting that 'everyone is gentle and kind'. A school council quote on the school development plan is very pertinent:

'Our school community is like a jigsaw puzzle. Each person is a piece and we need every one to be complete'.

The last Ofsted inspection in February 2020 graded the school as good and this was HJS's first IQM Flagship assessment having been reviewed previously as a Centre of Excellence.



Assessor's Evaluation for the IQM Flagship Project



Hove Junior School is a truly inclusive setting. The EHT stated:

'Diversity is a strength of the school and the children are at the heart of everything we do. Their voice will always be heard and their unique qualities celebrated. No child gets lost in the children and everyone does their very best for each and every pupil'.

The experienced Inclusion Leads at the 3 school sites ensure that inclusive practice and a flexible approach to providing support is adopted. Whether you are a pupil at the HR or PR sites, the offer is the same and the senior learning mentor told me: 'Both sites have incredible inclusion teams. Super skilled people. Creative'. The focus is on meeting the needs of every individual child, whatever they may be. Mental health and wellbeing of the children and staff is given a very high priority.

The culture and ethos of the original 2 schools of WHIS and HJS was very similar, prior to federating and the January 2022 INSET day focussed on the vision and values of the whole school, with its promise to the children. HJS's 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'."

There are fortnightly executive SLT meetings and the school inclusion team meet regularly. Inclusive practices and systems of identification, support and review are well embedded. 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. Interventions are purposeful and research driven, with their impact being carefully monitored. They are delivered by highly trained and motivated staff. The library is the hub of the school at Holland Road, providing safe learning spaces within which a range of interventions can be carried out. I witnessed a Just Right group led by the SLM and a 'Better Reading Partners' session delivered by an experienced TA. The pupils in the 'Just Right' group explained how it helped them to discuss feelings and strategies how to stay at green. BRPs is an evidence-based approach to improving reading, with 3 structured sessions per week, for 10 weeks, with a maintenance programme available if needed. Catch up phonics interventions are carried out in the afternoons.

The school also has a beautiful sensory room, called the galaxy room and they are keen to develop one at the other site. An intervention room provides a space to deliver maths catch up sessions and year 6 have their own library. The rainbow room is used to provide play therapy sessions. The school has an ICT suite on both sites, together with the use of Chromebooks, iPads and laptops. Pupils receive a weekly IT skills' lesson. Teaching Assistants are assigned to year groups according to need.

A consistent approach to classroom organisation and expectations has been achieved throughout the school. Classroom environments are beautiful, bright and stimulating, with stunning and inviting reading areas. Interactive curriculum working walls



Assessor's Evaluation for the IQM Flagship Project



exemplify skills being studied and encourage class interaction. Visual timetables aid pupils in understanding what is happening throughout the day.

HJS offers a 'fun, exciting, broad and balanced curriculum'. It is topic-based and driven by its pupils. The school's curriculum 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 HLF teaching and learning policy, adopted in autumn 2021, focuses on what is right for the children at the school. 'The Hove Learning Federation's approach to teaching and learning promotes a growth mindset for all stakeholders and encourages learners to be reflective, critical thinkers who have opportunities to master understanding and develop their individual strategies for learning. All staff have the opportunities and confidence to research, develop and share best practice so that our classrooms are alive with a love of learning!' There is a 'ready to learn ethos' at the school. The whole school curriculum was reviewed. The school carried out a lot of research; visited other schools and looked at the work of Alex Bedford, with his 'evidence informed guide to help quality assure the curriculum'.

Working parties were set up for all curriculum subjects, inclusive of a member of SLT. These working parties took the best from each of the schools and produced core knowledge files for each topic. These were then shared with staff through staff meetings and INSET. Each topic commences with a 'stunning start'. A maths' working party produced a progression document from EYFS to Y6 and the focus on maths fluency was evident in lessons observed during the learning walk of the school. The school successfully introduced the 'Little Wandle' synthetic phonics programme and reading is given a high priority. The shared SEND action plan focusses on reading for the lowest 20% over the next 12 months. The school's feedback and marking policy was reviewed, to ensure a consistency of approach in every lesson. The emphasis is on 'how do you get the memory to stick'. Previous lessons are reviewed and the big Friday quiz uses connectors back to prior learning.

Enriching extra-curricular activities, together with a range of clubs, trips and visits further enhance the curriculum. One pupil was keen to share how much he enjoys times table club: 'When I go in, I'm really happy'.

Parents receive termly topic information, in order to help them engage with the learning going on in school and the school offers a breakfast and after school club. Behaviour for learning observed during the assessment was exemplary. The behaviour working party studied national research evidence surrounding pupil behaviour and produced a positive relationships policy, which was inclusive and non-behaviourist in its approach, aiming to create a culture of mutual respect and trust. The new policy was adopted in October 2022. As part of this each class formulates a class charter, based on 3 universal rights, adapted from the 'UN Convention Rights of the Child'. These are 'we have the right to learn, we have the right to express ourselves and we have the right to be safe'. Key values underpin what positive relationships are and 'these values are reflected in the school's learning characters. Each learning character is assigned a



Assessor's Evaluation for the IQM Flagship Project



characteristic as a vehicle to promote positive behaviours'. The learning characters reflect the learning skills of independence, perseverance, cooperation, curiosity and imagination and are represented in the learning hexagon which is displayed in every classroom. Central to the learning hexagon is the expectation that all children are 'ready to learn' at the start of each lesson and children identified and demonstrating a particular learning characteristic are celebrated. 'Let's think about it' helps children who are showing signs of dysregulation, through support and communication with an adult. The working party have reviewed the impact of the new approach through the number of behaviourist incidents, which have reduced.

Playleaders and friendship helpers have been introduced to support positive playground activities and the school has developed indoor safe spaces and regulation stations, located outside each year group.

Pupils are provided with a range of opportunities to take responsibility, such as through the school council and eco committee, which are in place on each site and their achievements are celebrated, through gold award celebration assembly, star of the day and child of the week.

A further strength of the school is the high quality CPD opportunities that are provided for all staff, both in-house, through weekly whole cross site staff meetings and by accessing external training programmes. Staff feel very well supported, both in their work and career development. One member of staff said: 'I feel incredibly supported. I feel very valued in what I want to achieve'.

Another member of staff said they felt very supported following their dreams and I was told how staff talked about how inspiring it was to learn from each other. A number of members of staff are studying for national accreditations.

Communication with parents is very good, through a range of mediums, and a PTA on both sites provides a range of fun and fundraising activities throughout the year. They recently held a 'spooky disco'. A recent parents' evening was very positive and this term the school has held parent workshops in phonics and early maths.

The governing body links 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'. It is also a member of the Sussex Coast Teaching School Alliance (STCSA), whose aim is to help raise standards by supporting schools. They develop projects and an enquiry-based approach to learning. The school is currently involved in a 'mitigation to success' project, linked to disadvantage. The school is always well represented at AHT/DHT meetings; Senco and learning mentor meetings; curriculum leader meetings and at its IQM cluster group.



Assessor's Evaluation for the IQM Flagship Project



It was an absolute pleasure to be able to re-visit Hove Junior School to carry out its Flagship assessment. The school continues to move forward with its inclusive provision and practices.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. Following three years as a Centre of Excellence the team at Hove Junior School has established a commitment to the Inclusion Quality Mark and to continually self-reflect to improve. From discussion with leaders, it was evident that the school is ready to become an IQM Flagship School. I would recommend that Hove Junior School moves to being an IQM Flagship School and is reviewed again in 12 months' time.

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