



## Assessor's Evaluation for the IQM CoE Award



**School Name:** Burlington Infant and Nursery School  
Burlington Road  
New Malden  
Kingston  
KT3 4LT

**Head/Principal:** Ms Su Yay-Walker

**IQM Lead:** Ms Michelle Docwra

**Date of Review:** Thursday 23<sup>rd</sup> June 2022

**Assessor:** Pardeep Anning

### **IQM Cluster Programme**

**Cluster Group:** Star Makers

**Ambassador:** Pauline Roberts

**Date of Next Meeting:** 13<sup>th</sup> July 2022

### **Sources of Evidence during IQM Review Day:**

- IQM Centre of Excellence Annual Review and Action Plan
- EduKey Impact Review of Interventions (2021-2022)
- Samples of writing across the school
- 'Draw a man' exercise
- Ofsted Report
- School website
- Learning Walk
- Observation of an Attention Autism intervention
- Observation of a social skills group intervention
- 'Nurture Table' lunchtime observation



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### Meetings held with:

- Headteacher
- QM Coordinator/Inclusion Leader
- Nursery Leader
- Primary Learning Support Teacher
- Maths Subject Leader
- English Subject Leader
- Science Subject Leader
- Attention Autism Lead (Teaching Assistant)
- SEND Governor
- HLTA (Higher Level Teaching Assistant) – Social Skills Group Lead
- Pupils: Eco Club, School Council and Learning Council
- Intervention Leader
- ELSA (Emotional Literacy Support Assistant)
- Parent
- Teaching Assistants (Wave 1 and 2)
- Learning Support Assistants (Wave 3)



### Summary of Targets from 2021-2022

The school was awarded as a Centre of Excellence three years ago. Therefore, this is the Year 3 review of Burlington Infant and Nursery School's Centre of Excellence targets, as outlined in their action plan. The school have stated that they would like to continue as an IQM Centre of Excellence school for at least one year, before considering working towards achieving the IQM Flagship Award.

**Target 1: To introduce daily sensory circuits, so that children will develop core body strength, gross and fine motor control and build on their skills of co-ordination.**

The school have stated that this target remains to be an area of focus and therefore has not been fully met at this time. Visits to observe best practice in other schools has not been possible due to the impact of the pandemic, whereby schools have worked at reduced capacity or have closed their premises to external visitors.

Due to the introduction of new programmes in the school such as the Little Wandle reading and phonics scheme and other interventions, the Inclusion Leader stated that staff availability and spaces within the school have been limited. This therefore has impacted the introduction of daily sensory circuits.

The target was set last year to target children at Wave 1 (quality first teaching in the classroom) and Wave 2 (quality first teaching in the classroom as well as targeted interventions – SEND Support), so that all children who do not have an EHCP are able to access daily sensory circuits as needed.

Pupils who have sensory and/or physical needs as detailed on their EHCPs (Education Health Care Plans), or IEPs (Individual Education Plan) have been receiving OT (Occupational Therapy) input daily 1:1 with a LSA (Learning Support Assistant). Activities and resources have included: movement breaks, using fidget toys, using chewelry (chew toys), using weighted vests and blankets, using 'pimple' cushions and tying therabands on children's chairs. The activities and resources have been chosen in liaison with Occupational Therapists, the child's class teacher and the 1:1 LSA (Learning Support Assistant).

There is also a sensory room positioned in one of the two Year 2 classrooms, which children can access throughout the day as needed. The resources inside include bubble machines, lamps, soft mats and cushions – sensory equipment and textiles to activate the vestibular system and regulate the child, depending on their emotional or sensory needs.

When speaking to the SEND Governor, she stated that each classroom has a designated area within the classroom where children are able to independently visit. She emphasised that the area was designed to have low stimulation and the sensory resources and textiles supported children with their sensory and emotional regulation for as long as they needed. The SEND Governor commended the sensory provision in place at Burlington Infant and Nursery School and recounted an incident whereby a



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child had become very distressed and was sensitively asked to join the LSA (Learning Support Assistant) for a break. She stated: *"Staff were able to calm the child down in a matter of minutes. It is a real credit to the school how much effort time and respect goes into supporting children with their individual needs."*

The Inclusion Leader has accessed CPD (Continuing Professional Development) training centred on 'active listening' and has stated that this strategy has worked very well alongside sensory support at the school. Class teachers have received this training from the Inclusion Leader, who has emphasised the need for multisensory teaching and learning, particularly kinaesthetic learning in this strategy. Class teachers have been informed 'active listening' is an effective strategy that supports learners to develop effective focus and attention skills, so that they can access learning tasks with increased independence.

