



## Assessor's Evaluation for the IQM CoE Award



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

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

**IQM Lead** Mrs Michelle Docwra

**Date of Review** 30<sup>th</sup> June 2023

**Assessor** Mrs Jo Weeks

### **IQM Cluster Programme**

**Cluster Group** SHELL

**Ambassador** Mrs Pat Wood

**Next Meeting** TBC

**Meeting Focus** TBC

### **Cluster Attendance**

<b>Term</b>	<b>Date</b>	<b>Attendance</b>
<b>Spring 2022</b>	9 <sup>th</sup> March 2022	Yes
<b>Summer 2022</b>	13 <sup>th</sup> July 2022	No
<b>Autumn 2022</b>	5 <sup>th</sup> October 2022	Yes
<b>Spring 2023</b>	20 <sup>th</sup> April 2023	Yes

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

Burlington Infant and Nursery School has engaged well with their assigned cluster groups this academic year, attending two out of three meetings. The SENCo was unsure when the summer meeting (if any) took place. However, the ones attended were valuable and a good opportunity to network and meet the new cluster group as the school has been moved from Starmakers to Shell. The SENCo felt it was interesting to reflect on the differences between behaviour management strategies at Burlington and the host school and enjoyed learning about how the school values approach at the host school had impacted on the children and staff. The second cluster meeting attended was on Opening Worlds Multisensory Foundation and Phonics Curriculum that the host school was taking on. The SENCo is very keen to find out how they adapt their resources and curriculum going forward. It was discussed that the SENCo would like to host a cluster meeting soon to highlight some of the new initiatives that Burlington have recently introduced for example, sensory circuits/jump ahead programme, system for streamlining interventions or setting up the mini-ASD provision that is happening this autumn 2023.



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### **Evidence**

- IQM Centre of Excellence Annual Review and Action Plan
- Samples of writing
- School website
- Learning walks
- Observation of a Lego therapy session
- Nurture table lunch time observation
- Top Table lunch time observation

### **Meetings held with:**

- Headteacher
- IQM Co Ordinator/inclusion Lead
- Mathematics Lead
- Science Lead
- Special Educational Needs and Disabilities (SEND) Governor
- Intervention Lead
- Pupils: Eco Council, School Council, Learning council
- Emotional Literacy Support Assistants (ELSAs)
- Parent



### Summary of Targets from 2022 – 2023

The school was awarded Centre of Excellence Award four years ago. This is the year four review of Burlington Infant and Nursery school's Centre of Excellence targets as outlined in their action plan. The school has stated that they may now like to consider working towards achieving the IQM Flagship Award.

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

This is a whole school priority from the School Development Plan (SDP). The school has put in place an Intervention Lead who is passionate, driven, extremely impressive and has taken on the role with enthusiasm. She is given half a day a week release time from teaching Year 2 (Y2), and she is also the school's Writing Lead. The first change implemented was that all interventions are conducted outside of class learning time including Reception, who miss no continuous provision. Interventions take place before school, after school, assembly times and at lunch times to make sure the lowest 20% do not miss any input in class. To strengthen the interventions in teaching and learning, the Intervention Lead has supported Teaching Assistants (TAs) to organise a timetable to include phonics, mathematics and social skills for the lowest 20% (roughly six per class) using White Rose (mathematics), Little Wandle (phonics) and social skills which are bespoke to the class needs. The meticulous planning is given to TAs termly. The timetable was created through a whole school In-service Education and Training (INSET) and the Intervention Lead meets with the TAs at the beginning of every half term to plan. To monitor and support the delivery of the interventions, training is provided throughout the year and new staff are supported with opportunities for observing colleagues and modelling sessions. Staff are observed once a term and there are opportunities for staff to observe each other; everyone is committed to providing maximum impact. Actions from feedback are addressed individually to improve the quality of teaching and learning. There are also regular meetings as and when needed to discuss interventions planning, record keeping, layout of lessons, resources and any other general questions, including with staff who have one-to-one and focus group interventions. The TAs then differentiate the planned interventions according to the needs of their groups, for example adapting the Little Wandle planning to include more time for writing and spelling to address gaps in learning. The Early Years Foundation Stage (EYFS) staff were also supported to address gaps in letter formation/fine motor skills. Support staff all access Planning, Preparation and Assessment time (PPA) throughout the academic year. The Intervention Lead oversees any changes to planning or the interventions as necessary, also creating a lesson guide for the support staff to follow the Little Wandle phonics scheme. The Intervention Lead meets frequently with the Special Educational Needs Co-ordinator (SENCo) when needed. All staff ensure that no child slips through the net and all children access the support they need.

