



Inclusion Quality Mark (UK) Ltd

10th July 2013

Mr Christopher Toye (Executive Headteacher)
Mr Edison David (Head of School)
Vauxhall Primary School
Vauxhall Street
London, SE11 5LG

Assessment Date: 3rd July 2013

Summary

“All abilities, all involved, all the time”.

To move from Special Measures to Outstanding in three years suggests that something special happens in Vauxhall Primary School. Whilst working with the same staff, the school has seen a rapid turn-around. The principle can be easily stated, as Personalisation in everything, holding to the Every Child Matters ethos, although the practical aspects are more complex to describe. Vauxhall encounters virtually every identifiable barrier to learning, seeks to identify root causes and then to find solutions which allows each child to feel valued and to develop self-esteem, from which learning needs can be addressed, as children have the skills to cope when errors are made.

Passionate, articulate, hard-working, engaged, analytical, purposeful, creative, inspirational and visionary are all adjectives that can be attributed to the Vauxhall staff. It was a pleasure to spend quality time in their company.

Equally, if I could nominate a school where Inclusion is lived and breathed, it would be Vauxhall. It permeates every aspect of school life, perhaps, as the Head of School, Edison David, commented, “With so much need, we have no choice but to use inclusive approaches”. But inclusion at Vauxhall is more than that statement; it is the *raison d’être*, like a stick of rock, sliced anywhere, the word Inclusive would be seen, hearts, minds, bodies and souls are dedicated to the same aims. Although the end of term was in sight, there was still an energy and vibrancy to the school which belied its Victorian building, although even that had been imaginatively used to enhance all aspects of teaching and learning, from Nursery to eleven.

I came away from this visit to Vauxhall Primary with two thoughts that summarise its outlook:-

- The staff give above and beyond what one can reasonably expect of them.
- Nobody is left out, child or adult. All are valued for their unique gifts and talents.

Two quotes from a parent and a teacher add to the summary:-

“Like a big family.”

“We offer a glimmer of hope in their lives. We are here to make a difference.”

While an external view was that:-

“The school makes excellent links with the community and other schools to deliver a high quality of service to families”.

The school aims for every child to have a happy and active primary education in an environment that is caring and supporting. It provides a stimulating and structured environment in which every child will be encouraged to reach their full potential.”

I would want to recognise the substantial volume of work undertaken by the IQM coordinator, Carol El-Rasheed, supported by staff at all levels, in collating such a wealth of information that was interesting, informative and gave a rounded view of the school. Many thanks too, to the different groups who came to share their views during the assessment visit. I can only hope to capture the essence of the school in this report, based as it is, on one day in the school. I apologise for omitting any areas that are held dear.

Unity (author unknown)

**I dreamed I stood in a studio and watched two sculptors there,
The clay they used was a young child’s mind and they fashioned it with care.
One was a teacher: the tools she used were books and music and art;
One was a parent with a guiding hand and gentle loving heart.
And when at last their work was done, they were proud of what they had wrought.
For the things they had worked into the child could never be sold or bought!
And each agreed she would have failed if she had worked alone.
For behind the parent stood the school and behind the teacher the home!**

Care for children and their backgrounds underpins the Vauxhall ethos.

Vauxhall Primary School sees itself as a caring school which:-

- Seeks maximum academic success for all students.
- Is focussed on the pursuit of good and outstanding teaching and learning.
- Is focussed in the interest of relationships for learning.
- Understands and cares for each individual.
- Is a loving, fun and humane school.
- Works hard to make firm, supportive relationships with parents and children to raise standards and achieve the best possible outcomes.

The vision of the Executive Headteacher, Christopher Toye, the Head of School, Edison David and the Senior Leadership Team is being demonstrated within the school, as evidenced by the conversations with the staff at all levels, parents, Governors and pupils. This is articulated within the school documentation and is clearly visible in the school. The vision is enacted by significant staff modelling expectations, treating adults and children with equal respect, ensuring that the ethos is enabled to grow. The clarity of vision leads to clarity of purpose. Pupils respond accordingly, evidenced through the school. The school benefits

