



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 July 2025

Assessor Ms Annette Sowden

IQM Cluster Programme

Cluster Group IP NW

Ambassador Mrs Sarah Linari

Ms Sylvia Cramp

Cluster Attendance

Term	Date	Attendance
Summer 2023	19 th June 2023	Yes
Autumn 2023	26 th September 2023	Yes
Spring 2024	26 th February 2024	Yes
Summer 2024	6 th June 2024	Yes
Autumn 2024	14 th October 2024	No
Spring 2025	5 th February 2025	No
Summer 2025	18 th June 2025	Yes

Evidence

Discussions with:

- Headteacher and Inclusion/ Special Educational Needs and Disability Coordinator (SENDCo)
- Senio Leadership Team (SLT)



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- Class teachers
- Pupils
- Community Involvement Worker
- Teaching Assistants (TAs)
- Parents

Additional Activities

- Tour of the school and the Resource Provision (RP)

The Impact of the Cluster Group

Due to the long-term absence of the Inclusion Leader, not all cluster meetings could be attended. The new to post SENDCo has attended this term. She found the meeting extremely helpful. Being new to the role of SENDCo and Inclusion Lead, she was heartened to know that there were common issues across the schools that attended the meeting and that the schools were approaching the challenges with the same thoughts and using similar interventions. And a relational approach.

The session focused on Forest Schools, two staff members at Horton Park Primary School are Forest School trained, and it is an approach used extensively in the Resource Provision.



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Evaluation of Annual Progress towards the Flagship Project

Horton Park's flagship project focusses on 'Relational Behaviour; a way of interacting or communicating with others that embodies core values such as respect, inclusiveness, honesty, compassion, cooperation and humility' and they have continued to invest greatly in deeply embedding it into all aspects of the school from its ethos to every interaction between staff and pupils and pupils and pupils and staff and parents and carers.

Target 1

Resource Provision (RP)

The RP continues to play a vital role within the school community, supporting pupils with complex Special Education Needs and Disabilities (SEND) needs through a tailored and nurturing environment. This academic year has seen considerable developments in the provision's scope and structure, alongside some staffing transitions and systemic challenges, particularly around pupil placements.

The commitment to maintaining and enhancing the RP remains strong. One key area under review is the potential expansion of the provision to include pupils in Key Stage 2 (KS2). This would mark a significant step forward in offering continuity of support for children who currently transition out of the RP after Key Stage 1 (KS1) due to age-related limitations.

A new teacher was initially appointed to begin in September 2024; however, they resigned in May 2025, which led to unplanned staffing adjustments. Despite this, the team demonstrated adaptability and resilience. A particularly noteworthy development has been the emergence of the SEND apprentice, who, under the guidance of a school-based mentor, has significantly grown in confidence and competence. The apprentice has begun taking on teaching responsibilities, contributing meaningfully to the learning environment.

Pupils within the RP are increasingly integrated into wider school life. They participate in assemblies, attend lessons where appropriate, and are included in school-wide events, fostering a sense of inclusion and community. Individual Plans have been implemented school-wide, supporting personalised approaches and helping to coordinate the various needs of the children.

The school has benefited greatly from the continued outreach support provided by Delius, including bespoke Continuing Personal Development (CPD) for staff. This external input has been instrumental in equipping staff with the understanding and strategies needed to meet the nuanced needs of the RP pupils. In addition, valuable input has been received through an external audit by Scott Jacques from Well Springs, and targeted sessions from both the Educational Psychologist (EP) and the Social, Communication, Interaction and Learning (SCIL) team, particularly around communication strategies and curriculum alignment.



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Curriculum development has been a highlight of the year. The RP curriculum has been thoughtfully redesigned to reflect the current needs of its learners. It adopts a holistic approach that prioritises life skills development and sensory integration. This includes SEND music provision, swimming lessons, forest school activities, and practical cooking and baking sessions. Senior leaders have observed a noticeable shift in how teaching and curriculum planning are being personalised to meet the unique profiles of the children in the provision.

Nevertheless, securing appropriate onward placements for current Year 2 and 3 pupils remains a significant challenge. With the provision designed for Key Stage 1, these children must transition to specialist settings better suited to their evolving needs. Unfortunately, a shortage of suitable places city-wide has led to complex and often distressing situations for families, with some having to pursue tribunals to secure appropriate educational placements.

