



Assessor's Evaluation for the IQM Flagship Project



School Vauxhall Primary School
Vauxhall Street
London
SE11 5LG

Head/Principal Ms Vanessa Bennett

IQM Lead Ms Rebecca Coombs

Date of Review 12th October 2023

Assessor Mr Andrew Murning

IQM Cluster Programme

Cluster Group SHELL

Ambassador Mrs Pat Wood

Next Meeting

Meeting Focus

Cluster Attendance

Term	Date	Attendance
Spring 2022	9 th March 2022	Yes
Summer 2022	13 th July 2022	
Autumn 2022	5 th October 2022	No
Spring 2023	20 th April 2023	Yes

The Impact of the Cluster Group

Through engagement with their cluster group, Vauxhall Primary have implemented a reflection zone area into targeted classrooms. This was as a direct result of a presentation by Woodside Academy.

They have also benefitted from discussion around diversity and left a previous cluster with a possible art project for BHM.



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Evidence

- Meeting with senior leaders and the SEND leadership team.
- Meeting with parents and a parent governor.
- Learning walk.
- Meeting with staff group (support and teaching).
- Pupil meeting and book look.
- FSS action plan.

Additional Activities

- Engaged with school website.
- Access to the schools SDP.
- Access to the school's previous CoE action plan to cross reference with FSS.



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Evaluation of Annual Progress towards the Flagship Project

The school are making good progress towards their flagship project as detailed by their comprehensive action plan and analysis of progress to date.

The question posed at Vauxhall Primary has been fully embraced, *how can we promote a mentally healthy environment that meets the needs of our whole school community?* There is no doubt that the mental health and wellbeing of the school community is a priority for staff and leaders. During the assessment day the leadership team were keen to express the fact that they have looked at the question on a number of levels. For pupils the focus on improving wellbeing is demonstrated in the targeted level through Elsa and other interventions. The whole class and whole school level is supported through assemblies, the creative approach to the PSCHE curriculum and the impressive links with the wider community and external organisations. For staff they have considered and implemented a wellbeing support package available to all. Finally for the families of Vauxhall Primary they have again linked exceptionally well with outside agencies and organisations.

A common theme of the assessment day and the flagship Project are the links with external agencies and professionals. This approach enhances the school's capacity to meet the needs of their pupils. Successful relationships have been developed with an Ed psych who supports with referrals and oversees the work of staff. The school have also acquired sessions from an art therapist who works directly with pupils but also signposts staff and families to other relevant additional support. Monthly review meetings are held with these key professionals and the school SEND leadership team to assess new referrals and existing cases.

Parents and Carers also have access to mental health and wellbeing assistance through the mental health support team who currently offer 2 programmes for the school. They are welcomed into the school and valued, their stories matter to the staff and any needs that can be met will be, any support that can be offered will be. This was verified by the parent focus group.

The Mental health support team also offer staff training to ensure that the school's dedicated staffing team are well held and well supported. The school have also ensured that their staff have access to a comprehensive wellbeing package which can be accessed online or via an app. The service which provides information, strategies, links and massage can be accessed by all of the team at Vauxhall. Leaders are supportive of the wider staff by being open and available, they have also been mindful of the language of mental health and wellbeing around the school to ensure they are as inclusive as possible. Back to work meetings are common practice in the school and are used to check in on wellbeing and ask in a safe, confidential space, how are you?

The SEND leadership team are working passionately with the shared aim for all members of the community to know where to go for help, to be open and comfortable when talking about mental health and asking for help. They are ambitious in their desire to empower others so that they feel comfortable to ask for help, to offer help and notice one another. They want their pupils to be open to and able to access appropriate



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support equipping them for their future with no stigma and no taboo around mental health and wellbeing.

Agreed Actions for the Next Steps in the Flagship Project

A discussion was held to consider the progress made thus far and the agreed next steps for the flagship project. Actions agreed are listed below:

Mental health support team to engage a growing number of attendees. Possibly utilising a stall at whole school events such as the summer fare, coffee mornings and parents evening. This will develop a universal community knowledge of the service and hopefully deepen the buy in of the community into mental health and wellbeing. Consideration of how Zones of regulation can be shared with families so that they can implement it at home.

Further/ongoing playground training with staff making zones of regulation practical so it can be effective outside the lessons and maintained.

To develop pupil leadership and ensure that a larger and broader group of pupils are empowered to make change and provided with the opportunity to have a leadership role.



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Overview

It is clear from discussions with all stakeholders that inclusion of all pupils is a non-negotiable in the school. There is an openness to change and a culture of sharing and support within Vauxhall Primary with the drive to meet the needs of each 'unique' child. Each member of staff holds and influences the story of their pupils in a positive way.

Consistency in approach and commonality of language are instrumental to the inclusive practice within the school. There is a clear sense that the staff will not stop or tire of trying different approaches or strategies. There is also a clear value of pupil empowerment and responsibility. Tools, strategies and support are available to the pupils with high expectations from staff that over time the pupils will have more autonomy and success in overcoming difficulties and achieving success. One member of the leadership team shared the words, if children don't learn the way we teach, then we teach the way they learn. This encapsulates the approach to inclusion in Vauxhall Primary.

There is an ambition to build on the strengths of each pupil, to really know and understand them and, in turn, support progress and growth with no limits.

The leadership team is new but contains experienced practitioners from across the federation with a wealth of experience between them. They have shared values across the federation, shared experience and shared knowledge which is enabling them to support each other well as they establish themselves as the leadership team of Vauxhall Primary.

There is a strong commitment to safeguarding and communication which has been cemented through the introduction of CPOMS which is allowing them to track and spot patterns, work with staff, parents and children to bring about positive change and ensure the safety of the children in their care.

