



Assessor's Evaluation for the IQM Flagship Project



School 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 16th November 2023

Assessor Mrs. Pat Wood

IQM Cluster Programme

Cluster Group Cosmos Learning
Ambassador Ms. Fiona Robinson
Next Meeting TBC
Meeting Focus TBC

Cluster Attendance

Term	Date	Attendance
Spring 2022	11 th March 2022	Yes
Summer 2022	10 th June 2022	Yes
Autumn 2022	11 th November 2022	Yes
Spring 2023	17 th March 2023	No
Summer 2023	16 th June 2023	Yes
Autumn 2023	7 th November 2023	Yes

The Impact of the Cluster Group

The Inclusion Manager and school actively participate in the IQM Cosmos Learning Cluster group and have further researched, refined, and/or implemented a number of initiatives as a result of attendance. This has included auditing and updating the use of regulation stations using the Brighton and Hove 'Just Right' equivalent of Zones of Regulation; auditing staff training and teaching of 'Just Right' across the school both in class and interventions; reflecting on a therapy and counselling presentation from Muntham House School in terms of Hove Junior School's Flagship project on Mental Health and using and adapting resources shared by host schools. Hove Junior School is also considering exploring the Rainbow Flag Award, which was shared by a Cluster school. Any non-attendance has been entirely due to extenuating circumstances and Hove Junior School is committed to attending all future IQM Cluster meetings.



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Sources of Evidence during IQM Review Day:

- IQM Self-Review and Action Plan
- On-line IQM Evidence files
- School website
- Mental Health pupil ambassadors' video
- Performance data 2023
- Ofsted report – February 2020
- Learning walk of infants and juniors at Holland Road, inclusive of outdoor areas

Additional activities:

- Meetings with Head of School – Holland Road Deputy Headteacher (DHT) – HR, Inclusion Manager – HR, and Mental Health Lead (MHL)/Senior Learning Mentor – HR.
- Meeting with parent Governor and personal development and equalities lead.
- Meeting with Mental Health pupil ambassadors, MHL, and parent/associate members of the Governing body.

Evaluation of Annual Progress towards the Flagship Project

The school's progress from the previous year is based on the project focus:

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

The project is linked closely to the SDP key priorities of:

- To diminish the difference in attainment and progress for our disadvantaged and the lower 20% of all pupils.
- To continue to refine our curriculum based on the most recent and relevant research to ensure that it meets and challenges the diverse needs of all pupils in the federation and the school communities.

The Mental Health and Wellbeing of pupils, staff, and families is paramount at Hove Junior School. The Inclusion Manager told me that:

“We want Mental Health to be the foundation of everything that we do and the starting point for the educational journey”.

The targets in the IQM Flagship project for 2022/2023 were:

- To communicate and collaborate with parents, staff, and pupils to ensure our service users help design and shape the school's Mental Health offer.



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- To 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 school.
- To 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.
- To deliver therapeutic support to children with identified Mental Health concerns. Vulnerable children will be prioritised.
- To 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.
- To ensure Mental Health and wellbeing is high on the agenda across the school.

The school's Mental Health Lead (MHL), who was also a trained play therapist, was instrumental in setting up the Mental Health flagship project. Last year, however, she left her position, to take up a role as a specialist teacher for the Local Authority (LA) team. The school has now appointed a new MHL, from within the school, who continues to liaise with the previous MHL in her new role.

The school has achieved a number of the objectives in the Flagship project. In September 2022 an online Mental Health referral form was launched across the federation. The form is very user-friendly and can be completed at any time by any of the school's stakeholders. The Inclusion Manager shared the number of referrals that were made across the federation, together with the actions taken. Actions included onward referrals for in-school support such as learning mentor support or school play therapy or referrals to external agencies such as the school nurse; external play therapist; school wellbeing service and Mental Health support team. Parents were also offered workshops, such as Triple P or through the Mental Health Support Team (MHST). Mental Health concerns were recorded on the school's CPOMS, with advice, resources, and strategies offered by the MHL and/or Inclusion team. Parental feedback was gained via an online survey following referral and was 100% positive in terms of communication; being listened to; responded to promptly; talking through the referral and the various ways the school could help; being signposted to relevant resources or services; feeling there were clear next steps for supporting their child's Mental Health and knowing how to contact the school's MHL if they had questions or needed further support. Parents/carers also offered any suggestions, for the school to consider.

During the year a parent/carer working party meeting took place to look at ideas for transition; embedding ethos and systems; staff wellbeing and engaging parents and carers. Mental Health coffee mornings were held to share the school's Mental Health process. The school nurse/EMHP attended as well as the MHL and learning mentors. Play-based therapy play games were modelled and resources were shared. One parent described the meeting as 'invaluable' and commented that it was 'great to hear what the school is doing to support Mental Health'. The MHL was able to answer targeted questions and offer advice around the following issues: gender identity; self-harm;



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emetophobia; emotional regulation; anxiety; sleep and low mood. The school continues to advertise the MHST workshops, signposting parents/carers to the workshops on anxiety, low mood, sleep, and transition.

