



Assessor's Evaluation for the IQM Flagship Project



School Horton Park Primary School
Dawnay Road
Bradford
West Yorkshire
BD5 9LQ

Head/Principal Mrs Saima Bahadur

IQM Lead Ms Lucy Azzopardi

Date of Review 1st June 2026

Assessor Ms Sylvia Cramp

IQM Cluster Programme

Cluster Group IP NW

Ambassador Ms Sylvia Cramp

Next Meeting 11th Jun 2026

Meeting Focus Inclusion across the Primary Curriculum

Cluster Attendance

Term	Date	Attendance
Summer 2025	18 th Jun 2025	Yes
Autumn 2025	12 th Nov 2025	Yes
Spring 2026	9 th Feb 2026	Yes

The Impact of the Cluster Group

Having assumed responsibility for the award a year ago, the IQM Lead has attended every session of the cluster group. Whilst she is away on maternity leave, the Assistant Headteacher taking over the role of SENCo and will be attending the meetings, starting next week at Burley Oaks Primary School.

A key take away from the meeting in November 2025 was comparing the host school's approach to using materials from the Bell Foundation for EAL children with their own. The IQM Lead commented how she would have liked to visit some of the EAL sessions in the school. She has also reflected on the use of space around the school to provide break out areas for children who would benefit from self-regulation opportunities out of the classroom.



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The presentation on nursery education highlighted the differences of children transitioning into Reception from a school nursery compared with a variety of providers. The IQM Lead appreciates the strong relationship Horton Park Primary has with the adjacent nursery school. "Children are caught at the right time," she remarked, enabling staff to provide appropriate support for children with additional needs.

The IQM Lead also enjoyed visiting a secondary school in the spring term. Their community project prompted her to consider how this could be adapted for primary schools, maybe through their Trust. "We already do Aspirations Week," she explained, "and would like to organise some volunteer work to help in the community. Maybe link in with governors." Finally, the idea of highlighting the prefix or suffix for the Word of the Week suggested a different approach to develop vocabulary and increase children's understanding of the origin of words.

Evidence

Discussions with:

- IQM Lead/Assistant Headteacher Inclusion Lead
- Headteacher
- Deputy Headteacher – English
- Assistant Headteacher – Maths, Assessment, Induction Tutor
- Associate Leader of Behaviour
- Class teachers from Reception to Year 6
- HLTA
- Cover Supervisor
- Support staff
- Parents
- Children from Year 5 and Year 6

Additional Activities

- IQM Flagship Review documentation
- Tour of classrooms
- School website



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Evaluation of Annual Progress towards the Flagship Project

The purpose of Horton Park Primary School's Flagship Project is to ensure every child leaves Year 6 with the self-esteem, emotional skills and oracy to succeed in secondary school and beyond, knowing that they matter and can achieve in life. Through a strong relational approach promoting safe and supportive behaviours, children will be enabled to understand their emotions and build positive relationships both in the classroom, the playground and the community.

The foundation for inclusive practice across the school has been based around introducing and embedding the Relational Behaviour Approach. Now in its third year, the IQM Lead noted how the whole school community is in a much better place, benefitting from the positive impact of working with the children to reflect on their behaviour and emotions.

Staff have moved through their initial concerns after many years of using a sanction-based behaviourist strategy, including a traffic light system. The positive impact on the culture across school has been transformational. In meetings with staff, everyone acknowledged how quickly the children adapted to the new system and learned to respond calmly and thoughtfully when faced with problems. A Reception teacher related the journey staff had been on to change their approach, resulting in now being able to discuss how to make a situation better with a four-year-old. In the Resourced Provision, the teacher explained how "We can talk through situations and we give children the language and scripts to problem solve."

Support Staff emphasised the benefits of giving children a chance and offering them a discreet way to handle a difficult situation. "Whatever has gone wrong, the solution links to whatever they have done," one member of staff explained, "for example, if a child messes about with scissors, we would just remove the scissors." The children from Year 5 and Year 6 were equally positive, describing how the teacher would give a logical consequence, rather than a punishment, to a child who was angry and broke something.

