



28th June 2019

Ms Su Yay-Walker
Headteacher
Burlington Infant and Nursery School
Burlington Road
New Malden
Surrey
KT3 4LT

Assessment dates: 19th and 20th June 2019

Summary

Burlington Infant and Nursery School is a happy and welcoming school providing a safe and supportive environment. The school is oversubscribed and its inclusive ethos is evident in all its work. Governors report that “SEN is always in the conversation.”

The school has a morning and afternoon two year old provision catering for twenty four pupils, a nursery that offers full-time and part-time places and four classes each in years 1 and 2. Around half of pupils speak English as an Additional Language and there are twenty one different languages spoken by pupils at the school. The school is situated within the London Borough of Kingston with many pupils residing in both Kingston and Merton.

The school has an impressive reputation with external agencies in the local area. On the assessment visit an email from the school’s speech and language therapist was seen which outlined an overview of things put into place for an individual pupil that she plans to use for workshop for other nursery staff. In addition, I met with the teacher for visually impaired pupils who has worked closely with school staff to support them in meeting the needs of a sight impaired pupil. She informed me that the “School is unusually open to working with parents” and that “Parent knowledge is valued.” She enjoys working at the school as “There’s an ‘I can do it’ attitude.” Records from the Education Inclusion Support Service state that “I have always found that they evidence excellent inclusive practice which can be further individualised to specific children as and when necessary. They offer flexibility to adapt the curriculum to suit specific needs.”

There is a range of expertise on the staff team. The SENCO has been asked to join the SEN Teaching School as a specialist leader of education. The school is part of a best practice network. Within the network, the Year 2 teacher is a lead teacher and the Early Years teacher is also a lead teacher. The Deputy Headteacher is a lead moderator for key stage 1.

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Parents have benefited from the Family Links parenting course and report positively on their experience. "I've gained confidence and clarity in my parenting which is already having an impact on family life!" Parents with visual impairments who attended the course had all course materials converted to audio form. Parents value the school's open door policy as they can come in when it suits them. The SENCO is available one evening a week to liaise with parents over the phone or in person. Sight impaired parents are invited in over the summer holidays to practice a walk through to their child's new classroom.

Some parent comments about the school are included below:

"My son has progressed beyond expectation."

"She has made leaps and bounds at this school."

"He loves school and is very proud of his work."

"The teachers have found ways of solving issues."

"Teachers really understand his needs."

"The open door approach is so relaxing and just knowing that you will be listened to lightens the load enormously."

"I couldn't have picked a better school."

The school hold special curriculum weeks to motivate pupils in a range of areas: Around the World when each class has a country chosen by a pupil new to the school to learn about. In addition, there is Walk to School week, Healthy Eating week and WWF week. The school has a strong focus on reading and writing. Initiatives for reading include: Start your day with a book, Tardis lending library, Reading Den and Inference. Reading for pleasure is part of the school's philosophy and staff aspire for every child to be a reader. Book week is jointly celebrated with the Junior school and a reading picnic is held each year for years 2 and 3 to share their favourite book with each other. Several books fairs are held throughout the year held with the literacy lead liaising with companies running the book fairs about curriculum topics. Inspiration station changes each week to inspire pupils to write. On the week of the visit it was 'Land of Kittens' and key questions for pupils to answer were: What does it look like? Which is your favourite kitten? Why do you go there? What do you do? Pupils write entries and post them in the letter box. The winning entry is shared with pupils.

Pupils are positive about their school and keen to talk about their learning. The Eco Council reported on the battery collection point they have set up, the development of the Rainbow Garden, litter picking signs and the copper mile which was made up of coppers found on the street. Pupil views are listened to and this was particularly evident in changes made for a sight impaired pupil who reported that she couldn't find her friends in the playground in summer as all pupils were all wearing the same coloured tops (no coloured coats) and her friends have been given red high visibility

jackets to wear. The sight impaired pupil uses a Prodigy and has everything enlarged for her. She accesses the climbing frame and monkey bars as well as her peers do.

Some pupil comments about the school are included below:

“I persevered and did my best then I did it!”

“If our classmate shows the character then you can tell the teacher.”

“You get to learn new things.”

“They (the teachers) keep you safe.”

“If you’re stuck they (the teachers) help you.”

The school’s approach to meeting special educational needs is tailored; the highest incidence need at the school is speech, language and communication and this has been responded to through the investment in and implementation of high quality interventions in this area. Parents are happy with the support offered to them and their children. Catering and lunchtime staff are fully aware of food allergies and dietary requirements. They make lactose free desserts for an individual pupil and staff keep an eye on her at lunchtime.

