



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: 12th June 2020

Assessor: Rekha Bhakoo CBE

IQM Cluster Programme

Cluster Group: Star Makers

Ambassador: Pauline Roberts

Date of Next Meeting: TBA due to COVID-19

Next Cluster Group Meeting Focus: TBA

Sources of Evidence during IQM Review Day:

This was Burlington Infant and Nursery School's Yr 1 Centre of Excellence review and was conducted remotely over one day. During the time of this review the country was facing a global pandemic in the form of a deadly virus, COVID-19. Despite all the challenges, the Burlington Infant and Nursery School has worked diligently to ensure that the IQM review date ran smoothly with all relevant stakeholders being given a voice via a virtual platform.

Burlington Infant and Nursery School is a 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. The school accommodates part time and full time 3-year-old places and a 2-year-old provision. The school draws from areas of high levels of education and income as well as pockets of deprivation. As at the end of the spring term 2020, 56 children (including 4 post CLA) were eligible for the pupil premium grant, plus 27 nursery children (children become eligible for the EYPP when they turn 3). Pupil Premium, stands at 14.7%, is below comparative national levels. The school is culturally diverse with 54% of pupils identified as speaking English as an Additional Language. Currently, twenty-one different languages are represented across the school with 9% Tamil speakers, 7% Korean speakers, 3% Arabic speakers and 6% Urdu speakers. 46% have English as a first language. Religions represented at Burlington



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show 26% of families are Christian, 19% are Muslim, 11% are Hindu and 9% are Roman Catholic. Proportions of pupils supported at SEN Support (14.8%) or through Education Health and Care Plans (1.6%) are below national average. The main areas of SEND are currently speech, language and communication and ASD.

The commitment and zest to make a difference to the life chances of all pupils came through resoundingly throughout the day. It was a pleasure to talk to the staff, parents and governors who are clearly proud of the achievements of the schools. The pledge to care for the children and their families were clearly encapsulated in everything that happens in the school and its community. As this was the second week of the reopening of schools for Reception and Year 1, it was not possible for the school to organise a discussion with the pupils but there was plentiful evidence of the learning activities and resources that the children have to hand to develop their skills across the curriculum including during lockdown.

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

- Headteacher.
- Inclusion Leader/IQM Lead/ Deputy Headteacher.
- Assessment and Curriculum Leader/Deputy Headteacher.
- Senior Leaders.
- Teachers.
- Support staff.
- Governors.
- Parents.

Summary of Targets from 2019-2020

The School's targets from the previous year were based on the school developments focus of developing its provision for supporting the mental health and wellbeing of all children together with establishing and maintaining a robust system for tracking pupil progress.

Target 1:

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.

Mrs Docwra (Inclusion Leader) has ensured that the Edukey provision mapping tool has been purchased by the school and the data has been uploaded onto the school system. This means that class interventions and more specialist SEN interventions have been entered on the provision mapping software. All provisions have been entered into the software with this ensuring clarity around which interventions are being accessed by children across the school from Nursery to Year 2. TAs/LSAs and teachers have met to discuss targets that are to be set for individuals and this has ensured transparency and shared understanding around the needs of each child. As a result of this joined thinking and open discussion, targets have become more SMART and tightly matched to the needs of the individual child.



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With the support of Mrs Docwra, TAs, LSAs and teachers have reviewed and updated targets. It was intended that by this stage, reviews would be completed without Mrs Docwra's support. However, as a result of lock down, meetings and training were suspended. This training will take place as school resumes and it becomes possible/safe to work with small groups of staff. In the meantime, Mrs Docwra continues to offer support with the software/reviewing process. All children on the SEND Register have live PEPs that are created with the use of the Edukey provision mapping software. These have been updated termly and shared with parents. These PEPs draw on historical and up to date information on intervention accessed by individuals and ensure that there is clarity around the needs of individuals, the progress that they have made and the support that has and is, in place. All intervention sessions now take place outside curriculum time meaning that all children with SEND access learning in class at their level. This strategy has been highly successful and effective in ensuring that children's continuous curriculum access is not disrupted in any way.