An important part of this strategy includes a daily check-in with identified children during the beginning of lessons. During the visit we shadowed one of the Learning Mentors as she spoke discreetly to children, her calm approach and ability to engage with the children ensuring they felt listened to. The Deputy Headteacher explained that children needing extra support will be given an individual time slot the same morning.

This year the focus has been on ensuring that all staff who are new to the school understand the Relational Behaviour Approach and are able to apply it confidently and consistently. Mentors for new Early Career Teachers (ECTs) ensure there is time to discuss the approach in practice and provide support. In addition, the IQM Lead and Associate Leader of Behaviour provide bespoke sessions for behaviour and special educational needs as part of the ECT programme run by the Exceed Academies Trust.

Parents have also been informed of the underlying principles of the Relational Behaviour Approach in order to build a shared language and understanding between home and school. It is presented during the Welcome Meeting for parents when their child starts in Reception. This approach and associated language are used throughout



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school when discussing behaviour with parents, emphasising its logical approach to consequences.

Senior leaders are fully committed to embedding emotional development and wellbeing within the whole school culture. The Deputy Headteacher explained the importance of helping their children develop self-regulation strategies to use once they have moved to secondary school. The 'Healthy Minds' approach has been adopted, a strategy supporting whole school mental health underpinned by the NHS, Bradford Council and Mind in Bradford. Half-termly sessions are held with each class by a Mental Health Practitioner, who also leads assemblies and meets with the Mental Health and Wellbeing Champions. The Associate Leader of Behaviour added that Year 6 are having weekly class sessions to support anxiety over transition into Year 7. Individual CBT (Cognitive Behaviour Therapy) can also be provided over twelve sessions which may include training with parents at home or at school.

It was clearly evident in all meetings with staff that these approaches have been fully understood and are embedded in practice. All staff are extremely confident using Zones of Regulation to identify and discuss emotions. The HLTA, Cover Supervisor and Support Staff described how children indicate how they are feeling according to the Zones of Regulation as soon as they enter the classroom in the morning. Children are also encouraged to change their emotion later in the day if appropriate. Whilst children use labels or lollipop sticks with their picture on, according to their age group, children are encouraged to respond verbally in the Resourced Provision, supported by visual symbols.

Staff are deeply aware of individual children's needs and have developed a range of strategies to respond effectively. In the Resourced Provision, for example, any child choosing red for their emotion will be prioritised to take part in sensory circuits. In Key Stage 2 children will be offered a personalised activity such as a jumping game or tapping with a musical instrument. From sorting objects to having a hug, it was obvious that all staff knew each child's preferences for self-regulation. Having initially used scripts available on their lanyards, supportive phrases have become part of everyday vocabulary.

It was extremely interesting to hear the children's response to using Zones of Regulation. "People can determine your feelings and see how you are feeling," one child explained. "Zones are really useful if you don't want to say something out loud," another added. We tried out some of the strategies which the children found most helpful, including box breathing, finger breathing and counting by looking for five things you can see, four things you can hear, and so on. "Zones of Regulation helps teach us better understanding of our feelings," a child concluded.

Parents have been introduced to the Zones of Regulation during coffee mornings and it is now part of the Welcome Meeting for new parents. A parent mentioned how much they appreciate the school's emphasis on children's mental health, saying, "Children feel safe and confident to put an emotion in the chart. I love that from a safeguarding point of view."



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Senior leaders and teachers are passionate about making their children feel valuable in society. As one teacher explained, “pupils need the confidence to speak up and challenge people and show them they’re something in life.” Children across the school have been developing their sentence structure and vocabulary to describe their feelings using the Oracy 21 project. This was launched in September with a ‘no pens or pencils’ day which the children loved. Now used across the curriculum, this includes strategies such as the Listening Ladder and sentence stems to present ideas orally.

