



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 21st October 2025

Assessor Ms Fiona Robinson

IQM Cluster Programme

Cluster Group Shell

Ambassador Mrs Pat Wood
Ms Debra Joyce

Next Meeting 4th November 2025

Meeting Focus Use of visuals, continuous provision beyond Early Years and pupil leadership

Cluster Attendance

Term	Date	Attendance
Autumn 2023	21 st November 2023	Yes
Spring 2024	26 th February 2024	Yes
Summer 2024	5 th June 2024	Yes
Autumn 2024	26 th November 2024	Yes
Spring 2025	31 st March 2025	Yes
Summer 2025	23 rd June 2025	Yes



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The Impact of the Cluster Group

Leaders are very invested in Cluster group attendance and participation and spoke highly of the Cluster Group programme. Vauxhall Primary School hosted one of the meetings earlier this year and the SENCo shared the programme for the day which was excellent indeed. Other attendees have subsequently reached out to some of the community links which were explored during the day showing the hosting to be a success. The Inclusion Lead is always keen to learn from the other members of the group.

Evidence

- Learning Walk
- IQM folder
- School website

Meetings with

- The Headteacher
- The SENCo and Inclusion Lead
- Parent Group
- Staff members
- PSHE Lead/Literacy Lead and Year 1 Teacher
- HLTA Lead for Computing/ELSA/PE coach
- TA Year 2/Girls Football Coach
- Year 4 teacher/EAL and Spanish Lead and ELSA
- Greenhouse Sports Coach and Mentor
- Meeting with pupil group



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Evaluation of Annual Progress towards the Flagship Project

Project Title: How can we promote a mentally healthy environment that meets the needs of our whole school community?

The school has made outstanding progress towards their flagship project.

Leaders have come to the end of a three-year plan on Wellbeing. Much work has been done in this area, and I was able to clearly see the impact of this work during my time at Vauxhall Primary School. All groups whom I met with were able to explore the impact that a focus on wellbeing has had on them.

The focus areas for wellbeing were:

- Support pupils with their emotional wellbeing through the curriculum and through targeted support
- To recruit and train anti-bullying ambassadors to share information, create new initiatives in the playground around mental health and wellbeing
- To support parents in being able to support children's mental health at home
- To promote wellbeing

Talking about wellbeing and mental health is encouraged at Vauxhall Primary School. The curriculum incorporates elements of mental health and the PSHE Lead has delivered a series of whole school assemblies in this area. A range of interventions have helped to support the development and embedding of the Flagship Project over the past three years. Emotional Literacy Support (ELSA), Cognitive Behaviour Therapy (CBT), and Bereavement Support are some of the interventions that have supported pupils. Leaders use the local community really well to support the school. They have worked hard to enhance links with the local Mental Health Support Team to ensure that pupils who need more specialist help are able to access it. The Autism Advisory Service has offered much support around the school environment and the Zones of Regulation. Coaching provided through Greenhouse has focused on providing bespoke support to young people with identified emotional needs, the impact being improved attendance, punctuality, and engagement for a number of pupils. The local Mental Health Support Team has been very creative in engaging families, and a key success was their attendance at the Summer Fair where they ran a very popular activity stall.

The schools Family Support Worker works with a wide range of families, offering support with signposting families to the appropriate external agencies including mental health provision as well as doing some targeted work on sleep routines, morning routines, transition, and general wellbeing.

Classrooms all have a reflection/relaxation corner to support pupil's wellbeing. I saw these on my Learning Walk, and they were all very well thought out. There are also pupil Anti-Bullying Ambassadors and Wellbeing Ambassadors and both roles are vital to ensuring wellbeing remains high profile. What I thought was really great is that pupils



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actually receive proper training to ensure that these roles are meaningful. Wellbeing and mental health are talked about at pupil level, I could see how effective the project was – pupils know what to do and who to go to if they need support in these areas. Staff wellbeing is also a key priority area for leaders and Governors. Leaders conduct regular check ins with staff and the CPD rota ensures that there are wellbeing sessions for staff. The school uses its links with other local schools to engage in collaborative practice and training, sharing best practice. Teachers having ownership of whether or not they work at home or in school during their PPA sessions has been incredibly well received. Teachers feel 'trusted' to get on with their role and the teachers whom I met all agreed that this was key to supporting their wellbeing.

Agreed Actions for the Next Steps in the Flagship Project

The new Flagship Project is: How can we embed oracy for Inclusion, confidence, and achievement in all pupils?