A Mental Health staff working party comprising 5 members of teaching and support staff met to discuss the environment and Mental Health. Adapting the classroom environments in consultation with the pupils has been carried out across the school. Pupils have been enthusiastic about this; one teacher's comment was:

'They loved arriving and seeing other small changes based on their suggestions this morning too'.

Online Bounce Together wellbeing assessment software has been purchased and this will initially be trialled in KS2. The aim of this is to highlight children in the lowest 20% for wellbeing and offer early intervention/targeted support. The positive impact of strategies that have been implemented on pupil wellbeing has been evidenced through spring term questionnaire data. The average percentage score for the wellbeing questionnaire in the autumn term for all 'Bounce Together' schools was 69% and Hove Junior School's average was higher at 71%. Data analysis of individual groups has also been carried out.

A half-day workshop on Developmental Trauma Training for support staff was held and very well received. Staff attending the training were asked to rate their confidence in their understanding of developmental trauma before and after the session. 100% of staff had increased confidence in their understanding of developmental trauma following the training.

The Senior Mental Health Lead (SMHL) continued to offer weekly play therapy sessions to 8 children across the federation; however, this has to finish due to budget restrictions.

In terms of staff wellbeing, a weekly Mental Health slide continues to be shared. Staff wellbeing survey results have been collated and are to be discussed with the Senior Leadership Team (SLT) and a summary shared with staff. A staff online referral form has been set up for staff to access support for themselves. There have been 2 referrals and a support plan is in place for a staff member as a result. Three staff sessions have taken place during the spring term offering staff members a chance to creatively reflect on difficulties impacting their work. External funding has been secured in order to run staff wellbeing workshops.

A trainee Mental Health practitioner works at the school for 1 day per week offering low-intensity Cognitive Behavioural Therapy (CBT) sessions to support children with anxiety, sleep, and low mood. She will also offer parent workshops and support for the MHL.

Pupil Mental Health Ambassadors (PMHAs) have been recruited in all classes from Year 2 to Year 6, with an initial meeting taking place. Funding from the Schools Wellbeing Service has been secured to pay for 6 half-day pupil creative workshops with the charity Priority 154 across both sites. The PMHAs will complete a wellbeing audit and create



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an emotional wellbeing charter; producing a short film of the charter. A transition and wellbeing workshop for parents/carers will be held at each site, with an opportunity for the children to showcase their 'wellbeing charter' and artwork.

Funding from the charity Winston's Wish has been secured to establish a garden of hope for bereaved children at each site.

Agreed Actions for the Next Steps in the Flagship Project

The project focus for the next 12 months is:

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

It is a target of the school's Staff Development Plan (SDP).

The main aim for the forthcoming year is to ensure that the priorities for 2022/2023 are maintained, within a new staffing structure. The project aims to embed whole school strategies for Mental Health by following the 8 principles set out by the Department For Education (DFE). The new Bounce Together software will support the school to assess the wellbeing of the school community and demonstrate improvement in pupil wellbeing over time. Staff have also been audited and as the project progresses, it is hoped that the audit will show an increase in staff confidence, alongside improved staff wellbeing. The school also aims to embed Mental Health across all subjects in the curriculum, not limiting it to within Personal, Social, Health, and Economic (PSHE). The plan below shows how these principles will be targeted over the next three years.

Target 1

To 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 reconvene the parent and carer working party with the new Mental Health team.
- To audit staff re. Mental Health and wellbeing using bounce-together surveys and to target support accordingly.
- To develop the role of Mental Health ambassadors in school, plan their ideas and actions moving forward including assemblies and developing the classroom worry boxes.
- For Mental Health referrals to end with a feedback form for parents and carers to continue to feed into the school practice.



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Target 2

To 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 school.

Main aims include:

- To develop a 'child-friendly' Mental Health policy with the Mental Health ambassadors.
- To facilitate parent and carer community Mental Health awareness sessions e.g., coffee mornings, online sessions, webinars, and information evenings.
- To facilitate a Therapy play workshop for targeted parents and carers and invite children to attend sessions with parents to model play skills.
- To provide targeted support for 'hard to reach' parents/carers e.g., EMAS.

Target 3

To 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:

- For screening tools to measure all pupils' wellbeing (Bounce Together KS2) and highlight vulnerable and at-risk pupils, with targeted support then offered. Class teachers are to receive reports identifying the lowest 20% for wellbeing in class. Use for KS1 next academic year.
- For the referral system for Mental Health to be in place, with systems transparent to parents and carers.
- For termly triage meetings to decide on the next steps for pupils based on threshold guidance.

