



## Report on IQM Inclusive School Award



**School Name:** Bradford Christian School

**School Address:** 81 Livingstone Road  
Bolton Woods  
West Yorkshire  
BD2 1BT

**Head/Principal** Mrs Jane Prothero

**IQM Lead** Mrs Jane Prothero

**Assessment Date** 16th October 2024

**Assessor** Ms Sue Wight

### **Sources of Evidence:**

- IQM Self-Evaluation Report
- Website
- Learning walks
- Evidence files

### **Meetings Held with:**

- Parents
- Pupils
- Teachers
- Teaching Assistants
- Governors
- Senior Leadership Team



## Report on IQM Inclusive School Award



### Overall Evaluation

It was an absolute pleasure to visit Bradford Christian School (BCS) and meet the staff, pupils, Governors, and parents. BCS is an all-through independent school that admits pupils from 3 to 16 years old. BCS is a faith school and follows Christian values in its ethos and practice. There are currently 148 pupils on roll, which include those who attend the onsite Autism provision. The Local Authority funds the pupils who attend this provision through the consultation process.

There are 26 pupils who have an Education, Health and Care Plan (EHCP) which is 16% of the school population. There are also two pupils who are Looked After. Attendance currently stands at 97%, which is above the national average. There have been 5 fixed term suspensions in the last 12 months, and the Headteacher reports suspensions are rare due to early intervention.

There is a warm, friendly, and inclusive ethos across the school, and both pupil and staff wellbeing are fully embedded and shape all aspects of school life. There is a welcoming, positive atmosphere when you visit the school. From the moment you arrive, you are welcomed warmly into the community. Staff and pupils are happy and interact positively with each other and visitors. Classroom environments are purposeful, and the pupils are 100% engaged in the learning. Behaviour in lessons and around the school is exceptional.

Staff describe themselves as “a family” and work collaboratively to support the children and their families. In all meetings, it was evident that the staff’s commitment to their roles extends beyond the classroom. The staff will exceed expectations to support their pupils. There is a collective responsibility amongst the staff to care for the children and give them the best experience possible. All adults who work in the school are kind and nurturing. This kind and inclusive ethos permeates all staff, regardless of role; all staff are valued and respected.

The staff pride themselves on being inclusive. They believe that every child, no matter what their individual needs or barriers to learning, has equal access to learning and the same opportunities to succeed. Pupils who attend the Autism provision access mainstream lessons as much as they can. They are fully included in lessons with support from a learning support assistant (LSA).

The parents I met with on the day spoke positively of the support they had received over the years and felt privileged to have their children at BCS.

It is evident through the documentation completed by the school to support the IQM Assessment that the Leaders know their school well and are able to provide evidence to demonstrate their effectiveness.

The staff welcome external validation to showcase their wonderful, warm provision and to seek advice on any further improvements it can make.

Pupil progress is excellent, and pupils told me on the day that staff are enthusiastic about their teaching and know each pupil so well.



## Report on IQM Inclusive School Award



Pupils are exposed to a plethora of cultural capital opportunities, which they were excited to share with me. These included field trips, plays, and residential stays, including Paris and Berlin. In primary school lessons, children learn about different cultures and countries, which investigate food, music, dance, and clothing.

Schools seek support from relevant additional agencies when required, which include social care, Early Help, and educational psychologists.

The pupils told me that they felt safe in school and could talk to a trusted adult if they had a concern. They said their voice was heard via student council, pupil surveys, and regular conversations with staff each day.

The transition from primary school to middle school, middle school to upper school, and post-16 is thorough. The school supports pupils to prepare for adulthood throughout Year 8 by delivering a programme called Bar Mitzvah. This is where pupils will attend a Bar Mitzvah lesson each week, which will look at where pupils came from, including their parent's history, their birth, their interests and friendships, as well as future aspirations, identifying the next steps they need to take to accomplish their dreams, starting with their GCSE subjects and where that fits with their future careers. Both the pupils and the parents radiated positivity when they talked about Bar Mitzvah and what a wonderful experience it was. Parents are included throughout the process with monthly meetings on transitioning to KS4 and the challenges that pose, as well as an end-of-year celebration evening where pupils present their findings or an area of it to staff, family and friends.

Positivity radiates throughout the school. Everyone spoken to during the assessment visit has a positive outlook. The staff, pupils, and all stakeholders work very much together. This sense of togetherness is a binding thread across all approaches. When I asked Governors, pupils, and staff how they would sum up their school, they used the following words - love, happy, relationships, family, holistic, home, and passionate.

The Governing Body has high expectations and delivers an equal balance of professional challenge and support where needed. The Governing Body brings a wealth of expertise to the school, which includes backgrounds in Human Resources, Health and Safety, IT, finance, safeguarding, and a Faith Leader.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded the Inclusive School Award and be reassessed in three years.