Deep thinking is promoted during weekly oracy lessons, debating such topics as, ‘Is it ever right to go to war?’ The Associate Leader of Behaviour explained how children are taught about bias and opposing views, using their knowledge to present a balanced argument. During the tour of lessons, children in Year 6 were confidently discussing the merits of each other’s work as they added the passive voice and modal verbs to their writing. The Headteacher also shared how children had recently described marginalisation to the School Improvement Advisor as, “when you have a voice and are not really heard”.

Agreed Actions for the Next Steps in the Flagship Project

Alongside the continued development of the Relational Behaviour Approach, oracy and support for mental health and wellbeing, senior leaders are adding an exciting new element to promote resilience, cooperation and independence:

Establish a safe, sustainable, and inclusive culture of high-quality outdoor play that increases activity, improves wellbeing and develops independence, creativity, and social skills.

In conjunction with the OPAL (Outdoor Play and Learning) programme, several staff including the Headteacher are finding inspirational solutions to making the most effective use of lunchtimes. The Associate Leader of Behaviour enthusiastically related the steps taken so far in preparation for September, having been impressed with the engagement and problem-solving of children at a different school following the OPAL approach. It was agreed that the free flow and range of easily accessible resources would provide a fresh vision for their children, following their interests and allowing them to explore and develop wider relationships beyond their peer group.

An ambitious eighteen-month plan has been devised, alongside their mentor from OPAL, to make use of the whole school site and move away from the embedded adult-enforced structure. Pupil voice also asked for a longer lunch time and more time to play. Senior leaders are determined to resolve the massive logistical issues which have been raised and to make this work for the benefit of the children. Lunch times have been changed from staggered sessions to everyone taking lunch between midday and 1.00pm. Children need to listen to specific whistles to know when it is time to go in for their lunch. With fears of losing the smallest children, Year 1 children wear high visibility vests so they can be easily seen. Some children from the Resourced Provision have also come across. Having recently launched the programme with all children and staff, including the catering team, the programme is currently being trialled ready for the new academic year.



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Staffing has required extensive reorganisation to cover three main areas and the paths in between so that children can choose where they want to play. This has been resolved by class teachers spending fifteen minutes outside at the beginning or end of lunchtime which enables them to get to build relationships with children beyond their own year group. The IQM Lead pointed out how this will be beneficial for transition into new classes. The Headteacher is determined to resolve all barriers as they arise. When the runway path was muddy and became unsafe, a new path was immediately built so the children could continue to access all areas. When uniforms were getting ripped in crates, carpet was placed inside them.

A key change in the OPAL approach to play is for adults to allow children to explore and build on their interests. Staff are observing how the children respond to resources and interact with each other in order to consider what is needed from how the children use the space, for example, using tarpaulin to go down slopes. Staff have been impressed by the children's imagination and problem-solving skills so far, including creating a hammock with a skipping rope and piece of material.

Staff were also initially concerned about an increase in risky behaviour and subsequent accidents. The children, however, are behaving responsibly, leading to a comment noting that "it's not a rushed play any more – it's more relaxed. I've chilled out a bit!" Support staff also mentioned how they are using the Relational Behaviour Approach to help children recognise and deal with any elements of danger. "We talk through what has happened and what you could do next time," the assessor was informed. "They are exploring but the safety net is still there."

During my visit to the vast outside area during lunchtime, the children independently accessed the available resources. On discussing the need for specified quiet areas, the Deputy Headteacher noted how one child likes to be in the courtyard area. She added how crowding on the playground has become less of a problem once children are spread out amongst all the areas. Further issues include the storage of equipment and moving it easily down to the field, leading to a discussion on the merits of playground leaders.

Children in Year 5 and Year 6 were extremely positive about the changes. "It's more entertaining and we can meet our younger and older brothers," one commented. Another added, "We can be ourselves more." This was summarised eloquently by one child who concluded, "Longer times make our minds more refreshed and ready to work better outside."

