

# Inspection of Burlington Infant and Nursery School

Burlington Road, New Malden, Surrey KT3 4LT

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Inspection dates: 11 and 12 October 2023

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

Outstanding

## **What is it like to attend this school?**

Pupils develop a love and thirst for learning in this safe and nurturing school. They are proud of their teachers because they always help them. Pupils are taught to have a go and keep going. They produce work that is consistently high-quality.

The school has an extremely strong commitment to wanting all pupils to succeed. This includes those with special educational needs and/or disabilities (SEND). The highly skilled staff team ensures that children have the best possible start to school life.

Behaviour is exemplary. The respectful school culture is built on strong relationships. Pupils and staff work collaboratively. Pupils actively seek to make good choices. For example, in the Nursery, children share toys and older pupils help others who may be struggling to put on their shoes or find a lost coat.

Parents and carers are overwhelmingly positive about the school. They value the guidance and support the school provides in helping them support their children's learning. Staff go above and beyond in making a positive difference to the lives of the children and their families.

## **What does the school do well and what does it need to do better?**

The school has thought carefully about the content of the curriculum. Leaders review each subject regularly. Staff deliver the curriculum consistently. The knowledge and skills pupils learn are ambitious and coherently structured. This is because leaders have prioritised the key concepts that are most important for pupils' development and future learning. For example, in geography, pupils develop mapping skills when comparing different localities. They learn to use a key and compass with confidence.

The school provides pupils with frequent opportunities to recall and revisit crucial subject knowledge. Children in the early years start to think scientifically and draw on their current knowledge to make predictions. Pupils apply mathematical knowledge appropriately and experience solving practical problems. Staff enable pupils to know and remember more over time.

The school quickly identifies children with additional needs. Staff support pupils extremely well. They adapt the curriculum and teaching to meet the varying needs of pupils. Adults rigorously develop children's communication and language. In the Nursery, children explore listening to and making sounds using their voice, body and different objects found in the stimulating environment.

Adults routinely extend pupils' understanding of key vocabulary. Targeted support enables pupils to quickly catch up in learning the skills they need to become independent and curious learners. Pupils, including those with SEND, flourish and achieve their best.

Leaders' ambitions for every pupil to be a reader are at the heart of the school. The phonics programme is consistently delivered. Pupils practise the sounds they know regularly. They use this knowledge to improve their spelling and writing. Adults expose pupils to a broad curriculum with foundations set in high-quality texts and stories. Pupils read often, with fluency and comprehension.

The school has exceptionally high expectations for pupils' behaviour, conduct and participation in learning. Routines are well-established. Pupils demonstrate high levels of self-control as they move independently and with purpose around the school. Pupils listen well and have highly positive attitudes. The learning council supports pupils in understanding the importance of qualities such as trying their best, persevering and making 'good mistakes'. Regular attendance is seen as crucial to children feeling settled in school and achieving their full potential in learning.

The school's approach to developing pupils' character is noteworthy. Leaders place a strong emphasis on recognising the individuality and uniqueness of each child. Adults provide an extensive range of opportunities for pupils to develop their talents and interests. Celebration of diversity and inclusion permeates the life of the school. In music, pupils learn about composers and musicians from other cultures. Pupils present musical performances to different audiences. The eco council raises awareness of environmental issues. Pupils learn to overcome obstacles and tackle new challenges. They are taught to articulate their emotions and feelings. Pupils share their concerns and ideas, knowing that adults help them to feel less worried. Pupils are taught to respect each other's personal space and 'body boundaries'.

The school's primary concern is the safety, well-being and education of all pupils, families and staff. Staff respond to the needs of the school community with urgency. Those responsible for governance are experienced. They maintain oversight of the strategic vision that guides their decision-making processes. There is an effective culture of coaching and mentoring that enables all staff to grow in confidence and expertise, including those in the early stages of their professional career. Leaders and staff continually think about how to refine the high-quality provision. The school is relentless and unwavering in its pursuit of excellence.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	102565
<b>Local authority</b>	Kingston upon Thames
<b>Inspection number</b>	10242286
<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	2 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	456
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Matt Martin
<b>Headteacher</b>	Su Yay-Walker
<b>Website</b>	<a href="http://www.burlingtoni.kingston.sch.uk">www.burlingtoni.kingston.sch.uk</a>
<b>Dates of previous inspection</b>	24 and 25 November 2008

## Information about this school

- The school does not make use of any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the chair and members of the local governing body, a local authority representative, the headteacher, senior leaders and a range of staff.
- Inspectors carried out deep dives in reading, mathematics, geography and art. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, met with teachers, spoke to some pupils about their learning and considered pupils' work.

- Inspectors considered the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the views of parents, pupils and staff, including through Ofsted's online surveys.

### **Inspection team**

Lascelles Haughton, lead inspector	His Majesty's Inspector
Marais Leenders	Ofsted Inspector
Jonathan Roddick	Ofsted Inspector

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