**Assessor: Ms Sue Wight**

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**

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



## Report on IQM Inclusive School Award



### Element 1 - The Inclusion Values of the School

Each child is treated as an individual, and their needs are addressed as necessary. As the school is small, all the staff know each student well. The school follows the Christian faith but is inclusive of all pupils from different faiths (including none) and backgrounds. The SENCo states that BCS “don’t put square pegs in round holes, because not only does it not fit, but also it breaks the peg.”

The Alternative Provision is nestled in the heart of the school and offers support for pupils who require small-group learning and intervention. The provision has a SENCo that oversees the needs of these pupils and there is a SENCo within the mainstream school. Wherever possible, pupils access mainstream lessons to work alongside their peers. They have the best of both settings tailored to their bespoke needs.

Continued Professional Development is valued, and staff are encouraged to attend courses and training to better equip themselves to support pupil welfare and progress.

Transition support starts from the end of primary school (Year 4) until pupils move on to post-16 settings. Staff meet with the transition coordinator, who discusses each pupil in detail and arranges visits. This continues into KS3 with the Bar Mitzvah programme throughout Year 8 and then further career advice in KS4.

Each pupil who has SEN at BCS has a pupil passport, which shows what their needs are, and the provision required. These passports are regularly updated to reflect the needs, pupils, and parent voices.

BCS have high staffing ratios throughout school, with LSAs assigned to most classes. Year group sizes range from four to fourteen, with children mainly educated in mixed year groups. There are several support assistants, most of whom work specifically supporting individuals, and some who run additional interventions for students who require the support.

Interventions that are delivered across the school include Lego therapy, social interaction groups, trauma, emotional regulation, and nurture. Interventions are kept under constant review regarding impact, and further training is accessed where required.

### Next Steps:

- Train support staff in more specialist interventions, including Multi-sensory phonics.
- Improved assessments applied across the curriculum to show data pre and post-intervention.
- Train other staff in the intervention Emotional Regulation training.
- Liaise with SEND specialists outside of school, including MH with Richmond Hill staff and develop strategy banks to use for dysregulated children.
- Enhance the KS4 extracurricular activities, as requested by pupils.



## Report on IQM Inclusive School Award



### Element 2 - Leadership and Management and Accountability

The Chair of Governors and Vice Chair spoke favourably about the support that everyone in the school receives. The Governing Body supports staff workload by analysing staff surveys, staff absences and monthly Governor's meetings. The chair of Governors meets with the Headteacher every fortnight to check in on her and staff wellbeing. The chair of Governors quoted that "every child is supported to be the best that they can be".

There is a high proportion of parents who send their children to BCS, who also attended the school themselves. The trust and belief in the Leadership and management of the school stems from decades.

There is a range of expertise on the Governing Board, and candidates are selected based on their capabilities, not just because their child attends the school. This has created a Governing Board with skills in a variety of backgrounds including HR, finance, safeguarding, and IT.

There are very few incidents of challenging behaviour; therefore Governors have not needed to support regularly in this capacity.

There have been significant changes in Leadership since September 2024. BCS had a very strong Leadership Team for a number of years, and in the 23/24 year, they replaced the business manager and DSL and lost the Head of Middle School and Head of Upper School. They have also expanded the SEND team.

Responsibilities have been redistributed and have not been replaced like for like. The Headteacher met with every member of staff to see who would like to take on additional responsibilities, and new job descriptions were formed to make sure that these additional roles were reflected. The Headteacher states that this has been a very strong process, and it was encouraging when considering how to replace Leaders with experience and skills needed by the school.

#### Next Steps:

- Restructure Leadership to include pastoral leads and coaching leads.
- Start SLT and MLT monthly catch-up meetings.
- New MLT functioning in pastoral care - Pupil, staff and parent voice termly.
- Review AP support structure.
- Visit other schools with resource provision and invite their Leaders to visit us.
- Student data and anecdotal parent evidence.
- Induction for DSL.



## Report on IQM Inclusive School Award



### Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

Teaching and learning are adapted for the diverse needs of the pupils through adult support in lessons where required, sensory resources, scaffolding, and good use of questioning. Assisted technology is also used to promote independence, e.g. Clicker for pupils with hypermobility needs.

Collaborative Learning Structures are used to support pair, group, and whole-class collaboration. This also offers opportunities for students who require movement breaks.

The curriculum in the mainstream school follows a traditional baccalaureate route, where accessible, with options in humanities, languages, Art and Design, computer science, and RE, as well as the core subjects. BCS regularly asks pupils what qualifications they feel they require for future careers, and where able, BCS tailors the curriculum to the requests.

Staff said the three-year GCSE pathway enables students to remain focussed on their education rather than becoming disengaged in Year 9. There are no lost years with how the curriculum flows from primary to middle to upper school.