In addition to the OPAL project, mental health and wellbeing remains a priority. With levels of trust and openness from families increasing, senior leaders are planning events to improve parent access to the Mental Health in Schools team, supported by the Community Involvement Worker. The aim is to make conversations easier with parents about referrals and provide translated resources, improving understanding of mental health needs. More coffee mornings will take place and parents will be encouraged to attend both the summer and winter school fair.

To teach the personal, social and emotional curriculum, senior leaders have introduced 'The Story Project'. During the first week of every half term, each class is introduced to a book related to feelings. Situations include a girl arriving from a different country or a



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child dealing with a brother who is an alcoholic. Children are encouraged to imagine being in another child's shoes and determine how they would feel. When visiting lessons, children confidently shared which three items they would pack in their 'Suitcase of Safety' if they had to quickly leave their homes. For one child, this included a unicorn teddy bear, a photo of mum and dad, and food.

The Deputy Headteacher explained how these stories are easily interwoven with Zones of Regulation, using the same vocabulary and acting out how they would feel. A teacher from Upper Key Stage 2 described how one child described a character's emotions, saying, "I think he's in the red zone and can't control his emotions at that moment." Another teacher added that the stories cover relevant topics such as online safety.



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Overview

Horton Park Primary School welcomes every child and their family with open arms. This warm and nurturing ethos is tangible even before you walk in the door. Invisible behind streets of houses in the middle of Bradford, Horton Park Primary School opens up as a beacon of inclusive practice. Under the dedicated leadership of the Headteacher, staff enjoy working at the school and know their children as individuals. Equally, parents do not want their children to leave.

Part of Exceed Academies Trust, this two-form entry school exudes high expectations for respect for others, attitude to succeed and making the most of every available opportunity. Over 32 languages are spoken in school and a Resourced Provision offers specialist support for children in Key Stage One. Senior leaders share their good practice with other members of the Trust in addition to working in partnership with the Exceed SCITT (School-Centred Initial Teacher Training) programme which is based on the school site.

Returning from their half-term holiday, many children arrived in their new clothes for Eid and it was non-uniform day for everyone. The children were hugely proud to share their colours and sparkles. Out on the morning playground with the Headteacher and Deputy Headteacher, genuine relationships based on longstanding knowledge of many of the families resulted in warm greetings and parents having the confidence to share important information. Home and school relationships are prioritised from the beginning with senior leaders working with a group of families to complete admission information for new Reception children. "Seeing parents face to face we are able to get a deeper picture," the IQM Lead explained. In addition, immediate support can be offered for such items as food parcels and white goods.

The Headteacher is rightly proud of the trusting ethos created over many years, appreciating the fact that "many parents go out of their way to give something back as they want to do something for us." This year there were not enough chairs for parents at the Welcome Meeting as so many wanted to attend. A parent of children for many years at the school told me, "It is really great. It feels more like family. They are outside every day for a quick chat and always open for conversation." Another parent commented on how wonderful it was for every family to be invited to attend Iftar as it was "nice to see all the different cultures attending."

Effective policies and processes are embedded to ensure adults and children know what is expected and how to access support. Safeguarding displays along corridors and in every classroom show which member of staff to go to for advice in addition to information about online safety. There is an unwavering focus on attendance including a knock on the door if there is a problem but this is based on offering support rather than blame. A parent was happy to share that their child wants to come to school and celebrate their learning and there is always something in the school day for the children to look forward to.

All the senior leaders and many other staff have enjoyed working at the school for a long time and cannot imagine themselves being anywhere else. Several teachers have come through the Exceed SCITT, some having started as volunteers. Teachers recognise the



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importance of a whole school approach to everything, together with a high level of communication. One teacher explained how initiatives are implemented over a period of time so that staff feel comfortable with it. "We keep returning to new approaches with time to talk to other year groups and everyone's ideas are shared," they explained. All staff referred to the open door policy and being able to rely on each other. "We are like one whole family – we all get on" was a widely-shared sentiment, together with being able to go to anyone for help.