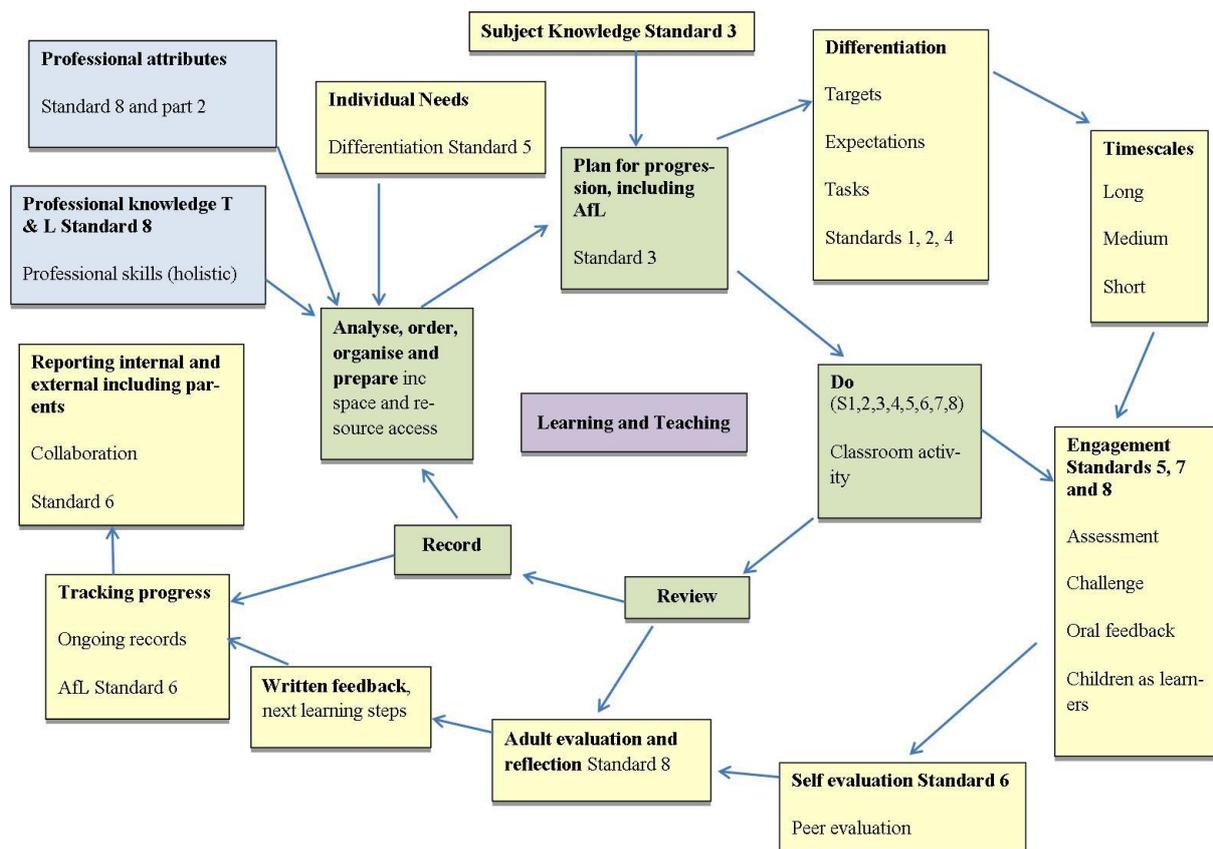
from the drive and enthusiasm of a broad group, which is communicated through the children who readily articulate their respect for this effort on their behalf.

The over-riding impression given by Vauxhall is of a school that has a clear understanding of what is expected and what can be provided to enhance the learning experience for all children. There is an energy and enthusiasm from the staff which is infectious and clearly visible in the attitudes and behaviour of the children.

There is very clear leadership, with a number of key staff working together as the SLT, through which developments are shared, enhanced, tested in practice and reviewed to assess impact. As a result the school benefits from the drive and enthusiasm of a supportive management group, which is communicated through the children. Around these hubs is a group of fully engaged, interested and energetic staff, whose voices are being enabled to be heard, but also valued by decision-makers, who encourage thinking and engagement to ensure that all decisions are based on the most secure information. Within this organisation too, individuals are mentored, supported and developed through in-house and external CPD.

The school policy for teaching and learning is moving towards a dynamic continuum. There is developing evidence of:-

- 1) analysis of evidence leading to quality information being made available to support
- 2) detailed planning, including the provision of appropriate resources and staffing.
- 3) Students, in the best practise, actively sharing in their learning journey, which is
- 4) tracked and reviewed at regular intervals with
- 5) records being collated and disseminated, allowing the process to be cyclic and developmental.



The school is one where continuous development as a result of self-assessment is an essential element of all processes, ably led by senior managers. Systems are strengthened as a result of testing and adaptation to need. This process has been evolutionary.

Learning is at the heart of whole-school development, with significant work being undertaken to ensure that personalised approaches to learning are a reality for vulnerable students, with a differential approach the aspiration for all learners. Learning is tracked throughout a child's career. Systems are in place to ensure that quality information derived from attainment data is given to teachers to support target setting.

The students are a credit to the school. They were invariably polite, happy to engage in detailed discussion of their own learning and their experiences through their time at the school, although a few found these activities a challenge. They are partners in the running of the school, many being given responsibility through the school council.

The school staff, at all levels, are appraised of and share in, school development. There is considerable collective professional expertise within the staff. They are supported by the management of the school, both within their work and with training appropriate to their needs.

There is significant evidence of good practice in Inclusion, across all categories of need. Inclusion is evident in every aspect of school life, ensuring that Every Child Matters and, as an extension, that every person associated with the school is also fully valued.