The school has continued to work closely with families, holding parents' evenings for all children and supporting transitions both into and out of the RP. Collaborations have also included input from the RP teacher at Canterbury Nursery School, further strengthening the continuum of support.

Target 2

My Happy Mind (MHM)

The My Happy Mind programme has evolved into a deeply valued component of the school's approach to wellbeing, and this year has marked a significant step forward in embedding its principles into everyday school life. Originally introduced last academic year, this initiative has now matured into a consistent, whole-school practice that supports both emotional literacy and mental wellbeing for all pupils.

Throughout the year, considerable effort has been invested in ensuring that My Happy Mind is not merely an add-on but a fully integrated part of the curriculum and class timetables. Every class now delivers My Happy Mind sessions regularly, with clear structures in place to ensure consistency across year groups. In support of this, a staff training session has already been scheduled for September 2025, specifically designed to induct new staff and maintain the quality and consistency of delivery.

To ensure that the approach meets individual pupil needs, staff collaborate to identify children who would benefit from additional input. These targeted pupils then receive a tailored programme that builds upon the foundational principles of My Happy Mind but is adapted to address their specific circumstances.

The physical environment of the school also reflects this commitment. Every classroom now features a dedicated My Happy Mind space and display, serving as a visual and practical resource for pupils. In addition, corridor displays ensure that no matter where children are within the school building, they can access calming strategies and resources to help self-regulate when needed.



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The school's pupil-led approach has also grown from strength to strength, with a team of My Happy Mind Ambassadors playing an increasingly active role. These ambassadors meet regularly with the Personal, Social, Health and Economic education (PSHE) lead, support assemblies, and serve as peer points of contact for children needing support, enhancing both leadership opportunities and the sense of community among pupils.

Engaging families in the programme has been another key priority. A Coffee Morning introduced parents to My Happy Mind and encouraged them to download the accompanying app. This simple yet powerful move bridged the gap between school and home, enabling families, especially those who may not have actively sought support, to access the same techniques their children are using in class. The impact has been substantial, empowering parents to use shared language and strategies to promote emotional wellbeing at home.

Further extending its reach, the school successfully supported seven parents through an accredited Mental Health and Wellbeing course with CECOS College London, helping to build capacity for positive mental health within the wider community. Pupils in Years 5 and 6 also took part in the "Youth in Mind; Inspired Young and Healthy People" initiative, enriching their understanding of wellbeing and resilience.

In a valuable partnership with the NHS Mental Health Team, the school facilitated a group Theraplay intervention for Year 5 pupils. Initially designed for a single child, this intervention was creatively expanded to include seven additional children who were identified as likely to benefit. This inclusive and proactive approach exemplifies the school's ethos of collective care and emotional support.

Target 3

Relational Behaviour Approach (RBA)

This year has seen the school take confident strides in embedding a Relational Behaviour Approach across all aspects of daily life. With its roots in empathy, consistency, and mutual respect, this approach represents a significant cultural shift in how the school manages behaviour, supports regulation, and builds trusting relationships.

To begin, all staff have undertaken training on the Relational Behaviour Approach through a series of targeted staff meetings across the academic year. These sessions not only equipped staff with the theoretical grounding needed but also enabled the Senior Leadership Team (SLT) to monitor the quality and consistency of implementation across the school.

Recognising the scale of change from previous behaviour policies, the school prioritised a shared understanding. Regular refresher training has been provided for lunchtime supervisors to ensure that the messages and responses children receive during unstructured times mirror the consistent, relational approach seen in lessons. This consistency has been critical in building trust and predictability for pupils.



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Resource boxes referred to as Regulation Boxes have been introduced in classrooms and are beginning to appear in corridors and intervention spaces. These resources are designed to help children develop self-regulation strategies and access support independently when needed.

As staff adapted to a new tone and vocabulary in addressing behaviour, it became clear that a shift in language required both support and structure. Staff meetings were used to co-create practical scripts tailored to different key stages (Early Years Foundation Stage (EYFS), KS1, and KS2). These scripts provide staff with the confidence and clarity to respond to negative choices using language rooted in the school's values and logical consequence framework.