Parents praised how SATs were included in the Year 6 curriculum and ran alongside their other subjects throughout the year, rather than spending a large amount of time focussing on SATs only throughout Year 6.

Progress is tracked through a custom-built MIS system that is specially designed for the setting. The system not only tracks progress through regular data drops that are shared with parents but also attendance and behaviour.

There is a homework club after school four nights a week where pupils can receive additional support in their subjects.

From the learning walks that were witnessed on the day of the assessment, pupils' needs were well met in lessons, from a mixed KS4 science lesson catering for pupils at different levels accessing the same lesson content but with adaptations provided for less able learners, to a reception class learning phonics and including pupils with additional needs by using scaffolding tools so they could access the content.

#### Next Steps:

- Set up a curriculum review cycle with core and foundation running alongside each other to show how the curriculum matches plans and grades continue to improve.
- Train new teaching staff with a mentor who will work alongside them for a term, assisting with planning and delivery, as well as assessment.



## Report on IQM Inclusive School Award



### Element 4 - Teaching and Learning – Learning Environment, Planning Resources, Pedagogy

Throughout the learning walks, it was evident that teachers care about their learning environment. Additional resources are provided to aid learning, which includes spin chairs, sensory areas and resources, visual timetables, and areas to sleep for pupils with complex needs.

Phonics lessons were interactive, and all the pupils were engaged and enjoying their lessons.

Technology is used to support learning in lessons, and middle and upper school pupils' have their Chrome books to work on.

Every Wednesday morning there is a staff meeting where staff can share their concerns with colleagues about pupils' progress and staff share good practice strategies about what they find that works. This is where pupils are identified for intervention. Pupils are also raised who have tried hard and deserve recognition.

Coaching groups have been implemented to support each other with planning, delivery, and progress. Staff will observe each other and act as critical friends. Questioning is the focus for the autumn term. There are also line manager meetings every two weeks.

The National College has provided a wealth of CPD opportunities for staff, which have been accessed well. There are also marking opportunities for AQA and Edexcel. Staff are members of historical associations and the Shakespeare Company, as well as participants in online teacher communities, to ensure their knowledge is up to date.

Pupils said they felt well supported in school and knew how to improve in each subject by having ongoing conversations with their teachers and the use of 'my action plan' which identifies 'what went well' and 'even better if'. They also communicate with teachers through emails when additional support is required.

Pupils said they felt well prepared for post-16 as they had received information about college open days, completed surveys on the national career website, were going to receive careers meetings in Year 11, and had ongoing discussions with their teachers about the grades they needed for future professions.

#### Next Steps:

- Implement instructional coaching by training the most experienced teachers to train and coach others.
- Refine and embed non-negotiable standards for teaching and learning.



## Report on IQM Inclusive School Award



### Element 5 - Assessment

The school uses assessment effectively. Assessment is carried out half-termly, and the data is shared with parents. The information includes academic progress, effort, and behaviour. There are two parents' evenings per year. Emails and messages are used to communicate with stakeholders, informing them of any concerns as well as commendations.

Formative assessment is part of teaching and learning and happens every day. Teachers evaluate learning regularly and adapt lessons to meet needs, using LSA support where available.

Starting from EYFS BCS uses targets and works towards them. Assessment is frequent and regular and includes everyone working with the children. Older students know their target grades, based upon prior attainment, and know what they need to do to attain them. Examples and model answers are shared with pupils to help them to progress. Younger students know what they are working on next but may be less aware of target grades.

SLT evaluates data following data drops, following up with conversations with staff, sometimes students, and parents. Each week students are discussed in staff meetings, and a shared approach is discussed using agreed best practices for those needing additional input.

Pupil passports are reviewed termly, and input from all is considered in this process, including the child and their parents/carers.

Pupils' wellbeing and self-esteem are at the forefront of BCS's agenda. Pupils are not entered for the English Baccalaureate if they are unable to achieve it, which may compromise school data, but at BCS, "the best situation for each individual child comes first."

BSC states, "The most important assessment is the assessment in a child's mind when they realise, they can do today what they could not do yesterday."

### Next Steps:

- Focused PD teaching and learning throughout the 24/25 academic Year - 7 PD days to concentrate on different areas of teaching and learning.
- Train subject specialists in exam marking so teachers know what the exam board is looking for and refine the teaching and learning.



## Report on IQM Inclusive School Award



### Element 6 - Behaviour, Attitudes to Learning and Personal Development

All pupils' behaviour and attitudes observed during the assessment day were positive. During the assessment day, I met with a lovely group of pupils who spoke to me about their school. The pupils explained that the school was "friendly" and it was easy to make connections; there is always someone to be friends with".

#### **They said that what they liked best about their school was that it was:**

- "small"
- "There was more focus on the children"
- "better structured" (for those who could compare it to other schools they had attended)
- "The staff care about them"

The pupils explained that they know how to progress in their learning through regular staff feedback and through the use of 'My Action Plan'.

