



*Valuing ourselves, each other and our world*

VbE Quality Mark Report for

## Coleshill Heath Primary School



**Values-based Education**

VbE Quality Mark

VbE Consultant: Sue Jones

Date: 23<sup>rd</sup> October 2019

## 1. Modelling

Criteria	Possible Evidence	School Comments
<ul style="list-style-type: none"> <li>• Staff have been given time to reflect on the ways that they will model the school's values.</li> <li>• The individual is valued - all staff and pupils are shown care and respect.</li> <li>• Staff are self-aware and conscious of the impact they have on others.</li> <li>• Staff are authentic, give unconditional positive regard and empathy to all pupils and each other.</li> <li>• Everyone in the school recognises and takes responsibility for self-improvement and high levels of achievement.</li> <li>• Staff create attachment-aware classrooms, where pupils and staff form positive relationships, enabling pupils to self-regulate their emotions and build self-esteem.</li> <li>• Pupils are encouraged to be positive role models.</li> </ul>	<ul style="list-style-type: none"> <li>- Minutes of staff meetings</li> <li>- Minutes of Governor meetings</li> <li>- Records of CPD</li> <li>- School Improvement Plan</li> <li>- OFSTED Report</li> <li>- Displays</li> <li>- Reward/award systems</li> <li>- Interviews with staff, pupils, governors and parents</li> <li>- Staff, parent and pupil questionnaires</li> <li>- Values Policy</li> <li>- Photographs</li> </ul>	<ul style="list-style-type: none"> <li>• HT reports to Governors</li> <li>• Records of CPD 10 min taster</li> <li>• School Improvement Plan – part of previous plan (worked on incrementally over a number of years)</li> <li>• OFSTED Report – inc Review Report July 2019</li> <li>• L.A Review Report</li> <li>• Displays of children's work</li> <li>• Reward/award systems and certificates</li> <li>• Interviews with staff, pupils, governors and parents</li> <li>• Staff, parent and pupil consultation</li> <li>• Values Policy</li> </ul> <p>The four CHS values of 'Courage, Confidence, Kindness and Honesty' are embedded in the ethos and daily life of the school. They are values that are lived not laminated by all members of the school community. They are consistently reinforced by the positive behaviour policy and three school rules 'Ready, Respectful. Safe.'</p> <p>Preparing our children to live their lives as global citizens.</p>

### **Assessor's Comments:**

The Values journey at Coleshill Heath is not a lengthy one, but it is a story of triumph and teamwork.

When Nicole Fowles came to the school as Headteacher five years ago, she had a clear vision that VbE was the ethos needed to bring together the staff from two schools which had been amalgamated. The four core Values of Courage, Confidence, Kindness and Honesty were chosen by staff and modelled strongly and consistently. Staff relied on these Values when the school was judged to Require Improvement by OFSTED in 2018. The latest monitoring report from July 2019 clearly recognises the excellent progress made by Nicole and the whole team in raising aspirations and in focusing on improvement, while never losing the focus on VbE.

Staff are all superb role models. They describe Values as being embedded in every part of daily life in the school. In PE, every lesson is focused on at least one of the core Values. Staff ensure that VbE is shared at home too. There are regular workshops for parents to work alongside their children and the staff. Parents say that the staff show their Values through their own behaviour and the way they respect everyone.

Nicole is very aware of the importance of work-life balance. One member of staff described her as an Investor in People. She is an inspiring role model herself.

Staff feel very well supported in VbE; they approach Cathie Whiting (the Values Lead) or the Governors if they need training.

On my visit, I witnessed several incidences where staff showed deep empathy and care for their pupils (some of whom have significant emotional and behaviour challenges). All were treated with respect and love and patience.

Pupils are given opportunities to model Values to others. They relish responsibility and are grateful for staff support when they have problems. Playtime leaders are known as Peacemakers and are treated respectfully by their fellow pupils. The School Parliament are looking forward to their next task of selecting 11 Values to sit beneath the four Core values for the rest of this year.