Target 4

To deliver therapeutic support to children with identified Mental Health concerns. Vulnerable children will be prioritised.

Main aims include:

- For the MHST- Education Mental Health practitioner to be in school from January 2023 offering low-intensity intervention.
- To provide trainee play therapy provision.
- To liaise with outside agencies/other professionals where required.



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- To evaluate the impact of interventions and share with class teachers, using this to inform future support.

Target 5

To 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:

- To monitor the use of regulation stations and resources during learning walks and observations.
- To plan opportunities to teach children to be mentally healthy within the curriculum. Daily 5-minute wellbeing sessions.
- To develop the school curriculum to include Mental Health across all subjects.
- For children to be encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.
- To provide opportunities for children to learn about their rights and responsibilities and appreciate what it means to be members of a diverse society.
- To promote the use of the school's voice boxes, including in the playground.
- For Mental Health ambassadors to promote Mental Health across the school.
- To share Mental Health successes in newsletters.

Target 6

To ensure Mental Health and wellbeing are high on the agenda across the school.

Main aims include:

- For pupil progress meetings to include a focus on Mental Health and for teachers to bring bounce-together reports to show progress in wellbeing.
- For year leader meetings to start with a wellbeing check-in and the opportunity to problem solve together re. Mental Health concerns.
- For school Council/Mental Health ambassadors to support class assemblies.
- To set up displays around positive Mental Health across all school sites.
- For performance management to involve wellbeing conversations separate from targets.



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Overview

Hove Junior School is a larger than average 6-form entry school, with a total of approximately 672 pupils on roll, from Year 3 to Year 6. It is situated on 2 sites, in different areas of Hove. Together with West Hove Infant School, the school operates as one primary school, the Hove Learning Federation (HLF). In January 2022 the West Hove Infant School previously located on Connaught Road, relocated into the junior building at Holland Road. With the other location of West Hove Infant School in Portland Road, the schools work closely to ensure continuity of provision, providing an all-through primary experience. The Federation shares a Governing body, an Executive Headteacher (EHT), and a Senior Leadership Team (SLT). Taking the very best practice from both schools, with a vision of an all-through primary experience, and due to the hard work of the EHT, SLT, and staff in aligning policies and practices, it is now difficult to view Hove Junior School as a separate junior school. It is clearly evident that HLF is providing consistency in provision and high expectations for all its primary-aged pupils. One member of staff stated:

“We have worked really hard to be working as one school”.

In Hove Junior School, the proportion of pupils with SEN and those eligible for Pupil Premium (PP) are broadly average. A large number of languages are spoken and celebrated at the school. Language of the month assemblies are held and languages spoken in individual classes are displayed on classroom doors. The percentage of pupils with English as an Additional Language (EAL) is higher at the Holland Road site and the school has welcomed a number of new pupils who are at the initial stages of learning English. Stability is high at the Portland Road site and the school is oversubscribed. The Holland Road site experiences slightly more mobility amongst its pupils. Attendance and punctuality are good and the school is very supportive of those pupils who find coming to school difficult, offering bespoke approaches for support, such as flexi-schooling and opportunities for online learning. Pupils make very good progress and achieve well throughout their time at school, with 2023 end-of-key stage results being above the local and national averages, across all subjects.

The school vision is:

We provide high-quality education to all pupils. This is realised through strong, shared values, policies, and exceptional, inclusive practice. We are a family of friends who LEARN together.

The last Ofsted inspection in February 2020 graded the school as good and this was Hove Junior Schools 1st IQM Flagship Review. For the purpose of the review, I was based at the Holland Road site, which allowed me to evidence how successfully the school now operates as an all-through primary school.

Hove Junior School is a truly inclusive and caring school community. A parent stated that ‘inclusion is within its DNA’ and the Head of the School told me that:



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'We ensure our children thrive in a mentally healthy community and develop the skills to meet the challenges of our complex world'.

Mental health and wellbeing of the children and staff is paramount and staff focus on meeting the needs of every individual child. The school introduced a Mental Health and wellbeing policy in autumn 2022. They celebrated Children's Mental Health Week and Mental Health Awareness Week. Children take the termly Bounce Together surveys seriously. Repetition validates the outcomes, taken in the context of knowing the children well. These outcomes feed into the termly pupil progress meetings and together with a range of Special Educational Needs and Disability (SEND) assessment tools and screeners, help to identify pupils for support. Staff at the school work hard to know all the children and families. They look at individual children's barriers to learning and work to overcome these challenges so that the pupils can achieve success. The school successfully runs a wide range of impact-driven, targeted interventions for pupils. 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. The galaxy room offers a safe sensory space for those children who need it and the sunshine intervention room is used to deliver maths and phonics catch-up sessions. The school also has a rainbow room for use by therapists. Two Higher Level Teaching Assistants (HLTAs) provide PPA and sickness cover, ensuring that the children are taught by familiar adults. The school has 2 learning mentors and Teaching Assistants (TAs) are assigned to year groups according to need. The school has an ICT suite on both sites, and children also have access to Chromebooks, iPads, and laptops.