Burlington Infant and Nursery School has made progress in terms of its inclusive practice since its last IQM assessment and there are positive changes that have taken place. As such, I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded the Mark and be reassessed in 3 years’ time.

I also recommend that the school should consider applying for Centre of Excellence status subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards.

Assessor: Smeeta Modasia

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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



Element 1 – The Inclusion Values and Practice of the School

Strengths:-

- Inclusion is an integral part of the school's work. The school is seen as a beacon of good practice in the local area and is highly regarded by external agencies. The school has hosted many visits from other schools to see its practice.
- Safeguarding is a high priority at the school with safeguarding information shared with visitors on arrival and details of the designated safeguarding officers displayed around the school. All staff have annual safeguarding training.
- Staff liaise closely to ensure that pupils with individual needs e.g. allergies, special diets, special educational needs or health needs have their needs met. Midday supervisors are allocated to individual classes and have a class register with photographs with key information.
- Visual timetables and visuals for good looking, listening etc are displayed in classrooms throughout the school. All staff have visuals for behavioural expectations on lanyards.
- Many staff use Makaton to support pupils' understanding of language; this was particularly evident in assembly and in intervention groups.
- The learning characters are well understood by pupils and these are displayed in classrooms and referred to in teachers' marking. Pupils confidently talk about times when they have used the characters to help them with their learning.
- Staff turnover is very low and staff who have left the school often return within a year.
- Pupils feel safe at school and know who to speak to if they are worried about something.
- The school site manager plays an active role in the wider life of the school. He is part of the midday supervisors team and actively engages with pupils at breaktimes and around school, serving as a role model for the boys. He designed and built the Tardis, which is well used by parents and pupils.

Area for development:-

- The school has many staff who are Makaton trained and use it effectively. In order to further increase its inclusivity Makaton use should be embedded into all classrooms with the most common 20 signs being used by all staff. This could become part of a non-negotiables for Inclusion list for all school staff.



Element 2 – The Learning Environment, Resources and ICT

Strengths:-

- The school has an ICT suite that is used for Computing lessons. There are enough computers for all pupils to work at one workstation each.
- Reading is promoted through the use of the Tardis. This was designed and built by the school's site manager and assistant site manager. The Tardis is a lending library for pupils and parents which is situated on a grassy area in the school's grounds. Money for the Tardis was raised through sponsored events and it opened in February 2018. The top shelf of the Tardis has books for parents, the middle shelf has books for junior pupils and the bottom shelf has books for infant pupils. All books were donated initially and now parents and pupils swap books before school and after school.
- Last year the school installed a Reading Den in the playground which is timetabled for classes. It is a log cabin with cushions and boxes of books.
- A Rainbow Garden is being developed by the school's Eco Council. This has a bird garden with pictures and names of birds that regularly visit the garden. A parent who has a gardening company will be working with the school to consider further developments for the area.
- The playground is now zoned following training from Jenny Moseley on Circle Time. There is an area for football with a referee, basketball with a referee, a games zone and a section for Craze of the Week e.g. hula hooping, skipping etc. These zones provide structure for unstructured times.
- A Children's Centre is located next to the school and nursery staff work closely with the children's centre to identify any needs for their new nursery intake. Courses offered by the Children's Centre e.g. ESOL are signposted for parents.
- The school has invested in a speech and language therapist to support identifying pupils with speech, language and communication needs and setting up early intervention programmes for them.
- Classrooms have individual workstations for pupils who need them.
- There is a pupil at the school and two parents with visual impairments and adjustments to the school site have been made to make it more accessible e.g. lines have been painted on the steps, hand rails have been painted and lighting in the classroom has been chosen to allow better access.
- School staff have access to Widgeo on five computers.



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Area for development:-

- Two Learning Support Assistants, a Nursery Nurse and the SENCO have been videoed for Local Authority training and for intervention programmes which have run successfully in the school. These videos are advertised on the websites for these programmes and could be added as links to the School's SEN Information Report to showcase its work.