During my time at Burlington Infant and Nursery School, I was extremely privileged to have the opportunity to sit with some of the children on the 'nurture table' at lunchtime. The Inclusion Leader informed me that this has been designed to support learners of all needs during their eating time at lunchtime. Their needs can include slow eating, medical conditions which require an adult to monitor eating at all times, social support and anxiety. It was clear to see that the children did not feel isolated in any way whatsoever and a culture of support and asking for help has been fostered and created at Burlington Infant and Nursery School from all stakeholders.

A 'Jump Ahead' (Occupational Therapy) programme was purchased at the school in previous years and was used with children in Reception and Year 1. The Inclusion Leader and SEND Governor stated that this was a successful programme, but unfortunately during the pandemic the programme did not happen. However, the 'Jump Ahead' programme will be implemented in 2022-2023 for Reception children, as the SEND team will be made up of four LSAs (Learning Support Assistants) and therefore there is capacity for the programme to be facilitated in the school.

When reviewing the targets once more at the end of the assessment day, the Inclusion Leader and Headteacher stated that they were very happy with the outstanding sensory provision that is offered at Burlington Infant and Nursery School and do not feel the need to continue with moving forwards with this target. Based on my observations and meetings with all stakeholders during the day, I agree with this decision and believe that Burlington Infant and Nursery School are aware of the sensory needs of all their pupils and have robust and proven interventions already in place that can cater for the children's sensory needs.

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

It is clearly evident from discussions with school staff, pupils, parents/carers and the school Governing Body that Makaton signing is becoming an embedded and consistent element of school communication. The Inclusion Leader stated that all staff members can access online training on how to sign using Makaton through the Burlington Infant and Nursery CPD (Continuing Professional Development) Google Drive school folder. The inclusivity of this ensures all members of staff can access this training at any time



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and independently refresh knowledge and skills in the area, which Burlington Infant and Nursery School pride itself on.

A 'new sign of the week' is shared in morning meetings and as these have now changed from virtual meetings to in-person meetings, this has resulted in the communication of the weekly Makaton signs being a lot clearer to all member of staff. All stakeholders were able to explain that they are confident in signing the following Makaton signs: *Hello, Goodbye, Thank you, Please, Stop, Yes, No.*

As well as this, the school have trained all members of staff to use colourful semantics within the school. Colourful semantics training has been provided to class teachers and teaching assistants, incorporating Makaton signs. These include *Who, What, Why, Where, When, How and What doing*. The colours have been adapted from the original scheme of work to fit in with the teaching of literacy skills (speaking and listening, reading and writing) at Burlington Infant and Nursery School. Whilst walking around the school during the assessment day, it was clear that this is embedded and used consistently across the school. The colourful semantics charts were on the lanyards of staff members, and they were also displayed in children's workstations. Class teachers and LSAs also explained to me during the day that they have adapted the colourful semantics grid to support their learners and their specific needs e.g., using it as a planning grid for writing sessions, using it to recount playground incidents.

The SEND Governor also explained how she has seen Makaton used across the school, confirming the findings observed during the day, that staff members individually display colourful semantics charts and Makaton signs as appropriate on their lanyards. She talked about how the children are aware of the Makaton signs too, as these are explained and demonstrated to children in their weekly assemblies, once they have shared these with staff. The SEND Governor stated that as a parent and SEND Governor at the school, all stakeholders are aware of how Makaton is used at Burlington Infant and Nursery School and the importance of this form of communication for its pupils. She continued, *"it is evident that Makaton and colourful semantics is used consistently across the school and is having maximum impact not just for SEND pupils but for all pupils."*

In the nursery setting, the Nursery Leader informed me that Makaton and non-verbal communication is used more so in the nursery setting, due to the speech, language and communication needs of the cohort. The Nursery Leader, Headteacher and Inclusion Leader all discussed the importance of reducing language with children across the day, demonstrating a respectful understanding of children's communication and interaction skills. Additional Makaton signs are used in this setting to support children and their behaviour policy, e.g., green choices and red choices. Staff members stated that there is a Makaton list which contains 6 non-negotiable Makaton signs which are used by all staff in the school, but staff are encouraged to use additional Makaton signs in their classrooms based on the needs of their classes. As the nursery pupils do not attend assemblies in the same way as Reception – Year 6 pupils, the nursery cohort are taught how to use these daily in the nursery provision by all members of staff.