Oracy is high on the education agenda in the Borough of Lambeth where the school sits. Leaders have a very clear vision on how oracy will be developed over the next 3 years at Vauxhall Primary School. The actions for the following year are:

- To develop staff training in the area of oracy
- To embed oracy in the curriculum
- To inform and engage parents and the local community
- To involve pupil leadership in the development of oracy

The first step was to appoint an oracy lead which was done at the beginning of term. He will be the driver for oracy. He has already visited the lead school for oracy in preparation for his role. All staff had their first training session last month. Staff will undergo further training and training dates are already in the diary for Spring Term 2026.

Leaders are ambitious for pupils at Vauxhall Primary School. They believe that developing oracy will upskill young people, making them more confident learners and better prepared for secondary school and beyond. Teachers will ensure that structured talk activities will become a key feature in lesson planning with a shift in focus to think-pair-share and ensuring pupils become confident at debating. There will be a series of cross-curricular projects where teachers can work together embedding oracy within a range of subjects. The focus on developing oracy will not just sit with the school. Families will also undergo training to support the development of oracy at home, and they will be equipped with a range of oracy strategies.

Pupils will be given the opportunity to become Oracy Ambassadors with the aim to help drive this project through the modelling of good speaking and listening. Pupils will be able to lead assemblies and debating activities. Having spoken to the Wellbeing and Anti-bullying Ambassadors, I have no doubt that the Oracy Ambassadors will be instrumental in helping drive this initiative across the school.



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Overview

Vauxhall Primary school is a small, one form entry primary school in the London Borough of Lambeth. It is a school with a 'family feel' and many pupils come from previous generations who also attended the school. There are 40 pupils on the SEND register and 8 with an EHCP. The biggest area of need is speech, language, and communication. Punctuality can impact on attendance and leaders are working to support families in this area. This is also being supported by the Family Support Worker.

Inclusion really does mean something here. The School Development Plan ensures that inclusion remains a high priority with a focus on furthering efforts to provide a learning environment where all pupils regardless of background or ability feel supported or able to succeed. Every staff member is ambitious for pupils. They all work tirelessly to ensure that every single child is given access to support when needed and are able to take part in extra-curricular activities and links with external providers.

The Vauxhall Core Values are:

- Honest
- Respectful
- Kind
- Calm
- Supportive

These values are central to life here. They are embedded within the school and are a feature in assemblies where pupils are able to reflect on what each of the values means. During my Learning Walk I was impressed with how calm and quiet the school was. Every pupil was engaged in their learning. I was also able to see some interventions taking place and once again, pupils were very involved. The learning environment is wonderful. Displays and learning walls support learning and pupils are proud of what they have achieved. Outdoor space has been carefully planned and to rooms and outdoor space used by pupils in Nursey and Reception was simply fantastic. The school has embraced the Rights Respecting approach, with pupils demonstrating a clear understanding of their rights. These rights are prominently displayed around the school and are embedded in daily routines and interactions, helping to create a respectful and inclusive school culture which was very evident during my visit.

I had the pleasure of meeting with a small group of parents at the start of my assessment. They praised how the school is changing and adapting. They described school in terms of it being a community. One parent was originally a Teaching Assistant at the school and then was encouraged to do her teacher training. They all spoke about the excellent opportunities for parents including coffee morning. They felt their children were successful here. They particularly liked that it was a one form entry school, so teachers know the pupils really well. 'The school helps pupils to develop their independence,' one told me. The parents spoke about wellbeing and how the school



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focuses on the wellbeing of everyone. There are a lot of school events for parents and parents are invited in regularly to simply meet each other and have a chat. There are also opportunities for parents to develop skills in terms of phonics. They also offer Psychology support. The school has a link with Lillian Bayliss School so there is a lot of support around helping with transition. Information is also given about other schools in the area.

Staff enjoy working at Vauxhall Primary School. They told me about a range of wellbeing initiatives which they felt really worked. Staff 'shout out's' are very popular and come with a certificate and you get given this in front of the pupils – pupils really engage in this as well and staff say it makes them feel really valued. There is a wellbeing breakfast three times per year which staff really appreciate. Staff talked a lot about colleagues supporting each other. 'Colleagues listen to each other and check in with each other,' one staff member explained. Staff agreed that inclusion was central to the ethos at school and pupil wellbeing was high – they attributed this to staff knowing the pupils but also staff knowing the families. Parent's feedback to staff members about life at home which then ensures that staff have a fuller picture. Trust is high. As the school is one form entry school staff praised its 'family feel.'