Leaders meet weekly to focus on school context and school improvement. The SEND leaders attend SENCO networks at the local authority as well as their own federation. This is providing them with access to, and the opportunity to, share best practices and contacts. There has been an EYFS focus in the federation which has delivered and received training, visited each other's schools and reviewed settings.

The leadership team has also introduced Perspective which is an online tool used for performance management. It has enabled collaboration and is accessible all year to identify targets and populate with evidence towards these. Staff explained that they are more aware of, and actively planning towards, their targets all year round.

Pupils receive a broad curriculum with a strong emphasis on wellbeing which is enriched by the school's decision to opt for specialist teaching in PE, computing and music. Lessons are adapted based on the needs of the pupils through a variety of inclusive strategies and approaches including movement breaks, resources, adult support and support from external agencies.



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During the learning walk pupils were able to explain what they were learning about and were engaged well by the adults teaching and supporting them. Subject leaders have been creative in their curriculum intent. One subject leader is developing a progression map with a specific focus for SEND pupils to identify key skills so that success and wellbeing can be improved. The school is hoping to roll this approach out across the wider curriculum.

Adaptations include colourful semantics, task planners, word banks and assistive technology. All staff spoken to were united in their desire to share information and be open to changes to ensure that the needs of all children are met.

Learning environments were consistent, large and all featured an area to promote the Zones of Regulation. Pupils are empowered and encouraged to access these areas to support self-regulation. All pupils spoken to were articulate and knowledgeable about zones and the impact that they had had on their behaviour, attitudes and ability to focus in lessons.

There are dedicated spaces for the delivery of interventions and for learning breaks. Staff are well trained to deliver interventions and these are monitored by the SEND leadership.

Staff are knowledgeable and have a shared ambition to achieve the best outcomes for their pupils. A strong theme of collaboration and support was observed throughout the day.

Pupil attainment and wellbeing is well monitored throughout the school. Those in need of early intervention receive it to ensure that gaps and barriers to learning are addressed as soon as possible. An example of this is the phonics provision across the school for those pupils who need it.

Targeted wellbeing check-ins take place throughout the day by staff with a responsibility for pastoral care. The first of these takes place during the school's breakfast club. One of the school's ELSA team leads on this and will provide any support necessary and pass on relevant information to the class teacher to ensure that that pupil has a positive transition to class and can experience success.

Assessment across the curriculum is creative, for example in PSHE class discussions and key learning points related to wellbeing are captured in a class big book which can be revisited to support pupils if they are experiencing difficulties and will follow them up through the years as they get older. In the humanities pupils create knowledge posters by adding key knowledge each week in varying ways rather than an extended piece of writing at the end of a topic.

There is a strong emphasis placed on personal development within the school which is bolstered by the investment in ELSA training and the copious links with external agencies such as Actions Make Change a charity focused on respect and the ending of violence and aggression to women and girls. The agencies with whom the school have



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developed effective partnerships offer both universal and targeted support which the school report as having had a noticeable impact.

Zones of Regulation have been embedded across the school and have given staff and pupils the language, understanding and tools to overcome difficulties with emotional health and self-regulation. Each classroom has a designated space for pupils to spend some time engaging in activities to support their return to green alertness and energy which is optimal for learning.

Developing student confidence and independence is a key aspect of the work being undertaken at Vauxhall. During the course of the day and through all meetings the language observed was that of empowerment and expectation for the children themselves to lead on their conflict resolution and emotional regulation. Key pupils and year groups are reported to have made significant progress over time with this. Should any additional support be necessary, the school's ELSA and pastoral support staff provide an ear, a safe space or some physical activities such as boxing to support a positive change in outcomes.

The behaviour observed throughout the day and most specifically during the learning walk was positive.

The parent and carer community are welcomed, heard and valued by the school. Staff and parents expressed the sense of being a family, a community working together to meet the needs of their children. One parent described what this looks like by saying that their child wakes up in the morning wanting to come to school - it makes it easy for me.

Parents expressed clearly the respect that they have for teachers who they describe as doing their best for their children. The parents spoken with during the assessment day shared how they felt heard by teachers and leaders. They believe their views were respected and their suggestions are acted on which is verified by the leadership of the school which understands that the parents are the experts of their own children. One parent spoken with said the school did everything for their child and really understood them as an individual. This was expanded by another parent who said that their child and all of the children feel a sense of belonging. Another was keen to express how the school did everything to keep their children safeguarded and to care for their wellbeing.

The parent and carer community are held well by the school who have linked well with external organisations to provide training and support; for example, a charity link to deliver a WelCare course for parents and children. The 12-week programme works to support those accessing it to understand changes, routines and challenges.

The schools link with their federation, the local, wider and global community are a substantial strength. Staff at Vauxhall have been excellent at identifying a need and then sourcing the service best placed to meet that need. As a result, the offer to pupils and their families is vast and effective.

Academic support has been ascertained from educational psychologists, speech and language therapists, Wandle Phonics and the local secondary school who host science



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sessions as well as sharing expertise via their sixth form students. STEM sessions have also been secured at the nearby Oval cricket ground.

The links established for support beyond the academic are equally impressive and numerous. The school has begun to link with a local provider for pupils who have experienced adverse childhood experiences. They have also linked effectively with charities which support improvements to mental health, attitudes to women and girls and have worked very successfully with Girls United to effectively promote participation of girls in sport.

The work of the school with other agencies and professionals is excellent and is something that would be of high value to share further within their cluster group.

Based on the evidence provided before the review day, alongside that gathered on the day itself, I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to maintain their status as a Flagship School. I therefore recommend that the school retains its Flagship Status and is reviewed again in 12 months. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of cluster working will underpin the capacity for the school to maintain its Flagship status.

Assessor: Mr Andrew Murning

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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