All staff talked about the impact of Makaton and non-verbal communication in the school, stating it has reduced the number of times staff members have to call children's names repeatedly at school. Using a Makaton sign or holding a visual up to the child is



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respectful and sensitive way of adults interacting with the children, without disrupting learning and drawing attention to a child, especially if their name is called out repeatedly during a day. The Inclusion Leader stated that this has ensured the learning environments have stayed calm, especially for children who display sensory regulation or focus and concentration difficulties.

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

The school have successfully met this target and were awarded the Attachment Aware accreditation in July 2021. All stakeholders were proud of the accreditation received and were able to confidently share and discuss the impact of the pandemic on the school and how the 'Attachment Awareness' training, resources and strategies have supported the children at Burlington Infant and Nursery School.

An Educational Psychologist trained all staff members on 'Attachment Awareness' in the last academic year. As well as this, Jenny Mosley has also delivered training centred on the 'Importance of Positivity' in the school environment. Zones of Regulation training has also been offered to all staff members at the school and is in the process of being implemented in all classes. This will be a focus in the next academic year. It is clear to see that CPD (Continuing Professional Development) is chosen by members of SLT to match key priorities in the SDP (School Development Plan). This ensures that the school community have a clear and consistent picture of what the priorities are for the year and through the use of training, teaching and learning the priorities become a triangulated and interconnected process.

The continuity of staff is a strength at Burlington Infant and Nursery School. As an outcome of the 'Attachment Awareness' training provided, staff discussed how familiar staff working with children across the day is imperative for the emotional security felt by the children. Class teachers are covered by staff internally throughout the week and during lunchtimes each class are assigned an SMSA (School Midday Supervisor Assistant).

Not only have the school timetabled SMSAs (School Midday Supervisor Assistants). for each class in Burlington Infant and Nursery School, but they have also employed additional 'floating' SMSAs to provide more capacity for supporting children with social, emotional and mental health needs during lunch.

During the assessment day, I had the pleasure of joining the 'nurture table' during lunchtime. As other classes came into the hall, the noise level did not increase to a level that would have triggered any child's sensory difficulties. The lunch hall was observed to be a calm, nurturing environment with children getting their lunch independently.

The Inclusion Leader stated that she is very proud that the school do not have a waiting list for pastoral support for their pupils. Burlington Infant and Nursery School have increased their ELSA (Emotional Literacy Support Assistant) and Drama Therapy capacity, to meet the social, emotional and mental health needs of the children at the



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school. Class teachers stated that communication is robust at the school and conversations are always ongoing and regular, whereby members of staff flag children and discuss QFT (quality first teaching), targeted and specialist strategies and resources to support children.

The SEND Governor commented on how she shares the Inclusion Leader's pride on supporting all children with their pastoral needs and stated: *"She (Inclusion Leader) is completely passionate about inclusion. She is very good at identifying children in the school who have attachment needs and has used the training to develop and maintain a robust plan to support all children at the school."*

The school have recently started to use CPOMS (Safeguarding software for schools) and have been trained on how to use this programme. This has been in place for one year at Burlington Infant and Nursery School. The Inclusion Leader and class teachers stated that information is not added to CPOMS directly and the DSLs (Designated Safeguarding Leads) and DDSLs (Deputy Designated Safeguarding Leads) needs to assess each situation quickly, in order to respond accordingly. For this reason, staff members input all information on a blue form (low-level incidents) and yellow form (medium and high-level incident) and this is then sent to the DSL or DDSLs. The Safeguarding Team will action the incident and respond accordingly, ensuring all staff and stakeholders involved are communicated with. Incidents and actions are then added to the child's CPOMS account and members of staff are alerted as per the software and safeguarding regulations.

Parents and carers of the school have been invited to a 'Family Links' parenting course this year. This has been for families of identified children who have presented with attachment difficulties. The Inclusion Leader and the Family Outreach Worker delivered the course. For parents/carers who were not able to attend the course, a 1:1 session was facilitated, either in person or virtually.