Element 3 – Learner Attitudes, Values and Personal Development

Strengths:-

- The Learning Characters are well understood by pupils: Tommy Tiger (I try my best), Olly Octopus (I make good mistakes), Gerald Giraffe (I give it a go), Polly Parrot (I persevere), Bernie Bee (I buzz to work) and Lucy Lion (I learn from my friends).
- There are a range of rewards on offer for pupils. These include attendance certificates and the opportunity for pupils to take 'Be there bear' home, jar of good choices, stickers, Top Table lunch with the Headteacher, praise, best writers from the Inspiration Station, photographs and good deeds recorded on the Good Deed Board, photographs on the Learning Tree when characteristics of the Learning Characters are shown. Not all rewards are material and encourage pupils to be proud of their own achievements through displays in classrooms and around the school.
- A Happy Club runs once a week after school for pupils in KS1 to target well-being.
- The School's Family Outreach Worker sources soft play vouchers for parents who live in small apartments to provide pupils with opportunities to play in larger spaces.
- All staff have had attachment training and are aware of different attachment styles that pupils have.
- The school recognises that transitions are difficult for all pupils, not just the most vulnerable so every pupil receives a visual transition booklet before the summer holidays. Pupils with SEND and other vulnerabilities have additional photographs in their transition books of toilets and key staff they will be working with.
- A nurture lunch table is provided with consistent staffing for vulnerable pupils with attachment needs and those who are reluctant to eat and require additional encouragement. Each seat at the nurture table has a different coloured seat and pupils know which seat belongs to them.
- Pupil views are gathered through various councils and pupils report on changes that have been made as a result of their feedback e.g. the replacement of wobbly instruments in the musical garden.
- The school has two Emotional Literacy Support Assistants and a drama therapist who work with vulnerable pupils.



Areas for development:-

- The school is interested in developing the role of Mental Health first aiders and there are plans to get staff trained. In addition, the school may wish to look into DofE funded training from Young Minds for staff.
- The school may want to consider training a member of staff on Drawing and Talking as this may be more financially sustainable than buying in specialist staff for therapeutic intervention.



Element 4 – Learner Progress and Impact on Learning

Strengths:-

- The school has a Pupil Premium Grant lead who closely monitors attainment of Pupil Premium pupils compared to non-Pupil Premium pupils. Records show that the interventions and support on offer to these pupils has supported with narrowing the gaps.
- All areas of the curriculum are valued at the school with pupils reporting their own strengths and interests in a variety of curriculum areas.
- Next step marking is used to support pupils with moving their learning forward. There is consistency in teachers' marking, which uses visual symbols for finger spaces, capital letters etc. Colourful Semantics is used well to support pupils in lessons and this is evident in all pupils' books.
- There is a wide range of interventions on offer at the school for different areas of need. Some of these include: Attention Autism, Narrative, Colourful Semantics, Phonics, Intensive Language Package and School Start Language.
- Staff carefully consider how the needs of more able pupils can be met. In Science, concept cartoons have been used for pupils to justify their thinking about their predictions and evaluations.
- The school keeps detailed records of progress in interventions.

Area for development:-

- The school has plans to use the Edukey Provision Mapping software for monitoring and tracking interventions more efficiently.



Element 5 – Learning and Teaching (Monitoring)

Strengths:-

- All classes have full time teaching assistants and SEN specific Learning Support Assistants run intervention groups in Years 1 and 2. The school employs a retired ex-teacher with extensive SEN experience to work with pupils in Year 2 who have difficulties with literacy and Maths. The work in these sessions is followed up in class by teaching assistants who support pupils to complete the work in packs of tailored activities. Parents are invited in to observe sessions so that they can learn the strategies that are being used to support their children.
- Rainbow grammar punctuation is used throughout the school to encourage use. Green is used for capital letters, red for punctuation marks and orange for conjunctions.
- Pupils have a first day of the month book in which they write independently. This allow teachers to monitor progress over time.
- Pupil Progress meetings are held termly and meetings to discuss Pupils Premium pupils are held twice a term. These meetings allow for a review of interventions and the impact of them as well as planning next steps.
- Pupils learn about democracy as they voted on which animal the school will adopt during World Wildlife Fund week.
- Each subject leader has an action plan with objectives for the year and termly monitoring reports are written to report to the Governing body on developments.
- Staff have had access to a range of CPD opportunities through in school training as well as external training courses.
- The Science coordinator has been working towards the Primary Science Quality Mark and is going for gold. This has included having a vision for Science at the school allowing pupils to lead the learning in their Science lessons. The Lottie doll has been introduced for pupils to take home if they are going to the Science museum with their parents or doing Science experiments at home. All pupils have half termly Science homework.

Areas for development:-

- The school should consider a gross motor/sensory circuit intervention to support the development of pupils' balance, co-ordination and core strength.



