



Assessor's Evaluation for the IQM CoE Award



School Name: Burlington Infant and Nursery School
Burlington Road
New Malden, Surrey
KT3 4LT

Head/Principal: Su Yay-Walker

IQM Lead: Michelle Docwra

Date of Review: 25th June 2021

Assessor: Rekha Bhakoo CBE

IQM Cluster Programme

Cluster Group: Star Makers

Ambassador: Pauline Roberts

Date of Next Meeting: TBA

Next Cluster Group Meeting Focus: TBA

Sources of Evidence during IQM Review Day:

Burlington Infant and Nursery School is a fully inclusive, larger than average four form entry school with four Nursery classes situated in the New Malden area of the Royal Borough of Kingston upon Thames, with 468 children currently on roll. The school serves a community from a wide-ranging background, with pockets of deprivation as well as high levels of education and income. The school has historically been oversubscribed. However, resulting from the Covid pandemic, and following Brexit, Burlington has seen a number of families relocating to the Home Counties and overseas. The Covid pandemic has also meant that the school has had to swiftly adapt its learning offer, presenting a blended offer of online learning, live sessions, and a keyworker/vulnerable children on-site provision throughout periods of lockdown. The school also carefully assessed children's emotional wellbeing, and readiness to return to learning using the Boxall assessments. Results were used to plan for a recovery curriculum, to ensure a smooth transition that acknowledged the varied experiences of the children throughout lockdown. The school continues to support the mental health and emotional wellbeing of all children, families and staff, and places this at the centre of its work. Of equal importance is the work around addressing the gaps in learning that have appeared, across all areas of learning, during this period. The school has prioritised the key learning needs and is now focusing its efforts on ensuring these key knowledge and skills are acquired by all children.



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Currently, there are 54% of children who have English as an additional language. 17.8% are on Pupil Premium; 16% of children have SEND with 14% on SEND support and 1.5% who have an EHCP. Prior to the review, the Inclusion Leader submitted comprehensive documentation of the school's evaluation of progress since the last review. A detailed timetable for the day enabled me to review evidence linked to the areas of development. During the time of this review the country was facing a global pandemic in the form of COVID-19, therefore, all meetings and discussions with key stakeholders took place in on a virtual platform.

Virtual meetings with the following were undertaken during the course of the day:

- Headteacher
- Inclusion Leader/IQM Lead/ Deputy Headteacher
- Teachers
- Teaching Assistants
- Children
- Parents
- Governors
- Virtual Tour of the School



Summary of Targets from 2019-2020

Target 1: Through the introduction of sensory circuits daily, children will develop core body strength, gross and fine motor control and build on their skills of co-ordination.

The restrictions placed on schools, due to the on-going COVID-19 pandemic, has meant that classes have had to operate in 'bubbles', the target for introducing daily sensory circuits has been delayed and therefore not fully met. Furthermore, due to COVID restrictions, visits between schools were suspended, children were unable to mix with each other freely, staff contained within class bubbles, a limited use of hall space and the inability to share resources has meant the school has faced many challenges in achieving this target.

Leaders' intention were to observe and feedback on staff delivering occupational therapy/sensory circuits but, as all observations were put on hold due to bubbles, this has not been possible. The children who were to be the main focus of the OT /sensory circuit support were visited in school by the OT and Physiotherapist and this enabled key staff to receive training and direction, ensuring that their physical needs were met 1:1 or within bubbles. In Year 2, two of the most physically challenged children were to be in the same class and they were therefore able to access the keyworker bubble and regular occupational therapy sessions. As school resumed in March, daily occupational therapy and movement breaks in a safe allocated space have been taking place. Both children have made progress. The other key focus child, in the 2-year-old provision, has now been visited in school by the Occupational Therapist and Physiotherapist and her LSA has been given intensive help and encouragement in delivering her programme of support. Now that school has fully resumed, this child receives daily occupational therapy sessions.

Target 2: For Makaton signing to be in place and used by staff across the whole school.

The pressures due to COVID last year have been immense for all members of staff, with the focus on the delivery of blended learning and ensuring that the children were able to access learning in an effective way. With bubbles sporadically closing, and some children being stranded in other countries, delivery of blended learning became the priority, and that putting further pressure on staff by pushing through Makaton was inappropriate at this time. The online training was incorporated into the whole school CPD site, and a number of staff did access this. Makaton is now in use by all staff in nursery. The school has a new nursery leader who drove this forward. In nursery, one to two new Makaton signs are introduced to the staff and children through planning, with the expectation that they are put into use. Keyworkers introduce the signs to the children during key group time and children are using them. This started in September, but stalled as a result of the third lockdown. These signs are shared with parents through 'Tapestry' and have been seen to be using them in the home. The September nursery intake consisted of six 'very high needs' children, four of whom will be transitioning to specialist provision. The use of Makaton has been crucial to these children and basic Makaton vocabulary has been shared with parents of children with most need.



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Target 3: For the school to have in place a robust system for monitoring and tracking the progress of children in whole class learning and within individual intervention groups.