To measure impact and progress, staff are supported with conducting baseline assessments and ongoing assessments throughout the year. Edukey, a provision mapping tool, is now being used in a much more streamlined way and is working well. The Intervention Lead feels that the system works well and shows clearly where there is progress and where the gaps are. All staff are using the system to input half-termly/termly assessments for each intervention of all children and there is now a clearer focus on Special Educational Needs



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and Disability (SEND) children's progress. Targets set for children are Specific, Measurable, Achievable, Realistic and Time bound (SMART) and although a work in progress, it is felt that this is an area that is working well. Support and training have been offered to staff on how to understand and use the number scheme that relates to measuring progress for children in intervention groups (-1, 0 +1 +2). The progress that the children make ascertains whether they stay in the intervention groups or leave. Children only access intervention if necessary. The Intervention Lead has worked hard on a guide to show staff what a 0/-1/+1 etc, looks like. There has been great success of children making good progress and moving out of the groups, particularly in Year 1 (Y1). Parents are kept informed of progress regularly through parents' evenings and additional termly meetings with the SENCo. Results from end of Key Stage 1 (KS1) 2022 showed Reading 41% at age related expectations going up to 42% + 10% Greater Depth in 2023. Writing was 24% ARE in 2022 and rose to 39% with 3% GD in 2023. The biggest jump was Mathematics going from 47% ARE in 2022 to 61% with 6% GD in 2023. The SENCo is sure that the collaboration of Little Wandle, White Rose, targeted support and other interventions running has contributed to the positive outcomes and said, "all we have in place just works".

### Next Steps:

- In addition to the Lead SEND LSA in KS1, an additional role is being developed for EYFS so we will have both key stages well covered with our strong Lead SEND LSAs.
- To continue to focus on CUSP children who are those just below expected levels and at risk of underachieving. Interventions are being monitored to see progress. CUSP intervention groups to run earlier on in the year to give children a quick confidence boost.
- Continued INSET in the new autumn term on training on Edukey to fully support staff to use it confidently.

### **Target 2: Parental engagement of hard-to-reach families including those of children at Special Educational Needs (SEN) support to have improved. Structured systems of support are well developed.**

The school is proud of the progress it has made in this area and relationships with all parents continue to be strong. There are always one or two staff members on the school gates every day, which has helped to foster stronger relationships with those parents who may find encounters with staff more daunting. The Headteacher is on the gate every morning and identifies and works hard to forge positive, approachable relationships with those parents to then encourage attendance and punctuality as well as personalise support where needed. The Headteacher works closely with the Family Support Worker and they have regular meetings about those children whose attendance has dropped below 95%. Families will be called in for a supportive meeting at the point that the child hits 90/92% attendance. Nursery children are monitored if attendance drops below 90% and call to make in school at the point of dropping 85% or below. The SENCo continues to operate an open-door policy for all. Parents are using the online communication forum 'Tapestry' more readily and communicate through email or by sending photographs of home learning for recognition on the "Good Deeds" display board.



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At the beginning of my day in school, the Big Breakfast was in full swing in the dining hall as part of Healthy Living Week where the parents join the children for breakfast. Every year group takes a different day. To enhance parental engagement in children learning, across all subjects, numerous parent workshops have been running through the course of the year including mathematics, phonics Attention Deficit Hyperactivity Disorder (ADHD), SEN support and Autism Spectrum Disorder (ASD). Pupil Premium Grant (PPG) workshops have also been run for specific families and have proven to be well attended and successful with positive parent feedback. Transition workshops are due to be run in the later part of the summer term. All of these have been well attended and will continue as necessary. Through SEN meetings, one-to-one parenting meetings and parent consultations, an increased number of parents are being targeted to attend the Family Links parenting course. The course has been run twice this year with each ten-week course being well attended with extremely positive feedback.