The school site is well cared for and outdoor space is being maximised to encourage purposeful learning and play. A Forest School area is currently being developed and the school is considering starting a beach school, due to its proximity to the beach. Displays throughout the school celebrate children's work, such as Awesome Writing; school events, and pupil responsibilities, like school council and eco council. Posters promoting Mental Health and wellbeing support and celebrating neurodiversity appear all around the school. There is a consistent approach to classroom organisation and classrooms are bright and stimulating with working walls; visual timetables and inviting reading areas. Classroom environments and teaching strategies to help support and scaffold pupils' learning, and encourage independence. Teaching and learning approaches are research-based and the school has a LEARN ethos, with 6 agreed learning characteristics. The behaviour for learning observed throughout the review was outstanding. Regulation stations are located outside each year group, and a pupil shared how using one of the movement maps helped him be ready for his learning.

Hove Junior School offers a topic-based curriculum, driven by its pupils. The Deputy Headteacher told me that the school wants the children to be excited by the curriculum and the learning, with one learning model from Year 1 to Year 6 and with quality 1st teaching at its core. Curriculum developments are research-driven, together with using staff expertise and knowledge. This year the school has unpicked what quality 1st teaching looks like. It has used the Education Endowment Foundation's (EEFs) 5 evidence-based strategies to support high-quality teaching for pupils with SEND to tailor the continuous Professional Development (CPD) offered to staff. These are scaffolding; explicit instruction; cognitive and metacognitive strategies; flexible grouping and the use of technology. CPD is a strength of the school. Training is



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provided for all staff, through weekly whole cross-site staff meetings, which are driven by the Staff Development Plan (SDP) priorities. The federation utilises the skills of the staff across the federation and also accesses external training programs. In addition, flexibility to work across the federation provides opportunities for career development and a number of members of staff are studying for national accreditations.

I was told about the 'open culture' that exists within the school, with staff 'always talking about how to improve things'. A staff wellbeing working party, comprising all roles within the school, meets once a term to consider what is helping or hindering staff Mental Health and wellbeing. The staff wellbeing survey this year gained viewpoints; one being:

'I think HLF is a school that cares about its staff and is a positive place to work. I feel proud to work here.'

For pupils, enriching extra-curricular activities, together with a range of clubs, trips, and visits further enhance the curriculum and there is a drive for building cultural capital, with one member of staff telling me:

'Nothing can beat a concrete experience'.

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 the gold award celebration assembly, star of the day, and child of the week.

Communication with parents is very good, through a range of mediums, such as the newsletter and PING app. Parents receive termly topic information, in order to help them engage with the learning going on in school and the school offers an in-house breakfast and after-school club. The school's Parent Teacher Association (PTA) on both sites provides a range of fun and fund-raising activities throughout the year.

During the review, I was fortunate to be able to meet with a parent Governor and an associate Governor. I was told that HLF has a 'really skilled, knowledgeable, committed Governing body'. Governors inform themselves about the workings of the school through full Governing body and subcommittee meetings, together with being linked to individual areas in the school. They carry out monitoring visits; completing a monitoring visit form to be shared with all Governors. The Local Authority (LA) offers a comprehensive Governor training package which also helps them to fulfill their roles effectively. The parent Governor confirmed the inclusive nature of the school:

'A really inclusive school. The ethos of the school is inclusive. That's the ethos of the SLT'.

She reinforced how Governors and staff are committed to equality and inclusion and has herself set up a network for Governors of colour, working with the LA Governor support team. HLF continues to work on its anti-racist action plan, including termly anti-racist working group meetings. Work carried out in this area has included an analytical breakdown of all texts used in the school and; work on decolonising the curriculum, with the introduction of new topics in the curriculum, such as the Windrush generation in Year 6.



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HJS is part of a range of partnerships beyond the Federation. This includes membership of the Hove Partnership, comprising 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. HJS has welcomed 6 Early Careers Teachers (ECTs) this year. The school is always well represented at AHT/DHT meetings; SENCo and learning mentor meetings; curriculum leader meetings and its IQM Cluster group.

In conclusion, it was a pleasure to re-visit such an excellent example of an IQM Flagship School. 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 maintain its status as a Flagship School. I therefore recommend that the school retains its 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: Mrs Pat Wood

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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