The school is a place where everyone has high aspirations and is determined to achieve their goals. Teachers regularly present at Governor meetings and are encouraged to present a '10-minute taster' at the beginning of staff meetings to inspire fellow staff.

## 2. Inner Curriculum

Criteria	Possible Evidence	School Comments
<ul style="list-style-type: none"> <li>• Values-based Education demonstrably informs the development of character, learning behaviours and emotional and mental health.</li> <li>• Values-based Education underpins the school's behaviour and related policies, expectations and practice.</li> <li>• Pupils understand the basic structure of the brain and its functions.</li> <li>• Pupils show a high degree of personal autonomy and can talk cogently about their feelings and emotions.</li> <li>• Staff understand that the Inner Curriculum nurtures a secure sense of self, by enabling us to be aware and in harmonious control of our internal world of thoughts, feelings, sensations and emotions.</li> <li>• Staff are conscious about the need to focus on mental wellbeing in all aspects of school life.</li> </ul>	<ul style="list-style-type: none"> <li>- Interviews with/questionnaires from staff, pupils, governors and parents</li> <li>- Curriculum plans</li> <li>- Policies</li> </ul>	

**Assessor's Comments:**

VbE certainly underpins everything that happens at Coleshill Heath. Pupils are proud of their school and proud to play a responsible part in school life.

The Behaviour code is closely linked to Values. One of the Code captains described the numerous rewards systems in place and finished his explanation with, “. . . and if we don't behave well . . . something happens.” (with a shrug). He clearly is not aware of the consequences because these are dealt with quietly and discreetly, while praise is explicit and high profile.

Pupils are very articulate in speaking about their own feelings and can empathise with how others are feeling. They told me about ‘marshmallow hand claps’ in assembly because one child is distressed by the noise of applause.

Staff are aware of the need for quiet time and reflection. They understand its significance, but The Inner Curriculum work is an area which the school team would benefit from exploring further.

In my observations during the day, I saw the sensitivity of the way staff respond to children. Everyone was consistent in their approach and there are very strong positive relationships throughout the community.

### 3. Reflection

Criteria	Possible Evidence	School Comments
<ul style="list-style-type: none"> <li>• Time is given for daily reflection in assemblies and classrooms.</li> <li>• The school teaches reflection as a key approach to thinking and learning and through this, pupils develop the confidence to challenge, question and consider.</li> <li>• Staff understand the benefits of mindfulness activities in developing control over the limbic system.</li> <li>• Pupils are able to discuss the impact of reflection on themselves.</li> </ul>	<ul style="list-style-type: none"> <li>- Interviews with /questionnaires from staff, pupils, governors and parents</li> <li>- Curriculum plans</li> <li>- Assembly plans/observations</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour and related policies.</li> <li>• Pupil and Parent consultations and feedback.</li> <li>• Lesson observations.</li> <li>• Pupil testimony interview with HMI inspector during review visit</li> </ul> <p>Ready. Respectful. Safe. The 3 rules that are the CHS behaviour policy.</p> <p>Positive behaviour policy at all times – reflection/restorative conversations and consequences</p> <p>Behaviour success plans</p> <p>Active and proactive learning mentors</p> <p>Early school start provision for those that find it difficult/impossible to come in with the ‘crowd’</p> <p>End of day separate provision for those that find it difficult/impossible to go out with the ‘crowd’</p> <p>Structured lunchtimes – and activities for those who struggle on the playground</p> <p>Code Green playground space– run by peacemakers as a reward</p> <p>Attendance reward days/piggy banks</p>

**Assessor's Comments:**

There are times for reflection within the school day; these happen in assemblies and in Circle times. The children also have regular Relax Kids sessions with a Relax Kids instructor. There is no doubt that staff recognise the benefits of these practices, but it would be lovely to see staff offering more regular opportunities in their daily practice. Clearly some staff are more confident and comfortable with this, so they may be able to share their good practice with others.