Significant strengths:-

- Open, honest and humane approach to the needs of the whole school community.
- Very self-aware, through review, quality assurance and good knowledge of school data.
- Clear planning at different levels.
- Enthusiastic, supportive staff progressing the learning agenda.
- Motivated pupils, with a clear view of their learning needs and aspirations.
- Parents, Governors and outside agencies able to provide broader support, but also appropriate challenge.
- A community where everyone's personal and learning needs matter.

I am of the opinion that the school meets the standard required by the Inclusion Quality Mark. There are a few minor areas that might benefit from a little further reflection and these are articulated within the report. Reflection articles are offered as starting points. I recommend that the school be awarded the Mark and be reassessed in 3 years' time.

In discussion with the staff, it was clear that the school also has the ability to operate as an IQM Centre of Excellence in Inclusion, based on the action plan outlined in that submission.

Kahlil Gibran: Teaching:

Then said a [teacher](#), "Speak to us of Teaching." And he said:

No man can reveal to you aught but that which already lies half asleep in the dawning of our knowledge.

The teacher who walks in the shadow of the temple, among his followers, gives not of his wisdom but rather of his faith and his lovingness.

If he is indeed wise he does not bid you enter the house of wisdom, but rather leads you to the threshold of your own mind.

The astronomer may speak to you of his understanding of space, but he cannot give you his understanding.

The musician may sing to you of the rhythm which is in all space, but he cannot give you the ear which arrests the rhythm nor the voice that echoes it.

And he who is versed in the science of numbers can tell of the regions of weight and measure, but he cannot conduct you thither.

For the vision of one man lends not its wings to another man.

And even as each one of you stands alone in God's knowledge, so must each one of you be alone in his knowledge of God and in his understanding of the earth.

Assessor: Chris Chivers

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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

Name of School:	Vauxhall Primary School
Headteacher:	Christopher Toye, Executive Headteacher Edison David, Head of School
Date of assessment:	3 rd July 2013
Final assessor/s:	Chris Chivers
Successful:	Yes

Context of the School and Sources of Data

School website

Vauxhall is a school that educates two hundred and twenty children aged 3 – 11 years old in the London Borough of Lambeth.

Children enter the nursery and leave at the end of Year 6 when they transfer to secondary school. The school also incorporates the Vauxhall Children Centre, this facility offers a range of services that support families through child care, adult learning, parenting programmes and helping bring a range of service providers (health, social care, employment) into the community. The school serves a range of pupils that represent the diversity of the local area. The school has an experienced staff that share considerable ambition for the institution. The school is well regarded by a loyal parent body who have helped shape the priorities and direction that it has taken recently.

In addition to the importance of academic achievement the school seeks to provide many opportunities, often in partnership with other organisations, for the children to develop talents and interests in the arts, sports and environmental education. The behaviour of children is good as a result of a positive ethos, a focus on enjoyment and an expectation of participation and contribution by everyone connected to the school.

The website contains a wide range of information, including the school policies for subject teaching as well as more overarching statements, such as Inclusion.

Ofsted

Information about this school

Vauxhall is smaller than the average-size primary school. Most pupils are from a range of minority ethnic groups, the largest of which is Black African. Almost three quarters of pupils speak English as an additional language. Over half of the pupils are known to be eligible for the pupil premium, which is higher than average. The proportion of pupils supported at school action is below average. The proportion supported through school action plus or with a statement of special educational needs is higher than average.

The school is in a hard federation with Wyvil Primary School. Both schools are led by the executive headteacher. The governing body is responsible for a children's centre on the school site. This was last inspected in January 2012. It was not included in this inspection.

This is an outstanding school

The school has continued to make rapid improvements since its last inspection.

All pupils, whatever their different needs and abilities, make excellent progress and have well-developed reading, writing and mathematics skills by the end of Year 6.

Teaching is highly effective. All staff know their pupils well. Lessons are skilfully matched to what pupils need to learn next. Very occasionally pupils are not moved on to their independent work or given further guidance as quickly as possible.

Excellent work with numerous other organisations, such as local theatres, builds pupils' confidence. Pupils develop many new skills in exciting ways which they thoroughly enjoy. Behaviour is exemplary. Pupils are very respectful and supportive of each other. They are well cared for and feel extremely safe in school.

The school is exceptionally well led by the executive headteacher and his leadership team. Staff, pupils and parents are proud to be part of the school.

Pupils and staff rise to the high expectations leaders have of them. In turn, they are given the support and help they need to do the very best they can.

Governors contribute to improvement by knowing the school well and asking questions.

What does the school need to do to improve further?

Sustain highly effective teaching and learning by ensuring that in all lessons:-

- pupils are moved on to independent tasks quickly;
- their learning is constantly assessed so that interventions to develop their understanding further are always timely.

The school exceeds the government's floor standards, which set the minimum expectations for pupils' attainment and progress.

Portfolio and Other Supporting Evidence

The last point from the Ofsted report was highlighted by the school in their portfolio submission, under Element 2 Learner Attitudes and formed a central part of conversations during the assessment visit.