Progress has been made here and teachers are now responsible for their PEPs and are completing/reviewing these appropriately. In addition, teachers are now entering all interventions onto and reviewing all interventions using the Edukey program. Through parent/SENCo termly meetings, PEPs have been used to collate school and parental views and to share child's strengths, weaknesses and targets. The School Improvement Partner has delivered training to all support staff on the delivery of interventions with the focus being on baselines, assessment, delivery and how to ensure that all intervention is appropriate, and delivered to a high standard. An existing experienced HTLA has taken over the role of the Primary Learning Support teacher and she together with LSA, TA and NNs deliver high quality interventions to address gaps in children's learning with daily individualised support taking place as directed within the class.

Agreed Targets for 2020-2021

Target 1: To introduce sensory/OT circuits daily in order to develop children's will core body strength, gross and fine motor control and build on their skills of co-ordination.

Points for Action: Observations of current 'in class' OT sessions to be undertaken and recorded now that observations are able to take place again. Identification of members of staff who will be running sensory circuits though 2021-2022, together with staff training/shadowing/observations to take place at Kings Oak School. 'Jump Ahead' sessions will run consistently across the reception classes.

Target 2: To ensure that Makaton signing is in place and used by staff across the whole school.

Points for Action: Makaton training from advanced course to be cascaded to all LSAs. Basic Makaton vocabulary to be shared with parents of children with most need.

Target 3: To ensure that all staff have an effective awareness of the impact that attachment issues have on children and adults in order to work together to put in place policies and practice support children appropriately and to enable the school to achieve the Attachment Aware Award.

Points for Action: The Inclusion Leader will work with the Virtual School and lead on the achieving the Attachment Aware School's Award. Children with attachment issues will be identified and allocated a supporting adult through lunch and play periods. This will be discussed and documented with SMSAs through the appraisal process. Each class will have an appointed SMSA, to ensure continuity for children through the lunchtime period. Audit of staff understanding around attachment to be completed, with all school staff including Governors, with areas of weakness to be identified and addressed. Whole school attachment refresher training will be taking place together with whole school training on 'zones of regulation' training which will be delivered by EP. Additional ELSA/ELSA sessions will also be provided, with additional Drama Therapist to be



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available. School Emotional Welfare Practitioner will provide support for the children (through parents) displaying behaviours relating to attachment issues. Emotion's coaching will be rolled out across the school and used by all members of staff.

The Impact of the Cluster Group

The school has ensured that all cluster group meetings have been attended with the first meeting focusing on feedback from schools in view of the situation regarding COVID-19 and schools re-opening. This provided the team with a good opportunity to discuss what other schools were doing to ensure that children were returning to school smoothly and with the least stress possible. The second meeting focused on how to support EAL children and blended learning. This offered the opportunity to discuss and reflect on the strategies that schools have been using to ensure that all children are engaged in learning. Key points and ideas were cascaded through SLT meetings. The penultimate meeting enabled members of the cluster group to discuss strategies used to support the mental health and well-being of children, together with engagement in learning and supporting parents with home learning. The final meeting served as an opportunity again to reflect on school resuming, this time after the third lockdown. The Inclusion Leader has found the cluster an invaluable source of support and the school has benefited from the discussions and strategies to support children during challenging times.

Overview

Burlington Infant & Nursery School is a warm and inclusive place where children and their families are welcomed. It is an environment where every stakeholder has a voice and the well-being, social and emotional needs, and inclusion of all, is given high priority. The school not only ensures that children's academic needs are met, but there is also an emphasis on developing the whole child. This nurturing and holistic approach to developing children's character is a key feature of the school. The Inclusion Leader, Headteacher and Governors set the tone for inclusion and ensure that the vision is clearly communicated. There is a sense of a shared ownership of this vision across the school. There is a relentless determination and willingness from all staff to support the school in its inclusive vision and to continuously look for ways in which to improve practice further. In this school, creativity in learning and the exploration of their feelings support children in becoming fully rounded human beings.

The school ensures that teaching and learning opportunities meet the needs of all the children, and that appropriate provision is made for those children who belong to vulnerable groups; this includes children with all levels of special educational needs and children with English as an Additional Language, whilst ensuring the needs of socially disadvantaged children are adequately assessed and addressed. This is done effectively through early identification, assessment, early interventions, preventions/triggers and setting achievable personal goals and aspirations for all children. From my meetings with staff, it became clear that they take great responsibility in ensuring that any barriers to learning are overcome and that all children experience success in different contexts.

The school truly lives up to its vision statement of "Inspiring Excellence and Nurturing Resilience" by providing enriching and exciting experiences, provoking creative thinking, and bringing the curriculum to life by providing relevance to all groups of children. The



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school celebrates children's achievements with a real determination for all groups of children to flourish and realise their full potential. Staff provide a safe, secure, and nurturing environment where children develop emotional literacy, and a strong sense of themselves and others. The schools' values uphold the principle of developing children's confidence, and supports them in taking risks and facing challenges, seeing all mistakes as learning opportunities. At Burlington, all children have the right to equal access to learning, equal benefit from participating in every area and aspect of the school's life. The staff promote positive attitudes and awareness of all issues to do with all groups of vulnerable children including SEND, FSM, race, and disability groups. To quote Ms Docwra, the Deputy/Inclusion Leader, "Every intervention is an interaction" and this supported by all members of staff.