### Agreed Targets for 2022-2023

**Target 1: To streamline systems across all interventions and ensure the impact measured shows good progress for all children.**

#### Success Criteria

- School to continue using EduKey to plan, track and assess all interventions.
- Data to inform future interventions – to be discussed in Pupil Progress Meetings.
- Intervention training to be planned in the September 2022 INSET day.
- Inclusion Leader and Intervention Leader to support and mentor TAs (Teaching Assistants) and LSAs (Learning Support Assistants) during the year as needed.
- TAs and LSAs to be allocated PPA time to plan and review interventions. Time will also be used to liaise with other members of staff as needed.



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- Intervention Leader to monitor the impact of interventions at least termly, ensuring all children are making at least good progress.
- Intervention Leader to report back to the SLT (Senior Leadership Team) termly, updating them on the progress of interventions.
- SEND (Special Educational Needs and/or Disabilities) to be accessed outside of learning time.
- Inclusion Leader and Intervention Leader to monitor TA and LSA record keeping of weekly interventions.
- EduKey to be embedded in the school and used by all members of staff to input assessments across the year.
- Half termly learning walks to be conducted by the Inclusion Leader and Intervention Leader, to observe interventions in action and quality first teaching in the classroom.

### **Target 2: Parental engagement of hard-to-reach families, including those of children at SEND Support, to have improved.**

#### Success Criteria

- Parent Workshops to be planned across the year, as per the SDP (School Development Plan) and SEND Action Plan e.g., Attachment Awareness, Emotion Coaching, Anxiety.
- Inclusion Leader to speak to families at drop off and collection times and to phone or email, as necessary.
- Reading mornings to be reintroduced, whereby the class teacher shares each child's book with their parent/carer. Parent Voice to be collected through writing feedback on post-it notes.
- Inclusion Leader to attend paediatric meetings with hard to reach/disengaged families, to support with attendance and discuss strategies and resources to support the academic and pastoral development of their child.
- Families with children diagnosed with ASD (Autism Spectrum Disorder) to be signposted to 1) School ASD WhatsApp parent chat, 2) Early Bird course, and 3) ASD support at Malden Manor.
- Family Links parenting course to be delivered by the Inclusion Leader and Family Outreach Worker for 10 weeks for hard-to-reach families.
- Families to have access to EWP (Emotional Wellbeing Practitioner) virtually and/or in school. Website to be updated with supportive strategies and resources from the Emotional Wellbeing Team.





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- The SLT (Senior Leadership Team) to target and build relationships with hard-to-reach families at drop off and collection times.
- Burlington Junior School SENDCo to attend all transition meetings for Year 2 children, to ensure there is a smooth handover to parents and an open dialogue between parents and both schools.

**Target 3: The wellbeing of children, including those with SEND (Special Educational Needs and/or Disabilities), following lockdown, is well supported and planned for.**

### Success Criteria

- Zones of Regulation to be implemented across the whole school from Nursery – Year 2, to support children with self-regulation. Children to be able to identify their emotions and identify strategies to support with moving back to the 'green zone.'
- Children to access ELSA support through lunchtime periods – drop-in.
- 'Calm corners' to be implemented in all classes and ensure these are well resourced.
- Lunchtime 'nurture group' table to continue. Children to self-refer or class teachers to continue flagging concerns with the SLT (Senior Leadership Team) and Inclusion Leader.
- Enrichment activities such as Gardening Club and Mindfulness Club to be introduced.
- Jigsaw PSHE curriculum to work alongside mental health and wellbeing training, advice, strategies and resources used in the school.
- Zoned areas – staff to have refresher training to remind them of the effective facilitation and children to have regular assemblies to reinforce rules.
- The school are to increase their offer for mental health support and wellbeing – ELSA, Drama Therapy, Play Therapy, Emotional Wellbeing Practitioner sessions and an ELSA breakfast.