Tracking document school judgements				
Element	Policy	Awareness	Practice	Assessor notes from tracker Highlighting areas noted as 3 or 4 (in place but a degree of development needed)
1 Achievement	1	1	1	
2 Attitude				2.2 Linked pastoral and behaviour policies 2.4 Student involvement in learning/assessment 2.6 Knowledge of support mechanisms 2.7 Grouping for social cohesion 2.8 Mechanisms for all to contribute 2.10 Evidence of respect for others 2.11 Knowledge of behaviour boundaries 2.12 Care and attention for different students 2.13 Understand/explain inclusion guidelines 2.14 Full part in induction 2.16 Establish inclusion policies in partnership 2.18 Create integrated student records 2.20 Plan and record learning groups/settings
3 Leadership	1	1	1	
4 Staffing	1	1	1	
5 Environment	1	1	1	
6 T&L	1	1	1	
7 ICT	1	1	1	
8 Parents	1	1	1	
9 Governors	1	1	1	
10 Community	1	1	1	

Element 1 - Learner Progress

The school provides a lively, challenging, stimulating and attractive environment in which each child enjoys working and is actively encouraged to take every opportunity to fully develop their academic, physical, artistic, spiritual and social abilities.

Pupils are set literacy and numeracy targets based on prior and predicted attainment with a degree of challenge built in as they work to achieve group and the whole class targets. Targets are shared with parents at Parents' Evening.

Assessment for Learning is used in the school with a range of other assessments, formal and informal used to support Teacher Assessment, to monitor children's achievements throughout the school, to track progress and inform target setting, tracked through APP documents.

Children identified as needing re-enforcement in Literacy or Numeracy or as having SEN are supported through a broad range of well organised interventions as small group work or 1:1 support for those with specific learning difficulties. Children on the SEN Code of Practice have Individual Education Plans to target their specific needs.

Results have remained consistent over a number of years.

The school expresses the view that it is very important that every child achieves to the best of their ability. Academic achievement is a high priority and the main focus. They also believe in giving each child the opportunity to feel successful by encouraging them to develop their unique gifts and talents in sports or the arts. This is seen as boosting their self-esteem and having a positive impact on their motivation to succeed academically.

Strengths:-

- Children are challenged to achieve.
- Motivation is high, engendered by school and home working together.
- Target setting and tracking is embedded, with accurate, helpful information being shared with parents, so that they are able to fully support the learning agenda.
- AfL is embedded in practice as a tool that supports the evidence based approach to the curriculum.

For reflection

Systems have been developed that ensure individualised targets are presented to children, but at present, these are not visible to children and teachers while they are engaged on a task, so they cannot be a constituent part of dialogue, without turning to the front of the book. It is important to consider putting the targets in front of children, especially while they are working, e.g. target sheets that fold out of exercise books rather than being stuck inside covers. This can be supplemented with reading targets as bookmarks, place-mats of regular or subject specific spellings/vocabulary placed on tables for easy access, so that children don't have to browse the room for information.

Reflection point

In considering the very few issues that arose during the visit, I would offer the following food for thought as the school seeks to improve the writing skills of the children. It is an approach that focuses on the writing process, with editing and improvement at the core.

Towards structure in writing (a two-page approach)

The principles of a two-page approach to writing can be relatively simply put.

- The first page of an exercise book is left blank potentially to act as an ongoing contents list.
- Subsequent two page spreads are the basis for the development of a piece of writing.
- The left hand page is designated as a planning and ideas gathering page, with children encouraged to put down all their thoughts connected with the writing purpose.

Ideas can be explored through a variety of considered approaches:-

- **Brainstorming.**
- **Ideas webs.**
- **Mind mapping.**
- **Lists.**
- **Useful phrases.**
- **Story frames.**
- **Structured pictures or storyboarding.**
- **Story lines or timelines.**
- **Difficult or interesting words.**
- Etc.

Many of these are used intermittently to suit specific purposes.

Some lend themselves to further exploration with regard to story structure, especially with ideas such as sentences and paragraphs.

If blank books are used, the children can be given prepared writing lines to use under the page differentiated to their current need. Blank pages also allow for drawn prompts or diagrams to be developed easily.

Scaffolds for writing appear to allow consideration of these concepts. Many of these ideas originate through the National Writing Project, active around 1990, but still provide valid frames for thinking about writing.