The school celebrates the way in which all children contribute to the school as a rich and diverse community and leaders ensure that children, parents, Governors, and staff are included in the process. The SEND Team at Burlington ensure that all groups of children make the progress they need to and ensure they have the support and resources needed to access the whole curriculum. Staff all commented that at Burlington, their well-being and welfare is important to the Senior Staff, and they felt that they had a good work-life balance and were able to speak to their line manager if they felt overwhelmed with work or could not meet a deadline. They collectively felt that they are supported and listened to as valued members of the school team. All staff have access to high quality continuous professional development to ensure that they keep abreast of latest educational developments, to support the needs of the children in their class. Staff at Burlington uphold the highest commitment to supporting, challenging, and nurturing all children, to enable them to achieve at school through Quality First teaching in the classroom. If there is a need for a pupil to have access to specific styles of learning and support to remove a barrier to learning, this is achieved through a graduated approach.

Staff speak positively and passionately about the inclusive practices that the school provides. The highly skilled SEN Team are extremely effective in providing tailor-made support for children with specific needs on a regular basis. Support staff play a crucial role in the school, leading, planning, and implementing interventions, supporting in class, and providing vital support for children and their parents. The support staff receive regular training and guidance from outside agencies including the Speech and Language Therapy Team, Occupational Therapist and Educational Psychologist which helps them to develop their practice further. Both teachers and support staff appreciate the personal support given by Senior Leaders and commented on the staff well-being WhatsApp which has given them support and a sense of camaraderie and one member of staff commented that, "There is a sense that we are all in this together as a team." Another staff member said, "Burlington is a happy, friendly environment and we help and support each other to do the very best for all our children. There is wonderful support given to us all and we have an amazing bond with each other." Another commented, "We get great training, for example, the recent attachment training we got was invaluable and Mrs Docwra, the Deputy has been an incredible support."

During the virtual visit to the school, it was clear that classrooms are well organised, and the vibrant displays celebrate the children's learning and progress. Children's work is valued, celebrated, and shared through the displays throughout the school. The teachers



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plan their lessons carefully considering their children's needs and desires. Through the school's inclusive approach, children learn to respect, value and discover other cultures and faiths. The school library is an inviting place to encourage reading and this together with the use of Bug Club encourage children to have a love of reading. The outdoor environment is equally well-equipped with a 'Rainbow Garden' which is an area for reflection where children can have a safe space for contemplation. All members of staff encourage the children to have high expectations of themselves and aspire to be the very best they can be. It was clear from discussions with teachers during the day, how supportive they were of each other and how passionate they are about making a real difference to the life chances of young people in their classes. Classroom displays and resources are used to support learning and teachers and support staff use a variety of teaching methods and strategies to minimise barriers to children's learning. Interventions and planned adult support are used to develop and enhance children's learning from their individual starting points and this allows for progress to be made by all groups of children.

The children at Burlington are rightly proud of their school, and they are fortunate to belong to such a highly inclusive school. In my meeting with the children, they spoke about the work of the Eco Council, School and Learning Councils. They were clear about how 'Colourful Semantics' was supporting their learning as well as telling me about all the facts they had learnt about endangered species as part of their work on WWF project. They clearly enjoy school life and commented that, "Teachers are always kind and caring. They listen to us and help us with our work."

Parents are incredibly supportive of the school, and they are kept well informed about their children's progress. The parent I spoke with during the review told me about the high level of support that all parents receive in helping their children and that communication between school and parents is excellent. The school quite clearly works tirelessly to identify the needs of children and ensures that bespoke interventions and support, when required, are in place swiftly. The quality of relationships were commented on, "The school is like having an extended family. The staff always put the children at the heart of everything they do. Concerns are dealt with quickly and effectively. The school always goes the extra mile for the children and parents, and I would always recommend Burlington to any parent who asks about the school and its provision."

The Governing Body share the same high expectations for all children as the Senior Leadership Team and actively promote equality of opportunity. Governors are relentless in fulfilling their statutory duties and providing sufficient support and the correct amount of challenge to the Senior Leadership Team to ensure that the school continues to be fully inclusive. The Governors are effective at holding the school to account and understand their role in the development of the school's vision and values as well as the strategic development of the school plan. They play an active role by keeping abreast of development in different curriculum areas to which they have assigned and commented on how resilient and resourceful staff have been in providing of the needs of the children and their families during lockdown.

Burlington is a distinctive school that has personalisation at its core and pursues excellence in learning and teaching with rigour and determination, embedding a culture



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where change is continually embraced, and creativity and adaptability are central to all aspects of its work. I would recommend that the school retains its Centre of Excellence Award. The next review will look closely at how the school has continued to develop its practice based on the new and revised targets for 2021-2022.

Assessor: Rekha Bhakoo

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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