### **The Impact of the Cluster Group**

Burlington Infant and Nursery School have engaged well with their assigned cluster group this academic year. The Inclusion Leader did state that fitting the cluster meetings into her schedule has been difficult due to the immense workload post lockdown. However, despite this she stated that the cluster meetings were rewarding as the meetings she was able to attend, *"served as an opportunity to draw strength and direction from colleagues in a similar iotation."*



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The Inclusion Leader has attended two out of three cluster meetings this year. The first cluster meeting was a virtual session, and the focus was 'behaviour.' Unfortunately, due to staffing issues (which has been a nationwide pandemic issue), the Inclusion Leader was unable to watch and engage with the presentation at the beginning of the cluster meeting. However, she stated that the last part of the session she was able to attend was invaluable, as she was able to discuss SEND matters post lockdown with other professionals.

The Inclusion Leader unfortunately was unable to attend the second virtual cluster meeting, due to staff shortages as a result of the pandemic. The third cluster meeting was a virtual session and the focus was: ASD in the Early Years and the engagement of parents/carers post-lockdown. The Inclusion Leader stated that she was able to share issues and ideas for overcoming barriers with the latter topic area, discussing different ways parental engagement could happen. She stated that she learnt strategies from other schools in the cluster session too, as this is an issue that appears to affect most schools nationwide. Burlington Infant and Nursery School pride itself on early identification and support for children who are on the Autism Spectrum Disorder. For this reason, the Inclusion Leader stated that she was able to share what the school do to support children and their families in the Early Years when any child has been diagnosed with ASD or is going through the process of getting an assessment and diagnosis. This highlights the premise of IQM cluster meetings, whereby professionals are able to come together to support one another with school priorities and key themes.

### Overview

The Headteacher's welcome on the Burlington Infant and Nursery School website states, *"We are a happy vibrant community school where diversity and individuality are celebrated. Staff, parents, governors and children are immensely proud of our outstanding school and what we achieve together."* The inclusion provision for learning and pastoral development is clearly evident at Burlington Infant and Nursery School and this was highlighted in the meetings with all stakeholders, as well as in all documentation provided during the assessment day.

There is a firm and open relationship with all parents/carers and including them in all areas of the school was discussed by all stakeholders during the assessment day. One parent stated, *"I am always supported, and my child is always supported. They know my child. They have always supported his needs before I have told them."* She recounted an incident where her child was finding it challenging coming into school and stated that members of the SLT (Senior Leadership Team) supported her with this and collected the child from his home. The parent also informed me that on one occasion the child also accompanied the Inclusion Leader and a few other children to a pet store to buy fish for the tank in school. She highlighted how the pastoral needs of the school have benefited her child, who finds the cognitive demands of learning challenging.

The parent continued to explain how all members of the Senior Leadership Team are on each gate at drop off in the morning and collection at the end of the day. She discussed the differences between Burlington Infant and Nursery School and other schools and stated, *"There is an open-door policy for sure. There is a member of staff on each gate and*



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*they will always stay until the end of 9am to support and talk to parents/carers. You never feel rushed and always feel listened to."*

The school are starting to resume back to practice pre-pandemic and will begin Open Mornings to share learning and meet class teachers at the beginning of each year again. They pride themselves on their inclusive parent workshops which are designed for female and male parents/carers. For example, the school recently held their annual MANGO (mums, aunties, nans, grandma's) morning, whereby they looked at the children's work and projects in their classroom with their children. Similarly, a FUDGE (fathers, uncles, dads, grandad's) morning was delivered this year too and the same principle applied, whereby they looked at their child's work and project together whilst being accompanied by their child. One of the parents spoke very positively of these events and stated that she was a single parent and therefore was invited to both events, so as not to create any stereotypical norms and to cater for all family set ups.

The school organise WhatsApp groups within the school and class reps are assigned to each class to provide key dates and information and reminders to parents/carers. She stated that although children may leave the school, the school continue to support parents/carers and children. For example, one parent stated that she required help with completing forms for an assessment for her child and came into Burlington Infant and Nursery School to ask for help and support, as she knew it would be offered.

Burlington Infant and Nursery School prides itself on the pastoral support offered from Nursery – Year 6, not only for the pupils but also for the parents/carers. There is no child or parent/carer on a waiting list for any support in school, which shows the amount of work, respect and dedication that has gone into planning for this and maintaining the high standards.

An Emotional Wellbeing Practitioner works at the school for one day per week. When children are flagged as needing pastoral support for any social, emotional and mental health need, the EWP works solely and closely with the parents/carers of the child. A block of sessions is planned for 6-8 weeks, and strategies and resources are shared. This is not done with any other parent/carer and is bespoke to their situation and child.