Initial stage
Picture area

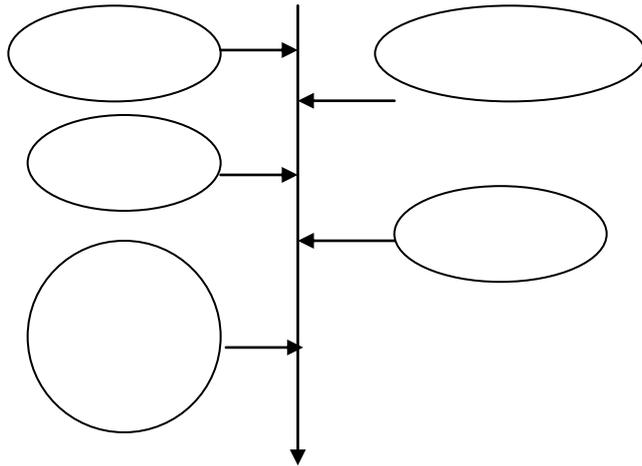
Picture, or picture sequence, such as digital images from visits or activity.	Key words as prompts for storytelling or sentences
Beginning	1,2,3,4 words 1,2,3,4 sentences
Middle	
End	

Writing planner

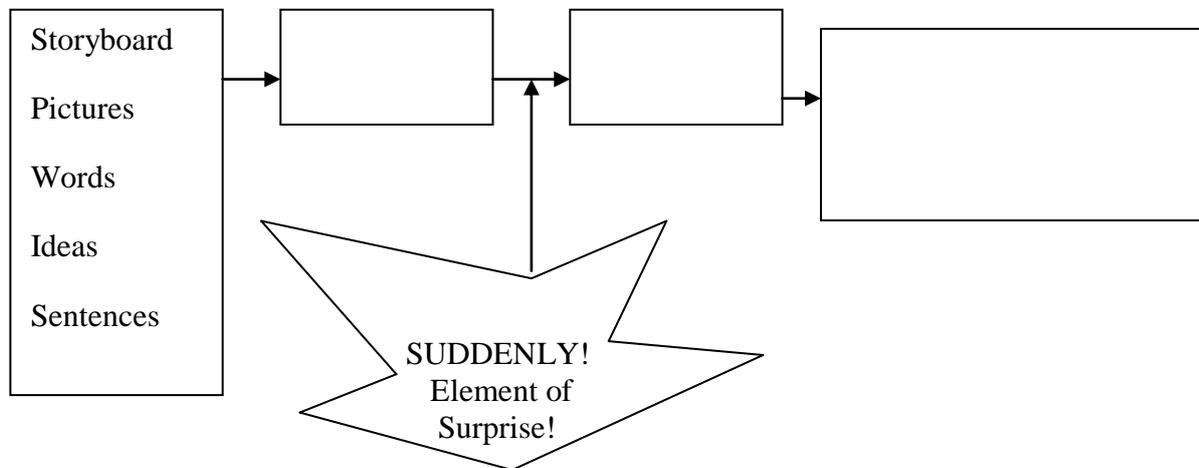
Story title or writing theme e.g. science task

Paragraph theme	Key words for each paragraph, or story board pictures	5 “paragraphs” Discuss paragraph conventions to be used, when appropriate.
Introduction Scene setting Characters		1, 2, 3, 4 etc sentences per paragraph, embedding differential challenge.
Connective words Development		
Main action Speech?		
Resolution of conflicts		
Conclusion and closing reflections		

Story or writing time line



Arrow stories or connected ideas, e.g. in reporting a timeline visit



Any of these ideas can be incorporated into the left hand ideas page, can be replicated on the right hand page as appropriate for first drafts, although older children will be encouraged to use the blank sheet and to be organised in their approach.

The left hand page can also be useful for teacher intervention:-

- Adding conversation notes or feedback.
- Supporting spelling development.
- Drafting and editing are essential elements of this process, with children taking more responsibility for this aspect of their writing production.

All the above are capable of being developed within Powerpoint activities, with ICT skills embedded also.

As discussed during the visit, if writing targets are on a fold out sheet pasted to the front or back of the exercise book, the whole constitutes a working document. Targets can be extracted for each task and an ongoing development commentary recorded, based on the child's independent production of the first draft.

Element 2 - Learner Attitude, Values & Personal Development

The children whom I met during the visit were, without exception, courteous, confident and articulate. They were allowed to speak freely and did so openly and honestly. They were a credit to the school.

The discussions showed that the children were fully aware of their part in school life, could articulate their expectations and ambitions and knew in great detail how they could find the support that they needed should this occur.

They valued their school, their teachers and TAs, and saw how the school was enabling them to achieve at their best and represented a community that sees learning as the central feature of the establishment.

There is a broad range of rewards, encouraging continuous involvement.

There are many layers of support for children's behaviour needs, within the system, which allows intervention and decisions to be taken by both staff and children, being enabled to make "the right choices". This is largely articulated through the "Going for Green" system, which was well understood.

The children are given responsibilities within the school, which they carry out with care, ensuring that their peers are able to learn effectively or are being supported emotionally.

They value all that is available to them and take advantage of the many experiences available, in and out of normal school hours.

Strengths:-

- Induction and transition arrangements very secure.
- Communication systems in place throughout the school allowing children to articulate their views.
- Children feel safe in the school and are regularly asked for their views.
- The IQM tracking document illustrates the community feel of the school, with clear articulation of understanding individual needs, personalised approaches, broad understanding of the school community of individual needs and a strong support network surrounding children throughout their school experience.
- Children's progress is tracked thoroughly.