Target 2:

To further develop provision for supporting the mental health and wellbeing of children to ensure that there is a graduated and robust system in place for mental health support. To ensure that mental health issues in children are identified at the earliest opportunity with swift support in place, thereby decreasing referrals to the CAMHS service.

There has been significant development in this area and the school, with the support and guidance of the highly experienced Inclusion Leader (Mrs Docwra). She has worked tirelessly and relentlessly to ensure that mental health support for families, staff and children is of the highest standard. The school has increased the Emotional Literacy Support Assistant capacity from one to two. The ELSAs receive termly supervision from the Educational Psychology Service and support children across the school. Children who are provided with support have a wide range of needs including separation anxiety, bereavement, low mood and low self-esteem. The Drama Therapist works across both the Infant and Junior schools, thereby, promoting a smooth transition for children from Year 2 to Year 3. The Drama Therapist meets with children 1:1 weekly and then has a private dialogue with the SENCo and class teacher regarding any issues arising/support needed. In some cases, parents are also offered support and guidance. The school has joined a local mental health support Trailblazer and is one of several schools in a cluster that are working together to support the mental health needs of, and provision for, children. Mrs Docwra has attended termly meetings at the hub school and as a result of joining the Trailblazer, Burlington has been assigned an Emotional Wellbeing Practitioner (EWP). The aim of the EWP is to support children with low mood, anxiety and behaviour issues by working with the parents/carers. The EWP is assigned to the school for at least 18 months, spends one full day in school weekly and works 1:1 with parents. This has been greatly received by parents and has continued in a virtual sense post lockdown. Where the needs of parents/children are assessed as being greater than that which the EWP is able to support, then individuals are fast tracked to appropriate support through CAMHS. A parent workshop focused on supporting children with anxiety has been delivered by one of the psychologists attached to the mental health Trailblazer. This was well attended by parents. The



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content of this workshop is on the website for access by those parents that were unable to attend. Additional workshops were planned for the spring and summer terms but were unable to go ahead as a result of COVID-19. In addition to this, a KS1 assembly was delivered around managing anxiety and was well received by the Year 1 and Year 2 children. Two additional assemblies were planned for the spring and summer terms but were unable to go ahead as a result of COVID-19. The school will continue to go ahead with these when it is safe to do so.

During the lockdown period, Mrs Docwra has worked hard to provide mental health and emotional support for parents, staff and children through the school website where a specific area for mental health and wellbeing can be accessed. Through the website parents and staff can access a range of resources including, three interactive anxiety focused workshops, mental health and wellbeing toolkits, a workshop focusing on transitioning children back into school. A Workforce Wellbeing WhatsApp group to support staff through periods of isolation has also been set up and this has been heavily used by those staff where there is a need. Mrs Docwra's work around support for mental health and wellbeing has rightly been highly praised and acknowledged by the Head Teacher and Occupational Health. Work around this area is worthy of wider dissemination.

Target 3:

To introduce sensory circuits daily in order for children to develop core body strength, gross and fine motor control and build on their skills of co-ordination.

An LSA and a TA have now been running the Jump Ahead intervention for several key children in the school. Although the children requiring OT support have accessed additional OT sessions 3 x weekly this has taken time to put in place due to one staff member leaving the post. In the weeks running up to lockdown the school employed a new LSA with an element of her role being to lead on sensory circuits and OT support for key Year 1 children. This LSA will move to Year 2 in September 2020 and pick up her role in implementing the sensory circuits. Understandably the lockdown has presented some challenges in fully implementing this target and the school will continue to work on this target until it reaches a suitably high standard.

Agreed Targets for 2020-2021

Target 1 - To continue to establish and strengthen the work of implementing daily sensory circuits in order to develop children's core body strength, gross and fine motor control and building on their co-ordination skills.

Actions include identification and staff training/shadowing/observations to take place at Kings Oak School.