The children, however, are supported by a Drama Therapist and they receive two blocks of 8 sessions across the academic year. When children are flagged, the Family Link Worker/ELSA, second school ELSA and Inclusion Leader discuss the children in a triage meeting to agree on actions and interventions. This happens on a termly basis formally, but conversations are regular and happening every day in the school, to ensure all children and parents/carers are supported. Strategies and resources shared with parents/carers and children are shared with the class teachers, teaching assistants and learning support assistants (working with children with EHCPs), so that these can be used within the classroom setting also.

The communication between all stakeholders within the school is very clear. When discussing the IQM and school priorities with all involved in the assessment day, they were able to confidently discuss the impact of the targets on their individual classes (class teachers), phases (Phase Leaders), subjects (Subject Leaders), staff (Senior Leadership Team and Governors) and children (parents/carers). Tapestry is used in



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Nursery not only to share daily progress made by all the children, but also to share key messages and the weekly Makaton signs, so that these can be used at home. Parents/carers are also encouraged to send in their own observations of their children at home and this can be checked by the Nursery Leader and then attached onto the child's profile. As parental engagement can be a challenge at times, finding lots of different ways, such as using technology, is actively encouraged.

The SEND Governor is a passionate advocate of the school, not only as her role on the School Governing Body, but also as a parent of the school too. Termly the school facilitates governor training sessions, with the focus being key priorities from the SDP and SEND Action Plan. In addition, there are termly meetings with the SEND Governor and Inclusion Leader, whereby a learning walk will happen, data will be discussed and key headlines from the term will be shared. The SEND Governor explained how she had developed a parent/staff relationship with the Inclusion Leader before becoming a governor, as her child has special educational needs. This then led into the progression of her becoming a SEND Governor, as she has learnt so much about the SEND processes and legislation in Kingston and nationwide. The SEND Governor also discussed how she joins in with SIP (School Improvement Plan) meetings and visits too, so that she has a sound understanding of targets and provision in place, as well as identified next steps. She discussed the impact the school has had on her both professionally and as a parent: *"She (The Inclusion Leader) has taught me a lot. Burlington is a tight knit community, and we all learn from one another. That is what I like most about the school."*

The safeguarding procedures in the school are robust and have changed in the past year, to ensure incidents are logged electronically. This will support with the handing over of information to the junior school, to other schools and key services as needed. Coloured forms are used within the school setting: blue forms for low-level incidents and yellow forms for medium-high level incidents and these are passed onto the Safeguarding Team. The Safeguarding Team seek support and advice from the SPA team in Kingston or MASH in Merton, for any matters that are deemed high-level and requiring multi-agencies.

It is clear that safeguarding is everyone's priority – on arrival, a safeguarding pamphlet is handed to all visitors and there is a signing in procedure. As well as this, all stakeholders are aware of who the DSL (Designated Safeguarding Lead) and DDSLs (Deputy Designated Safeguarding Leads) are in the school, as posters are displayed around the school.

The Inclusion Leader trains all staff to achieve their Level 2 safeguarding qualification in the school and this training is not carried out externally. This works in the school's favour, as they are able to share the key messages as outlined in key documentation such as Keeping Children Safe In Education (KCSiE) and Working Together To Safeguard Children (WTSG), as well as the new government legislation on Sexual Harassment and Sexual Violence, but they are also able to link this in with their own safeguarding policies and practices, which makes this clearer to staff.

The school works very closely together but also have very clear roles that are assigned, which provides clarity for carrying out their roles and responsibilities. For example, the Inclusion Leader works with LSAs (Learning Support Assistants) to support with



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delivering interventions for children with EHCPs. This year, an Intervention Leader has been assigned to set up and use EduKey to plan, review and assess interventions for all children on SEND Support (Wave 2). She works closely with teaching assistants (TAs) and PPA time is provided for staff carrying out interventions to ensure the interventions are planned for to provide maximum impact for the pupils.

The outcome of planning, preparation and assessment time was observed in the Attention Autism and Social Skills group sessions I observed during the assessment day. It is very evident that the training and skillset of the staff members is outstanding and the enjoyment and progress each child made in each of the sessions was something the school should be extremely proud of. The Attention Autism teaching assistant and Social Skills group teaching assistant both used a consistent 'Now and Next' schedule on their whiteboards and used Makaton throughout. Not only was this observed, but the use of positivity as taught by Jenny Molesey, and the culture adopted at Burlington Infant and Nursery School permeated the room. It was truly infectious, and the enjoyment, laughter and praise made all members of the room jubilant and grinning from ear to ear.