In Nursery class children are encouraged to 'have a think' and to read each other's facial expressions. Older children have Circle times and discuss Values beyond the four core values.

Staff have been trained in restorative conversations and in Emotion Coaching. Parents have access to the Dojo app, so that they are also involved in acknowledging the values demonstrated by their child.

Staff are certainly in tune with the emotional needs of their pupils and show consistency in the care and sensitivity they employ.

### 4. Atmosphere

Criteria	Possible Evidence	School Comments
<ul style="list-style-type: none"> <li>● Staff understand that the school's special values-based ambience is created by a focus on being calm, peaceful and purposeful.</li> <li>● The school's commitment to the principles of values-based Education are reflected in all areas of the school's life. Values are reflected in the outdoor as well as indoor school environment.</li> <li>● Displays and work show that learning through Values-based Education is planned around key questions or concepts that deepen and broaden pupil knowledge and understanding.</li> <li>● The school's climate for learning is happy, calm and purposeful; one that promotes quality teaching and learning. It also radiates joy!</li> </ul>	<ul style="list-style-type: none"> <li>- Interviews with /questionnaires from staff, pupils, governors and parents</li> <li>- Displays</li> <li>- Policies</li> </ul>	<p>The school is committed, supportive and caring towards the whole staff group, with the expectation that all staff consistently reflect and demonstrate the school values. CPD is given an exceptionally high priority in the school, including the recognition of the skills and expertise of its own staff, Subsequently, team teaching, peer observations and coaching are integral to staff personal and prof. growth. Quality external CPD is delivered to all staff. Plus, opportunities to visit other schools. Teachers recognise that they are 'learners' as well as 'educators'.</p> <p>Governors attend CPD sessions alongside Teaching Staff. Regular performance reviews id and monitor staff development. Ready. Respectful. Safe. The 3 rules that are the CHS behaviour policy.</p> <p>Positive behaviour policy at all times – reflection/restorative conversations and consequences</p> <p>Behaviour success plans</p> <p>Active and proactive learning mentors</p> <p>Early school start provision for those that find it difficult/impossible to come in with the 'crowd'</p> <p>End of day separate provision for those that find it difficult/impossible to go out with the 'crowd'</p> <p>Structured lunchtimes – and activities for those who struggle on the playground</p> <p>Code Green playground space– run by peacemakers as a reward</p> <p>Attendance reward days/piggy banks</p>



**Assessor's Comments:**

As previously mentioned, there are many positive behaviour rewards at Coleshill Heath, and these are very well understood by the children. They include Dojos, confidence bands, Code Green playtime rewards, Dojo bear, and more. There Are times when children struggle to manage their behaviour, but these children are well supported and encouraged. One MP (from school parliament) was very open in acknowledging the support he had received in controlling his anger.

The school environment is spacious and attractive with thoughtful and inspiring displays everywhere. One which I found especially inspiring was the corridor with giant photographs on each side portraying heroes and heroines after whom the classes are named. These include Marie Curie, Albert Einstein, Malala and Maya Angelou. Not only are the classes named after these people, but the children are also taught about their lives and the impact they have made on the world. They proudly told me all about their class heroes.

Children and staff refer to 'wonderful walking' as they move around the school. Displays encourage everyone to 'Strive for Success' and this is a tangible aspect of the whole school.

The sign on the Headteacher's door says, 'Leading Learner', which seems to effectively demonstrate the whole ethos of working and learning together.

The school is calm and peaceful and full of smiling faces and people who feel cared for and Valued. The first thing a visitor sees on approaching the building is the display of four large scale representations of the four core Values. There can be no doubt that this is a Values-based School from that first moment.

There is great consistency in the relationships, so pupils feel safe and secure.