In a further effort to create structured, positive experiences during less formal parts of the day, the school introduced designated Playtime Zones. These offer varied play opportunities from scooters to cricket and are designed to promote cooperation and reduce incidents of conflict. The zones were developed in partnership with the School Council, giving pupils a voice in shaping their own environment and fostering a stronger sense of ownership and community.

The behaviour policy itself is now seen not as a static document but as a living framework continually evolving to reflect the needs of the school. As the Zones of Regulation become more embedded within the daily rhythms of school life, the policy is updated accordingly, ensuring it remains both relevant and reflective of best practice.

To extend the reach of the Logical Consequences model into the wider school community, the SENDCo and Pastoral Lead have hosted Coffee Mornings for parents. These sessions are designed to deepen understanding, support home-school consistency, and provide a space for questions and dialogue. Feedback has been positive, with many parents appreciating the insight and finding the approach helpful in the home setting.

Staff mentoring has also become a core strategy for supporting pupils who face specific challenges, such as low confidence or experiences of racism. By building meaningful, individual relationships, mentors are helping pupils feel seen, valued, and capable.

Recognising that culture change takes time, regular school assemblies have been used to reinforce the values of the Relational Behaviour Approach. These assemblies help pupils understand the 'why' behind decisions and consequences, encouraging them to reflect and take responsibility in a supportive environment.

Finally, the SLT's visible presence during morning welcomes and lunchtimes has been instrumental in modelling the relational approach, supporting behaviour proactively, and deepening connections with pupils across the school.



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Target 4

Zones of Regulation

The introduction of the Zones of Regulation marks an important and thoughtful next step in the school's evolving approach to behaviour and emotional wellbeing. Building on the foundation laid by the Relational Behaviour Approach, this initiative seeks to equip pupils with the language, tools and strategies to better understand and regulate their emotions.

To ensure the school was fully prepared for a successful launch, the Senior Leadership Team (SLT) used a dedicated CPD session to introduce the Zones of Regulation to all staff. Led by the school's Social, Emotional & Mental Health (SEMH) teacher, this training was carefully timed to allow for planning and reflection ahead of the official launch in September. As the final strand in a whole-school shift in behaviour culture, the Zones of Regulation are positioned as a central pillar in the school's commitment to emotional literacy and supportive relationships.

To further embed this approach into everyday practice, staff have collectively agreed to implement a 'Meet and Greet' for key pupils who struggle with dysregulation or separation at the start of the day. This simple, proactive gesture offers pupils a reassuring, predictable welcome and has already begun to foster stronger emotional connections and more settled starts to the day.

In line with the school's wider strategic focus on resilience, one of its identified whole-school drivers, the current and forthcoming term will concentrate on supporting pupils who demonstrate low confidence. These children will receive targeted support designed to help them build resilience, with the aim of nurturing a willingness to try new challenges and develop greater emotional independence.

Whole-school assemblies have been carefully designed to support this emotional development. Focusing on recognising and naming emotions, these assemblies create shared understanding and vocabulary across year groups. This is mirrored in classrooms, where teachers are beginning to weave the Zones of Regulation into multiple curriculum areas, ensuring it becomes an integrated part of learning rather than a standalone initiative.

In parallel, the school's Story Project, which has already been a valuable vehicle for literacy development, will now include carefully chosen texts that explore emotional themes. This will give pupils further opportunities to reflect on feelings in a safe, structured and familiar context.



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Agreed Actions for the Next Steps in the Flagship Project

The Flagship Project has been a transformative force within the school, driving a fundamental shift in the way behaviour is understood and supported. Moving away from the traditional Traffic Light System of warnings and punishments, the school has embraced a Relational Behaviour Approach, one rooted in empathy, strong relationships, and logical consequences. This culture shift has already begun to create a more nurturing, emotionally intelligent environment for pupils and staff alike.

Having successfully laid the foundations for this new approach, the school recognises that the work is far from complete. While Relational Behaviour systems are now well-established across classrooms and communal areas, there is still progress to be made in fully embedding the approach into the school's daily culture. This means continuing to refine language, reinforce consistency, and support staff and pupils in developing emotionally attuned, respectful interactions.

The final piece of the puzzle is the introduction of the Zones of Regulation. This framework will offer children practical tools and a shared vocabulary to recognise and manage their emotions. It complements the relational approach by helping pupils better understand their internal states and respond with strategies that foster self-regulation and resilience.