Element 3 - Leadership & Management

The leadership team at Vauxhall Primary has a clear vision that is well articulated, permeating school life. The communication within the school is seen as a strength, ably demonstrated by the SLT and seen at every level of staff, children and parents. High quality information is produced, exemplified by the easy to access school website.

There is a passion for learning articulated at the core of the school philosophy. This applies to all members of the community whom I met and, as a result, is impacting positively on the children. This could be broadened further to a passion for children and their life chances. They are challenged and encouraged to do well.

There is distributive leadership at Vauxhall Primary, with all staff understanding their roles and working with purpose and determination. Delegation is evident in the school, with lines of responsibility and communication well understood.

Inclusion has been an agenda item for school improvement over a number of years. Over the process the school has evolved to changing needs and has the capacity to continue to do so.

There is clear evidence that the vision of the school is understood by everyone associated with Vauxhall Primary, that it is viewed as a corporate effort and that the Inclusion agenda is embedded in every aspect of school life. Everyone is enabled to be a part of every aspect of school life at whatever level is suitable for them.

Governors are fully involved with the Inclusion aspect of the school, at all stages, including reviews during visits to the site. They receive regular reports, in full GB meetings and in committee.

Emotional literacy is an integral part of school life, embedded within the inclusion aspects of the school.

The quality of teaching and learning is monitored, as well as in Performance Management observations. Every teacher is monitored regularly through a variety of means.

Support staff have many individual specialist skills, enabling them to be a strength of the system, supporting pastoral and learning needs. Many have been developed to become significant members of staff. The school supports staff personal growth at all levels. There is a clear Performance Management system.

The school builds individual capability and skill, in staff and pupils as well as the capacity to continue after intervention.

Strengths:-

This is a significant area of the school, ensuring cohesion and consistency throughout.

- Senior leaders convey high expectations.
- Staff are very committed to the children, working tirelessly to raise their attainment and progress.

- Regular monitoring of teaching and support in identified areas for development have led to improvement.
- Tracking of each child's attainment and progress towards targets informs intervention well and underpins the good progress.
- Governors bring a wide range of expertise to their role, which they apply effectively in evaluating the school and challenging low attainment.
- The excellent impact of safeguarding procedures is exemplified by the meticulous approach to taking action, providing training, simplifying guidance for children and parents, and updating policies.
- The school demonstrates its commitment to partnership working through its regular multi-agency meetings to support children's well-being.

Area for reflection:-

It would be prudent for the school to consider how it would sustain current practice in the event of significant change in staffing at senior level. While there are aspects in written plans, overview descriptors will need to be put in place to secure the understanding of incoming staff to ensure the sustainability of the special ethos and approach to learning.

Element 4 - Staffing System & Organisation

The staff are ably led by thinking managers and are actively encouraged to “think out of the box” and in some cases to redesign the box itself. As is all aspects of the school, this phrase has real meaning. Staff have permission to be lateral thinkers, helping to broaden the vision as they develop and further interpret the school aims to the learning advantage of the children.

There is much evidence of creative and innovative practice. This is broadly shared within a staff seeking to develop its own capabilities. Within a challenging environment, staff often exceed what might reasonably be expected. This is fully recognised by parents and children, who expressed fulsomely their praise for the staff, individually and collectively.

Staff development is a strength of the school. Starting from being valued for the role being undertaken, staff accept challenge, which is not only met but often exceeded. Individual staff are enabled to take on responsibility, supported to succeed and enjoy personal growth as a result. This is a staff with considerable personal and collective expertise. They also present as happy, throughout the staff group.

Innovative practice is encouraged from all categories of staff.

There is much joined up thinking, with staff articulating their working relationships with others. This was particularly evidenced in conversations with the staff who are involved in Inclusion, where each found ways to describe how they work together for the good of children. This was endorsed through other conversations focused on curriculum entitlement, where children are supported to succeed. All conversations had a focus of building capacity, taking personal responsibility, good communication, demonstrating that each child in this school has an identifiable Team Around each Child, should they need that level of support, always looking to enhance opportunities.

Joined up thinking is also evident across other aspects of the school, with staff describing how roles interlink and sometimes overlap, to ensure coherence and consistency as well as a high level of adaptability to personalised needs.

The staff are enabled, supported and challenged to ensure that the best possible opportunities are created for children, that, where possible, barriers to progress are identified and remedied to minimise the impact of disruption. The whole staff are the eyes and ears of the systems. They are vigilant, proactive or reactive as necessary or possible, developing functional capacity in the child, the family, with support, or the school, where individual staff may be coached in specific skills.

There are additional, special aspects of provision which exemplify the humanity of the organisation, but also the breadth of thinking and aspiration the school has for all children.

The range of activities within the school extends beyond the examples given, but each is carefully introduced into the school to ensure that significant value is added.