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

Actions to include Makaton training from advanced course to be cascaded to all LSAs. Whole school Makaton basic training/practice/test to ensure that staff know and use



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signs as highlighted through CPD sessions. Basic Makaton vocabulary to be shared with parents of children with most need.

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

Actions to included teachers to take full responsibility for PEPs and for PEPs to be sent to (and possibly accessed by) parents remotely.

The Impact of the Cluster Group

The Inclusion Leaders and the TA/Mental Health First Aider have attended one of the Cluster Group meetings and found this helpful in looking at SEMH and Attachment Theory. Actions taken were that the school has made a point of ensuring that LSAs fully break down the run of the day for those children most requiring continuity. The school has also ensured that communication passports are read by all staff working with individuals including visiting professionals. Mrs Docwra will be hosting a session at Burlington in due course once schools begin to return to some normality after lockdown. These meetings still have to be arranged for the future and as the cluster group schools are working in such unprecedented times this will take time to arrange. The Burlington team remain committed to these meetings.

Overview

Burlington Infant & Nursery School is a vibrant, diverse and forward-looking educational establishment where individuality is both respected and celebrated. The staff, governors and parents are rightly proud of the achievements of the school and their pursuit of excellence permeates throughout the school. The school is successful in in nurturing and inspiring all children to develop their confidence and resilience in all aspects of life and learning.

It is clear that the focus on developing children's healthy, positive mental attitudes to work and play is reaping rewards as the evidence clearly shows that children's efforts are valued and their creativity is encouraged at all levels. The school provides a safe and secure environment for all children so that they are excited to learn, be reflective and resourceful life-long learners. The curriculum and Quality First teaching both inspires and motivates children to develop confidence in increasing their capacity to face new challenges. The school's online platform has played a key role in establishing support for all pupils and their families during the period of lockdown.

There is a determination, led by the senior leadership team that all children can and will succeed, regardless of any barriers to the process. One of the Deputy Headteachers who is the Inclusion Leader models this principle, ensuring there is attention to detail in every aspect of related practice. All the leaders I met were warm, welcoming and undoubtedly knew their children. They were highly skilled leaders at all levels with ambitiously high expectations, ensuring that teaching is at least good with the majority outstanding, resulting in pupil achievement at all levels being above Local and National. The school offers a calm and nurturing environment where the wellbeing of children



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takes priority. All staff are vigilant about the needs of the children and offer a high level of pastoral care. A strong ethos, based on continual improvement, striving for the best outcomes for children, has therefore been created. As Mrs Docwra (Inclusion Leader) stated, "The whole staff share a clear vision which places children and their families at the centre of everything and this is built on the amazing relationships they have with each other, the children and their families."

The school works very closely with all its parents and involves them in the life of the school including inviting them for Reading Mornings, class assemblies, accompanying classes on trips and holding community events such as Grandparents Tea Party. Family learning opportunities through parental workshops are well attended and parents are positive about how the school helps them to support their children. The work that the school has done on supporting children's mental health and well-being has had a significant impact on helping parents to deal with any anxieties that their child may encounter. One parent I spoke to whose child had an EHC Plan said, "My child has never been made to feel different in the school. Her needs have been well supported and the communication with Mrs Docwra (Inclusion Leader) has been excellent. She always makes herself available for parents and takes the time to listen and respond to any concerns that we may have". Another parent said, "The staff go beyond the call of duty. Mrs Docwra rings to make sure I am happy with the timetable for learning and just gives us the support that we need. The school works in true partnership with the parents."

Parents rightly believe that the school provides an exceptionally safe haven for their children and enables them to succeed academically and in their personal, social and emotional development. They have particularly appreciated how the school has dealt with the smooth transition of children coming back into school in a COVID-19 secure way with the school regularly communicating with parents via the very informative website and a video to showcase how children will be admitted into school and what the classrooms will look like. This has helped to reduce anxieties that children and parents have had about returning back to school in a graduated and safe manner.