Looking ahead, the school is preparing to welcome a new teacher into the Resourced Provision (RP) in September. With a strong background as both a Senior Leader and SENDCo, this individual brings valuable expertise and will receive a structured induction prior to taking up the role full-time. Their arrival will support the continued development of the RP, which has already demonstrated its impact through a successful outreach model and positive staff collaboration.

Curriculum development remains a key focus area, particularly in ensuring that phonics and numeracy delivery, through the use of Little Wandle and Mastering Number, is adapted for neurodiverse learners. Staff are working to ensure that these approaches are accessible and engaging for children with Attention Deficit and Hyperactivity Disorder (ADHD) and Autism Spectrum Disorder (ASD), continuing the school's commitment to inclusive practice.

At a whole-school level, several strategic next steps will support the ongoing success and sustainability of the Flagship Project:

Target 1: Continue to embed practices relating to 'Healthy Minds'

These will ensure that the school's deep and ongoing commitment to mental health and wellbeing is established as a solid foundation for the whole school culture that prioritises emotional development

Target 2: Embedding the Relational Behaviour Approach with new staff.

Horton Park and Primary School will be ensuring that each member of the team feels confident and aligned with the school's values from their very first day.



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Target 3: Amplifying pupil voice.

The aim is to shape both behaviour policy and school culture. Opportunities will be expanded to ensure pupils feel heard and empowered to contribute meaningfully to the school community.

Target 4: Formally launching the Relational Behaviour Approach with parents.

Horton Park and Primary School aim to help build a shared language and understanding between school and home.

Target 5: Tailoring the Zones of Regulation to meet the specific needs of the pupil population.

Thus, ensuring that the strategies used are not only developmentally appropriate but also culturally relevant and emotionally resonant.

Target 6: Launching the Zones of Regulation with parents.

Thereby offering support and guidance so families can reinforce key strategies at home.

Target 7: Enhancing emotional expression through Oracy.

This will be supported by the Voice 2 project, helping children develop the confidence and language to talk about their feelings with clarity and confidence.

Together, these next steps reflect a holistic and forward-looking commitment to wellbeing, learning, and inclusion. With clear structures, a shared philosophy, and strong community engagement, the school is poised to build on the achievements of the Flagship Project and continue its journey as a place where every child feels understood, supported, and ready to thrive.



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Overview

From the very first moment I arrived at Horton Park, the tone of the day was clearly set by the warm and genuine welcome I received. Staff on car park duty and at Reception were not only helpful and friendly but also immediately made me feel comfortable, offering refreshments and kind conversation. This culture of care and hospitality was not unique to me in my professional role, it was evident in every interaction I observed between staff, children, and families. The sense of inclusion and belonging is clearly a cornerstone of daily life at Horton Park.

My first meeting was with a Senior Leadership Team (SLT) who demonstrated both passion and resilience. Despite a particularly challenging year, which included the long-term absence and resignation of key senior leaders, the SLT remains deeply committed to fulfilling their aims for the academic year. Notable staffing developments included the introduction of a new SENDCo and Inclusion Lead, and a new Resource Provision (RP) teacher appointed in September 2024, who later resigned at Easter 2025. Thankfully, an experienced RP teacher with additional SENDCo qualifications will take up the post in September 2025, a timely appointment given the increasing complexity of needs among the pupils and the dwindling availability of external specialist placements.

The Resource Provision itself is now well embedded, having been part of the school site for two years. Initially established to support Key Stage 1 (KS1) children struggling to access appropriate external placements, it now serves twelve pupils. This includes two children who are of Year 3 age, an arrangement that arose when the local council requested support due to a lack of alternative provision. In such cases, the school has even had to support families through tribunal processes to secure more suitable placements for Key Stage 2.

There has also been investment in improving the learning environment, particularly for the Early Years Foundation Stage (EYFS) and lunchtime zoned activities. While the new equipment has greatly enhanced opportunities for play and learning, the need to store it securely every evening due to persistent vandalism presents a logistical challenge. Nevertheless, the school has made concerted efforts to build positive relationships with nearby residents, sending letters that explain the impact of vandalism by comparing repair costs with the lost opportunities, such as educational visits or digital devices for children. These community engagement efforts appear to be paying off, as incidents have since declined.