Successful reading mornings are operating, and books are shared with the parents who are then invited to write a comment on a sticky label to put in their children's books, these are also written in home language. These have proved to be motivating and specific in praise.

The school nursery provision starts at 2 years old. The SENCo is attending paediatric meetings with hard to reach/ disengaged families to ensure attendance and support understanding of processes and the needs of the child. The SENCo was able to meet with families at stay and play sessions as well as home visits prior to them joining Reception and Nursery. As a result, several children were referred to services for assessment over the summer (July 22). This early intervention was key in getting swift diagnosis, which supported paperwork in moving forward for financial support or specialist provision. The work on new children for autumn 2023 has already started.

To help families connect with other families who have children diagnosed with Autism Spectrum Disorder (ASD), a school ASD Whatsapp group for carers and parents has been set up for parents to have a designated space to chat and share. The school now has a SEND Parent Champion who is also on the chat and links with Achieving for Children (AFC), a borough service for children and the borough Local Offer. She can signpost families to services such as Parenting courses such as Earlybird.

To aid a smooth transition up to the Junior School which shares the same site as the Infants, the Junior School SENCo now attends transition meetings for Year 2 children to ensure a smooth handover to parents and an open dialogue between parents and the school around needs and what support will be in place for their children. This was highly successful with parents reporting that they felt more comfortable about their child's transition. Communication between parents and the Juniors SENCo was more open through the first part of the autumn term and this supported the relationship moving forward.

The school has access to an Emotional Wellbeing Practitioner (EWP) virtually and/or in school. Numerous referrals have been made for children and families requiring support. The EWP works with the school one day a week and has run family sessions and small-group sessions with children.



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**Target 3: The wellbeing of children, including those with SEND, following lockdown is well supported and planned for. Children are happy, settled and can engage in learning.**

There is an ongoing focus to fully embed the Zones of Regulation programme across all year groups from YN to Y2 to support the children to self-regulate, through identifying their emotional state. Staff recognise there is a high level of need around attachment and anxiety and have identified Y2 as being a particular high need year group with many children being referred to Child and Adolescent Mental Health Services (CAMHS).

Calm corners have been introduced into all classrooms and some areas around the school. These are well resourced, and the focus is now on how they are utilised. Feedback from the children who use the corners will be crucial to measure the impact of the scheme.

The school has been able to increase their offer regarding mental health support and wellbeing. The school currently has two ELSAs, two Drama Therapists, an Emotional Wellbeing Practitioner from the Mental Health Support Team who supports families and small groups one day a week. Currently the trained ELSAs have been utilised to support high need in the nursery and aid the smooth transition up to Reception of two significant and complex needs children in the autumn term.

The lunch time nurture support table in the smaller dining hall is an excellent asset and remains a great support to those children who find the large dining hall over whelming, too noisy and too busy. It always has two members of staff present and has benefitted at least ten children this year with some being able to return to the larger dining hall.

The school staff have benefitted from training from Jenny Mosley on positivity at lunchtimes to sculpt areas into designated zones and staff refreshers will be conducted at twilight INSETS in the autumn term, and through the SENCo revisiting key points at SMSA meetings. Expectations for all staff including SMSAs are revisited regularly to ensure zoned areas are facilitated effectively. The SENCo has facilitated termly SMSA lunches. The focus of these has been on positive reinforcement and strategies for behaviour management. Weekly Assemblies delivered by the SENCo also reminds the children of the rules in the zoned areas.

Enrichment activities such as Gardening club and Mindfulness club are running and are accessible for key children. There is a high level of need in Y2 particularly ASD and ADHD, these clubs are tailored to meet those children's needs. Staff are given one "duvet day" per term per club run. A greater prominence of Personal, Social and Emotional Development (PSED) across EYFS is now well embedded, the Jigsaw PSHE curriculum is followed to support wellbeing, mindfulness and developing confidence and a sense of self.