Element 6 – Parents, Carers and Guardians

Strengths:-

- The school regularly seeks the views of its parents through surveys as well as after key events e.g. class assemblies.
- Every two weeks the school has a new picture for Picture News. This is a picture with a question/statement designed to stimulate Philosophy for Children type discussions between parents and their children at home. Responses are posted in the postbox by the picture to be shared with school staff.
- Pupils with EAL have home school vocabulary books so that they can practice talking in their home language about vocabulary they are using in school. Pupils with SEND also have vocabulary books with visuals so that they can become more familiar it.
- Each day half an hour before the start of the school day, parents are invited into the school hall or the benches by the Tardis to 'Start your day with a book.' This is time for parents to read with their children each morning. Books are made available or pupils can use their school reading books. Many parents take advantage of this opportunity to read with their children as their children may be reluctant to read at home but happy to do so in school.
- School staff accompany parents to appointments with external agencies if parents are reluctant to attend these or needs support.
- The school offers parent training for teaching children to be potty trained.
- The school newsletter has a 'You said..., we did...' section in which actions from parental feedback are shared with all parents.
- On Science Day, parents were invited into school to talk about their hobbies and careers that are related to Science.
- Each year the school holds a FUDGE (Fathers, Uncles, Dads, Grandads and Everyone else male) morning and a MANGO (Mums, Aunties, Nans, Grandmas and Other women) morning. These mornings allow family members to join pupils in classes and see what they are learning. Parent feedback is followed up e.g. some parents requested that siblings should be allowed to visit each other's classes on MANGO and FUDGE mornings so this was trialled.
- Letter and key information for parents is translated into common languages spoken by parents and pupils at the school.
- Parents have access to various parenting courses. Good start, great start is a six week course for parents of children in Early Years that gives parents experiences of activities they can do with their children e.g. cookery, making things, developing independence and circle time. Parents are targeted for the course and teachers have



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noticed a positive impact on the speaking and listening skills of the children of parents who have attended the course. The Family Links ten week parents course is offered twice a year with many parents repeating the course because they enjoyed it so much. Social workers and children's centres occasionally refer parents of children who are not at the school to join the Family Links course. Feedback from the course seen is overwhelmingly positive and shows that the course has had a positive impact on parents and pupils.

Areas for development:-

- The school's practice in this area is commendable and there are no further recommendations at this time.



Element 7 – Governing Body and Management: External Accountability/Support

Strengths:-

- Governors are proud of the school's inclusive ethos and recognise that the school strives to be outstanding.
- Governors regularly visit the school during Governor visit week (one week each term) and report to the full Governing body through a feedback form. When the school's School Improvement Partner visits, Governors join learning walks.
- Governors have annual safeguarding training and new Governors attend two evening sessions for an introduction to Governance.
- There are two committees: Resources and Curriculum. Governors are assigned to committees based on their skills and oversee different subject areas. Subject leaders report to Governors on positive developments and next steps.
- Governor profiles are published on the school's website.
- It is been many years since the school's last Ofsted inspection. In order to gain external perspectives on the school's work, it has worked on and successfully achieved a number of quality marks in a range of areas. The school has at least one external quality mark assessment per academic year in order to validate the quality of the school's work.
- The safeguarding Governor meets with School Council to gather pupil views about the school's work.

Areas for development:-

- The school should consider other ways in which pupils can share their views with Governors e.g. School Council and Governor speed-meetings where each member of School Council meets a Governor for two minutes and then rotates through each Governor. In addition, as Curriculum committee meetings are held during the school day, year 2 pupils could attend meeting to report on what work they have been doing on new initiatives.



Element 8 – The School in the Community – How this supports Inclusion

Strengths:-

- Two parents are the school run an English conversation group for other parents to attend one afternoon a week. They have links with another local school that runs four parent workshops a year for parents of pupils with autistic spectrum disorder.
- The school has a member of staff who supports Korean families with translating in meetings and sharing concerns. A North Korean support group has been set up and the Deputy Headteacher has spoken to parents about the UK education system, health care services and services in the community that they can access.
- The school choir visit a local care home at Christmas time and collect food to donate to the local Foodbank.
- Pupils attend cluster concerts with other schools for the Infant music festival and participate in sports events e.g. swimming gala, boys and girls football tournaments and SEN sports day.
- Christmas and summer fairs are held jointly with the infant and junior schools. There are opportunities for pupils to showcase their talents with ballet, street dance and maypole dancing.
- A SEN cluster day is held with a different subject focus each year. Six pupils from the school attend and activities are organised by SENCO's from the schools that participate.
- As part of the carefully planned transition programme from the infant school to the junior school Year 2 and Year 5 are paired up as reading buddies.
- The Headteacher is supporting another school for one day per half term.
- The school has hosted training for ICT coordinators from local schools and promotes the Summer Reading project run by the local library.

Areas for development:-

- The School Council is articulate about its work and it would be beneficial for pupils to share practice with another School Council in a nearby school.
- There are plans for the Maths lead to participate in a project with other local schools to become a Maths Hub; this will be a good opportunity to share practice across settings.
- School staff provide support for other schools and invite colleagues in to see good practice. A list of this support and visits should be kept to evidence the school's work in supporting inclusion beyond the school.