Coordination and communication are essential to the smooth running of the staffing systems. Both elements are of a very high quality.

Strengths:-

- Members of staff work together to provide the best opportunities for the pupils.
- Professional development is well managed, with training linked to school development priorities available to all on whole-staff In-service days, and course attendance encouraged to further individuals' needs.
- Induction is very carefully managed.
- Core leaders are committed and hard-working. They have a good understanding of strengths and weaknesses in their area of responsibility, and they lead staff and monitor developments, triangulating teacher assessments against lesson observations, formal testing and work scrutiny.
- Teachers are enthusiastic and give significant amounts of additional time to the school, particularly in extending opportunities through a range of clubs and off site activities.
- A team of enthusiastic and well-qualified TAs support class teachers and are fully included in all aspects of school life. The school articulates the value of the TA team, including the specialist nature of some interventions.
- Staff at all levels are valued, supported, challenged and developed and are enabled to operate at the highest possible levels.
- The non-teaching staff demonstrated considerable expertise in discussion.

Element 5 - Learning Environment

The Victorian school building, which meets the basic and extended needs of learners and staff, is carefully maintained. The main teaching spaces are large, light and airy, with a large number of very interesting displays and relevant ICT equipment.

There is adequate space for teaching and learning, including spaces for small-group work and well-equipped libraries. Some classrooms presented as a little cluttered, which could cause a slight sensory overload for some learners.

Very high quality displays present the work of pupils across the curriculum and encourage passers to stop and spend time to browse and admire.

Outdoors, there is an excellent range of fixed play equipment and a wide variety of small games are encouraged by the very motivated group of adults (midday supervisors). The playgrounds are extensive, allowing all year round opportunities for exercise.

Early Years and KS1 pupils have access to separate outdoor spaces, well equipped to support a broad range of experiential and physical play. The older children are also able to enjoy excellent facilities, developing imaginative play, as well as more usual physical play such as football.

Classrooms use wall space to demonstrate learning points to pupils. Some displays could be distracting rather than enhancing the learning experience. It may be worth seeing less as more. A wall of words can be daunting for an adult and if the words are important, perhaps a personalised dictionary of essential words needs to be available at the table.

The school has two large halls which lend themselves well to whole-school events and productions.

The very high quality outdoor provision from Early Years to Year 6 ensures that the learning continues outside class time. An interesting mix of physical challenge, experience, construction, musical instruments, small group games equipment and space for specific activity, such as dance, offer a broad range of opportunities for children to engage with friends in constructive activity.

Wheelchair access within the school is good.

Element 6 - Teaching & Learning

The school is clearly focused on Teaching and Learning. A challenging, topic based curriculum is established, with planning at different points, long term, medium term and short term. The staff develop exciting learning plans, based on an experiential, investigational, problem-solving approach.

Progress targets are set by teachers.

There is evidence of curriculum enrichment on display. Children have a wide range of extra-curricular enhancements, while evidence of broad research on specific topics was on classroom walls. Lessons visited evidenced the use of concrete apparatus, open tasks and practical opportunities. Some classes were involved in whole class activity. There was evidence of Interactive whiteboard use.

The richness of the curriculum, developing a more enriched holistic offering, while securing the basic skills creates a greater workload, but benefits from the enthusiasm of each staff member.

Tracking learning is very well established.

The talk agenda was clearly evidenced throughout the visit.

Strengths:-

- The best teaching is vibrant, making good use of ICT and a rich variety of resources and exciting activities. Coupled with teachers' good subject knowledge, this motivates and engages pupils and gains their attention.
- Planning is thorough and teachers know very clearly, because of excellent assessment methods, what pupils need to learn next. In their turn, pupils know exactly what they must do to improve their work because of very clear success criteria shared with them at the beginning of every lesson.
- In lessons pupils are given time to respond to teachers' good guidance.
- Lessons have a good pace and teachers challenge pupils.
- A very wide range of stimulating opportunities and visitors enrich the curriculum.
- Children are safe and secure, basic needs are assured, they feel well cared for by all staff, and have good self-esteem, thus creating the environment where they can make decisions, think for themselves and try, knowing learning is derived from attempting something.
- Visualisers would add value to many aspects of lessons, adding a new dynamic element.
- There is visual evidence within the school that the Inclusion agenda has been embedded:-

- through photographs,
- quality display of children's work,
- learning objectives being displayed at the outset of lessons and reviewed within,
- the layout of classrooms encouraging discussion and debate.

Areas for reflection:-

- Ensure that all teaching aspires to the best on offer; that outstanding practice is consistent across every year group and class.
- Children could be asked to actively take notes during the teacher input, ensuring their engagement at a high level. This would link with the two page approach, especially as it applies to topic areas.

Element 7 - Resources & ICT

This school is well resourced, with up-to-date equipment, plenty of good quality books, and adequate storage facilities. Resources for many curriculum aspects have been augmented by direct gift from the local community links.