### **Next Steps:**

- For children to be able to access ELSA support in a drop-in capacity at lunchtimes for Academic Year 23-24. Possibility of posters advertising ELSA and how to access put up in the reading den for the children to see.
- Rolling out more free clubs that offer enrichment and are different for next academic year.



### Agreed Targets for 2023 – 2024

**Target 1: To create a specialist Autism Spectrum Disorder Learning Support Assistant (ASD LSA) role for the EYFS and create a mini provision for SEND children in the EYFS to access groups.**

#### Comments

- High level and specialised support to be provided for children with ASD across the school. Regular meetings between SENCo and ASD LSA to flag children requiring support in upcoming Academic year 23-24.
- SENCo to share all communication passports for children with ASD and those on the assessment pathway with the ASD LSA for scrutiny of need in September.
- Staff across the school to have increased understanding of strategies for supporting children with ASD through all points of the school day.
- Children within the EYFS will access consistent intervention within an appropriate learning environment.
- Mini provision to be resourced appropriately: furniture/ storage etc. Provision to be minimalist in presentation with limited distraction for children. Zones Of Regulation calm corner to be included.
- Observations in Nursery and Reception for appropriateness for support through SEND groups within provision.
- Assessments of children flagged for Attention Autism, School Start language and School Start Sounds awareness groups to be conducted in Reception and Nursery.
- ASD LSA to offer observations and advice for support strategies for children with ASD across the school including support with widget, social stories, comic strip conversations and modelling strategies.
- Groups to run through the year for Nursery and Reception from autumn Term two.

**Target 2: For children with identified physical weakness across Reception and KS1 to access high-quality support for fine and gross motor control.**

#### Comments

- Children across the school will develop core strength and mobility, which will impact their fine motor control and in turn writing skills.



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- SENCo to meet with teachers from Nursery, Reception and Y1 to identify children with potential need for intervention during summer term 2023 in readiness for the new school year September 2023.
- Audit of fine motor boxes to be conducted by SENCo and boxes to be replenished as necessary across KS1 and Reception.
- Training on implementation of Teodorescu handwriting programme delivered to KS1 TAs by SENCo. Teodorescu programme to be conducted three times weekly with key children as identified by class teacher and SENCo in class and one-to-one.
- Jump Ahead sessions to run at least twice weekly across Reception and Nursery.
- KS1 core strength sessions to run weekly for focus children in KS1. SENCo to identify children.

### **Target 3: SENCo to achieve ADHD Ambassador status.**

#### **Comments**

- SENCo to access ADHD Level One and Level Two course and join ADHD ambassadors WhatsApp group.
- School staff and parents having increased understanding of how to support children with ADHD in the classroom and at home.
- Increase in identification of children presenting with ADHD.
- SENCo to meet with Teachers at transition meetings to discuss children potentially requiring referral to ADHD assessment with focus on those transitioning to Y2.
- Junior SENCo to attend Y2 parent meetings to ensure smooth transitions for those children on ADHD assessment pathway.
- Whole school staff inset with ADHD focus delivered by ADHD Embrace Teachers Forum in autumn term 2023.
- SENCo to attend training on ADHD and Reasonable Adjustments, Understanding SEND legislation and ADHD and Executive Functions Training.





### Overview

On arrival at Burlington Infant and Nursery School, it is clear what a special place this is. The warm welcome from the office staff started the beginning of an inspirational day. The large dining hall was buzzing with laughter and chatting from the shared Big Breakfast that happens annually; it was Year 2's turn to have breakfast with their parents. During this week, each year group has the opportunity to eat with their year group and parents are welcomed in to attend. Most of the staff I met had been working at the school for over a decade and in many cases two decades, staff stay because they love the children and the close community feel of the school. The Head School Meals Supervisory Assistant (SMSA) who has worked at the school for 12 years said, "it is the children that keep me here, I want to see them grow and develop from Nursery to when they go to the Juniors". That sense of community and the feeling of "our children" was felt very strongly throughout the day from all staff.