They all said they felt safe in school and listed various staff whom they felt comfortable talking to if they had a problem or concern about themselves or a friend.

Suspensions are rare due to the staff knowing the pupils well and intervening early if there is an issue. Relationships are prioritised with pupils, which has created a safe, respectful environment.

Bullying is addressed quickly and effectively, according to the pupils and parents I met with when it happens but is reported to be a rarity. The Leadership team reported that feedback provided by parents is followed up quickly.

There is the opportunity to become part of the student council. There are two representatives in each year group, and meetings are held once a month. The pupils have influenced regular bathroom inspections to ensure the school is kept well looked after, as well as the choice of meals at lunchtime.

Attendance and punctuality are excellent. Staff will source external agency support if required from Early Help if attendance becomes an issue.

#### **Next Steps:**

- Develop non-negotiables for Teaching and Learning - including behaviour in these.
- Make sure all staff are knowledgeable about behaviour management and empowered to carry out policy.



## Report on IQM Inclusive School Award



### Element 7 - Parents, Carers and Guardians

During my visit, I met with a group of parents who were kind enough to let me know about the support BCS has given them. The parents spoke highly of the school and gave specific examples of how their children and families benefited from the inclusive ethos the school promotes.

One parent talked to me about their son's journey of having an Education, Health and Care Plan and how included he is as an individual. The parent said she "feels privileged to have her children at BCS". The parents said the school is a community and everyone is welcome.

Communication is good, and parents receive quick responses to emails. One parent spoke of a bullying incident that was nipped in the bud straight away and her child was offered counselling and a meeting to prevent it from continuing. She felt comforted by the actions taken.

Progress is shared at the end of each day, in termly reviews, with pupils, in twice-yearly parent consultation events, and in progress reports.

Parents reported that mental health is paramount and the school looks after the holistic child, not just focussing on academic performance.

Parents said they felt valued and were always consulted about what they thought, and any suggestions made were taken seriously.

The events that parents are invited to include sports day, the Christmas Fair, Awards Evening and Bar Mitzvah. They spoke highly of the events and said they look forward to the events, and it is a whole family outing to celebrate each other.

Another parent said that their child can now access education because of the level of planning and preparation that is in place for her child.

### Next Steps:

- Involve parent volunteers when possible.
- Develop a parent and student alumni group.
- Develop the role of parents leading after-school provision.



## Report on IQM Inclusive School Award



### Element 8 - Links with Local, Wider and Global Community

BCS has made strong steps to link with the local, wider, and global community over the past four years. This has been reflected in the appointment of staff as well as the planning of curriculum and additional activities. The most recent staff survey was very positive.

Locally, Years 3 and 4 have an established exchange project with a local Muslim school, taking place every alternative year, done with the Linking Project in Bradford. The Local Community police liaison officer visits the school every half term and also when called. He mainly works with middle and upper school.

The school is involved with the local food bank, with students volunteering as well as collecting. In upper school, Service Week is now established, as well as work experience, where students spend time in local businesses and charities. Upper school students are allowed to visit local shops on Fridays, and Year 11 can go every day. Community members are invited to be involved in school, for example, assemblies, morning devotional times, and middle school topics.

BCS works closely with local churches, and the local vicar is invited to primary assemblies each half term. Middle school students have been involved in the Shakespeare festival, with a small group being involved with RSC initiatives.

Residential trips are scheduled in middle and upper school so that students meet young Christian Leaders at Netherside Residential. The pupils talked favourably about the trips they are offered and mentioned visiting Spain, Berlin, and Paris in Years 9 and 10. They said in Years 7 and 8 there is a trip to London. As well as this, pupils use the local community to complement their studies on Geography field trips and visits to the local art gallery.

The local church uses the school for Remembrance Service in November.

For the past few years, BCS has hosted student teachers from Holland. Teacher Training is led as an in-house programme but caters for a number of teachers nationally. BCS runs the Essential Christian Teacher course.

BCS have Christmas and Easter projects at St Margaret's Frizinghall where middle school pupils visit and encourage the elderly there and also visit local care homes at Christmas. Parents and the community are involved in many aspects of school, for example, middle school hosted visitors who work for the NHS as part of a career's initiative, upper school pupils have breakfast speakers, and primary pupils involve parents on an ad hoc basis.

#### Next Steps:

- Develop links with Leaders of churches by inviting them for coffee and assemblies, as well as tours of the school and involving them in assemblies across the school, either as participants or leading.
- Invite more members of the community representing diversity within the school - whilst it is difficult to recruit staff BCS have plenty of offers of voluntary work.
- Character curriculum to be articulated and embedded - visit to Emmanuel Foundation of schools for support in creating this.