The school has enough computers for a whole class to work, either on PCs in the ICT room or on notebooks.

Notebooks can be accessed in the classrooms.

There are peripherals relevant to the needs of pupils.

All classrooms have an IWB, which is used to support the curriculum.

Children use digital cameras, microphones and other equipment. Photographs of school activities help the pupils share their experiences with visitors and parents/carers.

The school has an attractive website which is kept up-to-date and which is informative about the life of the school.

The rationale can be stated simply, resources are bought to need, and where need is clearly articulated, the school does its best to provide the best quality resources available.

Areas for reflection:-

- Consider how the IWB can be used to support small group problem solving in collaborative groups, visible to the teacher from all parts of the room.
- Explore the use of visualisers to further support all aspects of learning, from inputs, using small concrete apparatus as demonstrations to the summary at the end, when discussion of the learning processes can be exemplified easily.
- Consider how the use of digital images can support the talk agenda, especially with sequenced images from visits as aide memoires for report writing rehearsal.

Element 8 - Parents & Carers

The group of parents and carers who came to the school to discuss this issue spoke with one clear strong voice, supporting the school ethos and vision.

They felt that staff knew their children well, recognised their different abilities and needs and catered well for their individuality.

They clearly felt that the school fostered a “Can do” approach in the children, deriving from a general feeling of positivity engendered by the staff at all levels.

They articulated the view that contact arrangements and general communications with the school are very good.

They felt that they enjoyed very good communication with the school staff, with very quick response to queries.

They valued the quality of access to teachers at all levels, including senior managers.

The systems in the school that support their children were noted as particularly successful in ensuring good quality participation.

There is a general feeling of being listened to, and where necessary, that action is taken as a result of the conversations.

Parents are involved in the life of the school, supporting fund-raising activities, attending concerts, plays, special assemblies.

Strengths:-

- Quality of communication at all levels.
- Access to relevant staff quickly, allowing early resolution of concerns.
- Relationships between parents and the school.

Element 9 - Governors, External Partners & Local Authority

The Governor, through the Chair and a parent Governor who visited as a parent, articulated the ease with which they are welcomed into school life, enabling them to become partners in school development. This is a very supportive partnership, with both sides seeing value in working together. Governors bring a wide range of expertise to their role, which they apply effectively in evaluating the school. They are fully aware of their role in ensuring children's safety.

The Governing Body is committed to the success and development of the school. They articulated the many strengths of the Body, and were aware of potential limitations. Much of the strength comes from the commitment of Governors with their own clear agenda for development. They are an open and honest complement to the school.

There is a significant body of talents which can be made available to provide many different elements which might contribute to this progress. The notion of critical friend was mooted and discussed. There is a clear capacity to challenge and to ensure that development has logic, has been rigorously thought through, costed and is capable of effective implementation.

Governors visit the school to meet with staff, to visit classrooms and to be part of the school development discussions. The Governing body receives reports of visits to school.

The Governors were fully aware that Inclusion is embedded in the ethos of the school, where every child is valued for their individual talents, where everyone contributes, participates and has a chance to shine.

Governors are linked to curriculum areas as well as other aspects of school life, visiting as regularly as possible.

A range of external partners support the school. During the visit, the Partnership Extended Schools Manager, Amy Oxley, joined a discussion, outlining the varied ways in which her role supported wider school development through enhanced opportunities for all, including links with the Oval coaching staff for cricket activities, G&T workshops, an active SENCo network, additional SALT and EP provision, ESOL opportunities for parents, and a link with the Royal Institution.

Extra-curricular clubs are well coordinated by Cath Allinson and take full advantage of available expertise, including external coaches.

Element 10 - The Community

The story of the school in the community has developed over the past few years. This is held by the community members whom I met to be as a result of the leadership of Christopher Toye and Edison David, supported by very able staff appointed to work within the school vision.

The view was expressed of an outward looking school, one that works in strong partnerships with a very wide range of partners, in so doing significantly enhancing the opportunities for the children, allowing them to engage with the local community at a good level.

The public face of Vauxhall Primary School has become very positive.

Achievements are celebrated within the community and regularly through a range of media.

Community members commented on the provision that is made to support children to take part in outside, community activity, as well as the way in which the school invited the community to come into the school.

In a culture rich environment, among many other activities, links have been made with the Southbank Centre, The Royal Opera House, where pupils have been enabled to take scholarships, the Polka Theatre, Shakespeare Schools. This activity is well coordinated by Jessica Burke-Peters.

A broad definition of family learning supports the parent community.

A very broad range of clubs are currently running, through staff goodwill.

The PTA supports the broader aims of the school in developing the community aspects, but also to raise additional funds to further enhance the opportunities on offer.

Strengths:-

- The school is seen as an important element of the local community.
- It is valued for the changes wrought over the recent past, as they have impacted on local people positively.
- The school is a partner to the community.
- Inclusion includes the community.