The school is passionate about wellbeing across the board, both for the children and for everyone who works there, and it threads through the fabric of the school. The week of the assessor visit was, 'Healthy Living Week' not only promoting fitness and good nutrition but also promoting emotional health. The school has received an Attachment Aware Schools' Award run by the borough's virtual school after completing the year long training and running INSETs and is looking to move up to a silver award soon. The behaviour policy is based on positive reinforcement and there is no shouting in school. The SENCo said, "No one needs to feel anything but brilliant here".

This is a school that does not stand still, actively seeking the next initiative that can enhance their children's experiences by providing aspirational opportunities. The SENCo told me that the Headteacher was exceptionally driven and energised, and the phrase "what can we add?" sums up the outward looking approach. The SENCo said, "whatever they need, we do". This was in evidence in all areas around the school and there are big plans afoot to shake up the outside space and playtimes in general after an inspiring visit to another local school which has adopted Outdoor Play and Learning for schools (OPAL). This exciting outdoor learning school improvement programme addresses all the areas that the school must plan for if they want to improve the quality of their play opportunities strategically and sustainably. It will be a long-term project which will take up to two years to embed and will drastically change how the playgrounds are used with plans to merge all year groups. The school is very excited to get going with the OPAL team and will have a designated mentor from OPAL for the duration of the project. The SENCo is already looking into how to acquire an old double decker bus to turn into a nurture space. The introduction of a Forest School area in the autumn term will dovetail nicely with the OPAL project. Inclusion is at the heart of everything they do, and they continue to creatively look at ways to engage the whole community.

Another new initiative which has been rolled out by the Deputy Head and Curriculum and Assessment Leader this last academic year, is 'task time'. This is a new strategy for supporting recall of knowledge and skills in KS1 classes. It supports all groups of learners but particularly SEND and PPG children. It was implemented in the autumn term (2022) to support spaced retrieval and children's progress of knowing more and remembering more. Sessions take place in the afternoon and involve several tasks, which children complete from a range of subjects. The foundation subjects are no longer seen in isolated blocks but instead they will be continually taught throughout the year through task time



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sessions. By allowing children the time to continually revisit previously taught knowledge and skills ('Recall Tasks') this supports children to retrieve knowledge from their long-term memory. Tasks involve one 'teach' activity and four 'recall' activities. Three sessions are planned on a weekly basis. Feedback from teachers has been positive and children are thoroughly engaged in the various tasks. There is more coverage of the curriculum as a result of the implementation of task time.

Pupil voice in the summer term (2022) indicated that children were not retaining knowledge from the curriculum. Flashback Friday, a quiz used to assess children's understanding in the foundation subjects, showed that on average 42% of children had retained their knowledge of learning in Y1, with 48% in Y2. Task time was introduced at the beginning of the autumn term to support children to recall their learning. Pupil voice at the end of the autumn term showed that 94% of children had retained their learning in Y1 and 92% in Y2. These high results suggest that children are actively retrieving knowledge from their long-term memory and strong progress is being made to support children to know more and remember more. The SENCo said, "it has had significant impact on what our children are able to learn and remember and so has hugely benefitted all children including those with SEND".

Ofsted has not visited since 2008, rating the school 'Outstanding'. The Headteacher and SENCo very much want Ofsted to see the exceptional work that the school is doing and the SENCo said they were thinking of calling Ofsted to request an inspection. A surprising and unusual statement, but this highlighted the pride and commitment all school staff have in providing the best education they can for their children.

I met with the school SEND Governor whose son, who has been diagnosed ASD, attended the school. She has been a Governor for 4 years. She spoke about her role as a critical friend and asking probing questions, attending termly meetings with the Inclusion Leader, conducting learning walks and discussing data and key headlines from the term. She spoke affectionately about the school and about her personal experience of navigating the difficult journey of CAMHS, her son receiving the diagnosis but also after diagnosis; "the SENCo scooped me up and held my hand all the way through". She felt the strength of the school was the drive for early intervention, having robust systems in the Early Years' provision to identify children as young as possible (the nursery starts at 2 years old) that may need referral. This includes observations conducted during stay and play sessions and home visits. She said, "it is a real joy to be part of this school".