Both teaching assistants had planned for their groups meticulously and they knowingly but sensitively adopted their questions and provision for the needs of each child. The level of teaching involved in these interventions and the impact that these interventions are having on the pupils is something that Burlington Infant and Nursery School should celebrate and share with other schools – it is truly admirable.

This was also observed with the Year 1 and Year 2 Literacy Intervention Leader. She informed me that a pupil started in her reading and writing intervention group at the beginning of the year, and she scored 12/40 in her phonics screening check. By the end of the year, she scored 34/40, thus showing another remarkable intervention which has been planned for meticulously with the needs of the child at the heart of it. When the member of staff spoke about the children in her group, her passion for her job was clear and the work that was discussed and shared, showed clear and marked progress from their starting points. The assessments used to assess children such as 'Draw a man' demonstrates a sound and considered way of working with children and their individual needs.

The children truly are the heart of the school at Burlington Infant and Nursery School. Not only is there a School Council, but there is an Eco Council and a Learning Council too. They were able to talk in detail about all the positive learning and rewards in the school, such as the 'Good Deed' weekly assembly and board in the school, which I observed during my visit. The Inclusion Leader stated that children were celebrated for their behaviours and this linked in with 5 animals, which were beautifully displayed in the library. The children were able to explain what these animals represented and how they linked in with the school values:

- *Polly Parrot – Perseverance*
- *Lucy Lion – Learns from her friends*
- *Olly Octopus – Makes good mistakes*



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- *Gerald Giraffe – Gives it a go*
- *Tommy Tiger – Tries his best*
- *Bernie Bee – Buzzes to work (is keen)*

The children were able to tell me that there was a 'Values Assembly' on a Wednesday, whereby children were chosen for showing one of the key values. What was lovely to see around the school were trees, which showed each of the values - captions with the children's photograph and a statement to show how they had shown the value hung off the values trees. The celebrations that children are part of weekly are not temporary but are made permanent through the use of 'Good Deed' boards and 'Value Trees.'

When the children were asked what they like about Burlington Infant and Nursery School, they stated:

- *"I like my teacher because when we are doing our learning, they make it fun. We tell jokes all the time."*
- *"The playground is massive and we have so much space."*
- *"I like playing football with my friends."*
- *"They (adults) are very kind."*

The value that stood out most during the assessment day was that of respect, respect from all but mostly the adults towards the children. This in turn meant that this was shown back from the children. This was demonstrated through how the children were spoken to in a respectful way and given a voice, as well as staff members holding doors open for children rather than having the expectation for this to be always done for them. During lunchtime, staff walked around all the tables and served the children salad, and it was lovely to watch the level of respect and interaction between the adults and children. Throughout the whole day, the school environment was calm, nurturing, welcoming and incredibly positive.

I thoroughly enjoyed my visit to Burlington Infant and Nursery School, as part of their Centre of Excellence Year 3 review. It is clear from the review process that all stakeholder values and celebrate inclusion in all its forms. Their work towards the IQM targets over the past 12 months has had significant, positive impact. It is also clear that school priorities are progressive and cumulative, and targets are set based on the needs of the children, staff, parents/carers and school governors. If targets are not needed, then there is a professional confidence to remove these and celebrate the reasons why the target is no longer needed. This was observed when the school set a target of setting up daily sensory circuits and realised the sensory provision was already robust and the capacity for this was therefore not needed at this stage. The biggest aspect that was taken away from the assessment day was the positivity, nurture but most of all the mutual respect shown between adults and peers. The environment created at Burlington Infant and Nursery School is conducive to academic and pastoral excellence, and for that all stakeholders should be immensely proud.



## Assessor's Evaluation for the IQM CoE Award



Therefore, I recommend that the school retains its Centre of Excellence Award. The next review will look closely at how the leaders have fulfilled the objectives outlined in this year's IQM Action Plan and how they engage fully with the IQM Cluster Group.

**Assessor: Mrs Pardeep Anning**

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

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Joe McCann MBA NPQH