During the national lockdown, the teachers and staff have ensured that children have a continuous education with the setting up of Google Classroom so that children keep up with their learning. Staff have kept in touch with the children and sent encouraging messages to support the children. Staff have even delivered home learning to families who may struggle with accessing online learning. The school has provided parents with presentations on the school website on how to support their children in managing feelings of anxiety during lockdown. All this support demonstrates the care and commitment that all staff have for the children and their families particularly during a time of great turbulence.

The Governors play a vital role in developing the continued success of the school. The governors are clearly very proud of the how inclusive Burlington Infant and Nursery School is and they are both reflective and highly knowledgeable about how to improve the life chances of all children. School Leaders and Governors have a shared vision and inclusive view of the school and are fully and unwaveringly committed to achieving the highest standards possible for all children. This is achieved by both challenging the staff and through continuous support ensuring that the best interests of all within their



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community are served. They collectively understand that a collaborative and holistic approach is the most effective way of supporting children. As one of the governors put it, "Positivity simply exudes at Burlington and every child's achievements at all levels are celebrated!"

All the staff at Burlington Infant and Nursery School are energetic and fully committed to ensuring that inclusion is at the heart of all the work that the school does. Teaching and support staff are highly valued for their skills and their commitment to quality first teaching demonstrates outstanding practice and all staff are involved in continually reviewing and further developing their skills to meet the varied needs of all the children. Staff with whom I had conversations spoke very positively and passionately about the inclusive practices that the school provides. The highly skilled SEN Team provide tailor-made support for children with specific needs on a regular basis. It was clear throughout the day of the review that the 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. The school operates an open-door policy and teachers regularly meet with parents to discuss the progress and learning of their child. The SENCo is accessible and encourages parents to phone or come to reception to speak with her where there is a need. The high visibility of staff at the beginning and end of the day ensures that there is first-hand effective communication between the school and parents.

Although I was unable to visit Burlington Infant and Nursery School due to COVID-19, it is clear from all the evidence on the very informative school website that the school is a bright, welcoming and spacious school which celebrates children's achievements in all respects. The school is easily accessible for those who have issues with mobility as the school has a lift, shower facilities and a large disabled toilet containing a hoist and has wheelchair access. The school environment provides both a dynamic and nurturing place with inclusive practice being part of the tapestry of the school. The curriculum is creative and engaging. It is based on the culture of growth mindset encouraging all children to believe in themselves. The climate of trust and openness within the class means that children are confident about sharing their thinking. The approach to teaching and learning is personalised in order to meet the needs of all the children. The needs of those with SEND have full access to a rich and stimulating curriculum. The school employs many additional teaching strategies to ensure that individuals are able to access learning, including, 1:1 teaching, small group work, use of Makaton signing and visual support, pre-teaching sessions, Colourful semantics and precision teaching.

As it was not possible to conduct a discussion with the pupils due to the fact that the school had just begin to open in a gradual COVID secure way, there was clear evidence from the school website that all the staff at Burlington seek to identify ways of listening to the views of the children and involve them in decision making. The school clearly values the importance of engaging the children as active participants in their education and in making a positive contribution to their school and learning via the School Council and the Learning Council. Regular meetings are held by the School Council to find out how improvements can be made in the school taking ideas and thoughts from their



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peers. The Council has been working on the School Vision, school lunches and school clubs. In the autumn term, the Council representatives met with the school caterers to give them feedback on the meals the children liked and disliked. As a result of the School Council's work, the caterers responded to the feedback that the children had given making suitable adjustments to the menus. The Learning Council is responsible for spotting good learning in the classroom and every week they nominate some children who have displayed one of the learning characteristics which the Learning Council created. The children are involved in setting their own learning targets. Consequently, they have a full understanding of what their next steps for learning are.

Burlington Infant and Nursery School has an overall ethos of supporting and developing self-confidence of all children with a relentless focus on meeting the individual needs of all pupils. I would recommend that the school retains its Centre of Excellence status and is reviewed again in 12 months' time.. The next review will look closely at how the school has continued to develop its practice based on the new and revised targets for 2020-2021.

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