The school has various Whatsapp groups running, some solely for staff, eg: the midday supervisor staff, some for class groups run by the class rep parent and some for a particular SEND need such as the ASD group. Any new interventions, school news or key information are shared on the Whatsapp groups as well as the usual means of communication. The groups are also used for support and staff wellbeing. The Head SMSA felt that they were a key resource for strengthening staff relationships and checking in with each other. All staff are deemed important and integral to the success of the school. The SENCo said, "any new interventions at lunchtime starts with the Head

SMSA which she then disseminates through to the team". The Head SMSA felt that the lunch staff were an important asset for spotting potential concerns early on, "having 'eyes on' at those other times of day can help to spot possible SEND needs or other difficulties that may



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not have been spotted in class". Any concerns are put on Child Protection Online Management System (CPOMS) after discussions with the relevant class teachers. The next most exciting initiative will be the development and running of the small ASD provision that will be run by a specialist ASD LSA, overseen by the SENCo and is due to start being developed in autumn term 2023. The inception of this provision was borne out of the SENCo wanting to offer more to children with ASD. The school sought advice from an outside ASD expert but felt that they were already offering what the expert had suggested and they wanted to take it further. The LSA is passionate about offering as much as possible for those children through a more specialist approach, was providing all wave three interventions and was seeking a role such as setting up a specialist provision. The SENCo saw this as an opportunity to develop their own provision with a talented member of staff with great expertise who cannot wait to get started!

During my visit I was fortunate to sit and watch a Lego Therapy session run by one of the TAs who supports a child with complex needs who was also in the group. The session was a continuation of the same lego model that the children had collectively chosen as a challenge and the technical model would take a few sessions to complete with more but smaller pieces. The children were still in the roles of the builder, engineer and supplier but had specifically asked the TA for a more challenging build and were supporting each other to get it right. The skilled TA was calm, supportive and facilitated the session beautifully, using language such as, "we are using whole body listening" and, "we are working as a team to get the model finished". The children were engaged, waited their turn and thoroughly enjoyed the session.

I met with members of the Eco Council, School Council and Learning Council. The children were enthusiastic, all wanted to share what they loved about school but also what they wanted to change and how they achieved this, for example getting the catering company to change the lunch offer. They told me that, "the teachers are really kind and are polite to us". They explained the learning trees to me, which I then saw around the school. These are wooden trees that have pictures of great learners hung on the branches. The Learning Council member told me, "we pick people that have done great learning and their picture is put on the tree for everyone to see". The member of the Eco Council told me about being part of re-invigorating the Rainbow Garden out in the playground and designing and shopping for new flowers, plants and bug hotels.

I met with a parent of a pupil who has significant need, but it took the family some time to get the diagnosis of KBG Syndrome, a rare genetic chromosomal disorder. The school and the SENCo embraced the child's needs with gusto and has been a huge support to the family. Once the return to schools happened after lockdown, the SENCo supported the family to reconnect with the services they needed for support and to acquire an Education, Health and Care Plan (EHCP). The parents could not be happier with the support from school and his one-to-one TA who they spoke very highly of and have seen huge improvements in all areas of their child's progress from reading, motor skills and emotional regulation. He now has the words to explain how he is feeling and will say, "my head is too busy" to indicate that he needs a learning break. The parent talked about her child moving on this autumn but felt the transition support the school provided was exemplary and that he now has the building blocks required to thrive in a new setting.

All the interventions detailed in the report are run by the TAs, overseen by the intervention Lead alongside subject leaders. The SENCo proudly said that the school never use supply staff and have High Level Teaching Assistants (HLTAs) who step in where needed and who



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know the children well. All staff know the children well and there is a sense that all staff are responsible for all children.

I would not hesitate to recommend that Burlington Infant and Nursery School retains its Centre of Excellence Award. The work towards the IQM targets over the last 12 months has had significant positive impact especially around the impact of the intervention groups since using a more streamlined approach. The drive forward in their targets for the next 12 months highlights their thirst for constantly seeking, "what can we add?" looking at the school community as a whole and those more vulnerable groups.

I came away from the school feeling uplifted and excited for them for the new academic year ahead and all the inspiring initiatives planned. I would also endorse the school working towards Flagship Status.

**Assessor: Mrs Jo Weeks**

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

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