It was a privilege to discuss pedagogical strategy with senior leaders who are determined to centre their decisions around what everything looks like for the children. "Our children need to feel safe, secure and get the best of the best," the Deputy Headteacher emphasised. During the tour of the school, she explained how Curriculum Maestro is adapted heavily to ensure relevance to learning and cultural needs. One example was the addition of famous people from a range of cultures, such as Rosa Parks and Mae Jemison to the study of all white men in Year 2. All resources are carefully chosen to reflect the school's diverse community. Staff readily used the term 'Windows and mirrors', explaining how every child needs to see themselves reflected in their books and resources whilst also looking into other lives and other families.

Every class enjoys trips to extend their experiences, including Coniston, the Yorkshire Wildlife Park and an upcoming visit to the sea at Scarborough. During Aspirations Week, people with different jobs visit the school. Children can apply for a job in the school and get to role play, for example, being the Headteacher or the Site Manager. One teacher commented on a child coming in to check books, ending with the feedback that "you're very thorough with your marking." Pupil Voice is encouraged in every area of school development including staff interviews. The Headteacher is proud of the fact that the children always know who would be the best fit for the school. "Our children know when someone cares," she confirmed.

A calm working atmosphere was found in every classroom I visited, including Reception where the youngest children engaged purposefully with focused tasks and an excellent range of continuous provision. Every opportunity is taken to extend thinking and vocabulary, for example, container labels in the water area described 'Plenty of people', 'Many shells' and 'A pair of deep sea divers'. Along the corridors children politely greeted staff, with some carrying out their responsibilities such as delivering milk to classrooms. Attractive displays include photographs and examples of art and writing, such as a beautiful art gallery showing the progression of Art across the school.

Following extensive consideration, Year 1 classrooms have been rearranged to provide a smooth transition from a play-based curriculum to more formal learning. Each class now has half a day for English and Maths and the other half in a classroom offering provision. "This offers the best of both worlds and in the more formal classroom we still offer table-top provision," the Deputy Headteacher explained.

The Resourced Provision classroom offers twelve places to children with Education, Health and Care Plans who benefit from a more bespoke curriculum. Staff have worked with a special school to develop the use of communication boards. It was wonderful to witness the teacher reading 'Dear Zoo' with additional visual accompaniment from revealing silhouettes of animals in a sand tray in the middle of the children's circle. Staff



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supported children with their attention skills whilst also responding sensitively to anyone requiring different input.

The children from Upper Key Stage 2 enthusiastically recommended their school, listing after school clubs which “are free so everyone can take part.” Another child added that, “we focus on doing many things, we use oracy in every lesson, we show mutual respect. There are celebration assemblies on Friday for Star of the Week and certificates.” It was especially pleasing to hear that “adults are very patient; they will wait and show the subject from a different angle so we understand it better. We do lots of activities to help us learn.” A parent who is relatively new to the school echoed these sentiments, saying, “The school is very inclusive. It is at the heart of Canterbury – teachers are dotted through the playground and everyone has time for you and are attentive to your needs. Nothing is off the limits.”

Horton Park Primary School is a vibrant example of a flagship school. Consistency and communication underpin the work in school, building security and trust between all members of the school community. As a Key Stage 2 child commented, “We accept anybody and we can help everybody.” For the staff, such inclusive practice is just part of the daily routine. “Inclusion is every day for us – it’s not an extra to win an award,” one teacher commented. Another added, “we do it all the time - diverse needs, backgrounds, additional needs, children who need challenging – we adapt all the time.”

It has been a pleasure to experience such a wealth of inclusive practice, clearly demonstrating all eight IQM elements. The school is rightly a Flagship school, with the ambition to continually evolve to meet the needs of everyone. Many thanks to the IQM Lead and senior leaders for arranging such a special day, including an amazing lunch, with so many opportunities to meet staff, parents and children who all shared their love for the school.

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 Centre of Excellence. I therefore recommend that the school retains its Centre of Excellence 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 Centre of Excellence status.

Assessor: Ms Sylvia Cramp

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Director of Inclusion Quality Mark (UK) Ltd