The staff member in charge of girl's football spoke with pride about her school team 'Girls United' and she is very passionate about her role. Training takes place twice a week, once in school and once in the community. I was able to hear stories about the positive impact that this is having on particular pupils. This is a very popular intervention as it is not just focused on the sporting side but there is also a focus on mental health and wellbeing. I was left with the impression of staff members going above and beyond on a daily basis, ensuring that no pupil needs remain unmet. The school has also secured funding to introduce dance and yoga sessions next term, further supporting pupil wellbeing.

There is a rich and varied offer available to all pupils at this school, with particular strengths in inclusion, wellbeing, and enrichment. Staff are clearly committed to supporting pupils with English as an Additional Language (EAL) and technology is used effectively to help pupils make academic progress. The school also runs a Chromebook loan scheme to ensure all pupils have access to ICT at home, promoting digital inclusion. Partnerships with organisations such as The Oval Cricket Club provide exceptional opportunities beyond the classroom, including projects in advanced coding, robotics research, sustainability, and sport. Their inclusive sports day run by the Club is a standout annual event, ensuring all pupils can participate in a range of activities. Another valuable partnership is with Greenhouse Sports, a non-profit organisation delivering targeted sport-based interventions. I was able to meet the Coach who runs this initiative at the school. Their mentoring work with small groups of pupils, in collaboration with the SENCo, is impactful and highly valued by families. These sessions, along with free before and after school clubs, holiday camps, and enrichment trips (such as to the Open-Air Theatre in Richmond Park), offer crucial wraparound care. Parents at Vauxhall Primary School are particularly appreciative of these initiatives, which make a significant difference to the wellbeing, confidence, and engagement of pupils who need it most.



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My meeting with the pupil group provided a truly fascinating look into life at Vauxhall Primary School. The young people I met were notably confident, articulate, and so proud of their school environment. What came across to me as being most important to them is the friendly atmosphere and the warmth of the staff, who they felt were highly approachable. A strong culture of wellbeing is clearly embedded, articulated through systems like the Worry Box in classrooms and dedicated quiet corners available in both learning spaces and playgrounds. Additionally, they told me all about how important it is to have positive peer relationships and I could see that these are actively encouraged by staff through initiatives like Compliment Boxes and the making of friendship bracelets, with the roles of Wellbeing and Anti-Bullying Ambassadors being described as critically important by the pupils themselves. The pupils demonstrated an exceptional understanding of their collective rights and responsibilities. They proudly explained to me what Team 12 was, told me how their learning on rights is reinforced through class charters and PSHE lessons. Their confidence was most striking when discussing issues like bullying where I was told 'we know what to do if we are being bullied.'

There were a couple of real highlights to my meeting with pupils, the first being pupils describing themselves as 'duty bearers' for the school. 'Staff don't let us down,' I was told throughout my meeting, 'so we don't let them do, it is our duty.' The second highlight was when pupils explained to me how they had to use their voices to 'fight to get burgers back on the menu.' I could feel the indignation at the loss of this 'essential food item' (their words!) and how they had a 'battle' to get it back on the menu. The outcome was positive as the burger has returned, and peace has been restored.

Academically, the pupils confirmed that lessons are very interesting, specifically mentioning that teachers encourage them to push themselves and develop independence in their work. This drive is complemented by robust enrichment including a popular and free breakfast club and a wide array of after-school activities. The focus on sports is particularly strong, with lots of variation to cater for different interests, break time activities led by the Coach, and excellent football provision for both girls and boys. Finally, the steel pans and drumming are a source of immense pride, with pupils speaking passionately about performing at events and even having the opportunity to take music examinations, demonstrating a vibrant commitment to the arts. Overall, this group of pupils were kind pupils, encouraging each other and celebrating each other's successes. I would be proud to be their Headteacher.

I thoroughly enjoyed my first visit to Vauxhall Primary School, and I was made to feel extremely welcome. The Inclusion Lead spoke with confidence about the previous Flagship project and the current project, and I was really able to understand how inclusion works here. The Headteacher knows her school incredibly well and is dogged in her determination to give her pupils the very best. The timetable provided ensured that I was able to see all aspects of the school in action.

Based on the evidence I viewed and my visit to the school I am of the opinion that the school fully meets all of the standards to retain their Flagship School status. The next review will examine how Vauxhall Primary School engages with its Cluster group and it how it promotes inclusion within its local community.



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I am therefore firmly of the opinion that the school continues to fully meet the standard required by the Inclusion Quality Mark's Inclusive School Award to maintain its 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: Ms Fiona Robinson

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

A handwritten signature in black ink, appearing to read "J. McCann".

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