Community is not just a concept at Horton Park; it is lived and deeply felt. Conversations with teachers, parents, and children all reflected a shared commitment to mutual respect and collective success. This was particularly evident in how the school has embedded a Relational Behaviour Approach (RBA). Teachers expressed genuine appreciation for the framework, sharing how it has helped them respond more thoughtfully to behaviour and even reflect on their practices. One teacher spoke of how this approach had shifted her mindset and opened the door to more restorative, immediate conflict resolution.

Staff shared examples of how the approach has encouraged calm, reflective conversations with pupils, even allowing older children to contribute their thoughts on



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logical consequences. Reception class staff explained how they adapt the language of the approach to be developmentally appropriate for the youngest learners. The use of calm areas and calm boxes in classrooms was praised, as was the integration of movement-based strategies like sensory circuits and dancing to help younger children self-regulate.

Regular, research-informed Continuing Personal Development (CPD) has enabled staff to anticipate and manage behavioural challenges more effectively. Importantly, the SLT have taken a pragmatic, phased approach to implementing the behaviour framework, ensuring all staff are confident and feel a sense of shared ownership. Staff spoke highly of the supportive CPD culture, describing it as collaborative and inclusive rather than top-down.

Parents, too, have been active participants in this journey. Through coffee mornings, assemblies, and the involvement of Parent Ambassadors, the school has kept families well-informed. This inclusive communication has meant that all stakeholders, teachers, parents, and pupils, are using consistent language around behaviour, significantly enhancing the impact of the approach. Parents reported that children are now more reflective and articulate about their choices, while staff have become more attuned and sensitive in their interactions.

Children themselves spoke confidently and warmly about their relationships with staff. They demonstrated self-regulation techniques such as "happy breathing" and proudly shared their use of My Happy Mind (MHM) journals to set and review weekly goals. Staff echoed this, describing how the principles of My Happy Mind, including the Zones of Regulation, have become seamlessly woven into the school's broader relational and behavioural framework. These initiatives are not viewed in isolation but as interconnected strategies that collectively support the emotional and academic development of every child.

The deliberate introduction of Voice 21 has further supported the school's emphasis on oracy. Staff recognise that developing children's ability to express themselves verbally can elevate learning outcomes across the curriculum, particularly in writing. The approach is integrated with the school's Story Project, which selects texts through a 'Mirrors and Windows' lens, ensuring children see themselves reflected in literature while also learning about lives different from their own.

The school's expertise has been recognised beyond its own walls. It has been invited to support an English Hub fluency project, focusing on phonics for Year 2 pupils using the Little Wandle scheme. This work is also expected to benefit the Resource Provision and serve as a model for other schools.

A recent highlight was Aspirations Week, which saw visits from female engineers, chefs, a DJ, and the Trust CEO. Paired with a joyful 'Come as a Career Day,' where children and staff dressed to represent their future or past career dreams, the initiative was so successful it will now become an annual event.

Attendance remains a focus area, particularly for certain groups. The school is addressing this with sensitivity, working with families to shift perceptions about the value of education. One parent insightfully shared that the school not only boosts



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children's self-esteem but also uplifts parents. Training courses offered to parents have supported some into further education or employment. Staff, too, spoke of being encouraged to aim higher, citing examples of promotions, professional development, and increased confidence.

Children are particularly animated when it comes to reading. They proudly wear reading badges linked to the number of reading sessions completed and described the library as a haven with bean bags and diverse books. For World Book Day, they celebrated 'Come as You Read', choosing outfits that reflect their home reading habits. Assemblies featured staff reading excerpts from books that were then added to the library, including a memorable read-aloud of "What Does a Million Jelly Beans Look Like?"

The school's positive culture is also reinforced through the Dojo system, where children earn points for kindness, politeness, and good role-modelling. These points can be saved or spent, teaching valuable lessons about reward, patience, and planning.

In summary, Horton Park is a place where every strand of school life, pastoral care, behaviour, curriculum, oracy, and community engagement is thoughtfully aligned. The SLT lead with passion, and their vision is translated into practice by a staff body that feels empowered and supported. It is clear that Horton Park is not just a school; it is a haven of hope, growth, and possibility for all its children and families.

Thank you for a truly inspiring visit.

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: Ms Annette Sowden

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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