Displays throughout the building and outside are of very high quality and effectively illustrate the philosophy of the school, e.g. 'Strive for Success' boards. Children's art work is celebrated in a special 'gallery' display where the work from nursery class upwards is displayed in beautiful picture frames.

The school has many exceptionally beautiful spaces where one is encouraged to reflect and be grateful.

## 5. Curriculum

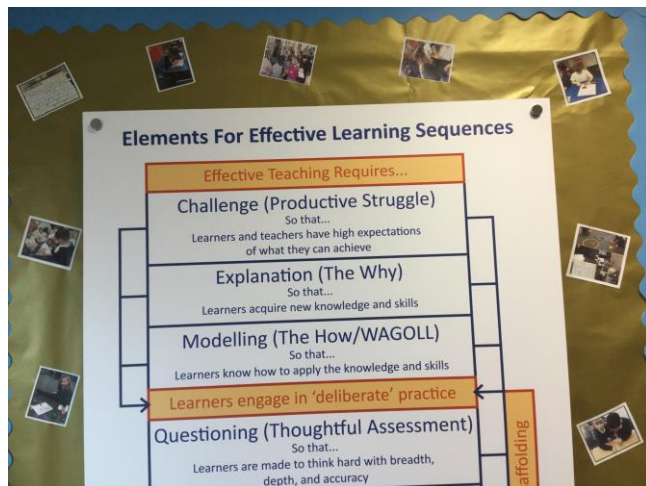
Criteria	Possible Evidence	School Comments
<ul style="list-style-type: none"> <li>• Values have been selected and curriculum time allocated for their consideration.</li> <li>• School assemblies are used to teach about the school's values.</li> <li>• Values Education is taught consistently across all classes and year groups with the focus on the formation of caring, civil and well-educated people.</li> <li>• Values are explicitly and implicitly taught and referenced across the curriculum, including PSHE.</li> <li>• Values-based Education fully supports all pupils identified with SEND.</li> </ul>	<ul style="list-style-type: none"> <li>- Interviews with/questionnaires from staff, pupils, governors and parents</li> <li>- Curriculum plans</li> <li>- Assembly plans</li> <li>- Policies</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews with staff, pupils, governors and parents</li> <li>• Curriculum overview – incs bigger question</li> <li>• Govs., questionnaire</li> <li>• Staff, parent and pupil consultation</li> <li>• Collective Worship/Assembly timetables/pps Teaching and Learning Handbook</li> </ul> <p>Assemblies facilitate whole school participation and reflection on global/national/social and emotional issues/events</p> <p>The ethos of pupils exploring, questioning and reflecting are intrinsic in all learning – whatever the platform.</p>

**Assessor’s Comments:**

The curriculum at Coleshill Heath is innovative and imaginative. I was able to walk through and see several classes learning. They were tackling ‘big’ questions, such as “Should tourism be allowed in the Antarctic?”. The debates were conducted with great maturity and respect for the opinions of all. Values are clearly underpinning the curriculum and the learning here.

In assembly children are encouraged to reflect on Values illustrated in the assembly focus. These are certainly not limited to the core Values but go far beyond. The use of Jigsaw scheme for PSHE supports the Values work and encourages reflection.

Aspiration is an important part of the curriculum at Coleshill Heath. The recent careers fair for the older children was well supported by local businesses and employers, as well as by the children and their parents.



Children throughout the school are encouraged to question and reflect, and to deepen their understanding to become responsible, caring citizens.

Reading is a particular focus in the school and is seen as crucially important in raising aspirations and potential.

## 6. Leadership

Criteria	Possible Evidence	School Comments
<ul style="list-style-type: none"> <li>● The school's selected values underpin the ethos and work of the school.</li> <li>● Leaders and governors fully and actively support Values-based education. This is reflected in the school literature, including the policies, mission statement, prospectus, newsletters and website.</li> <li>● The leadership releases the creative dynamic of staff and pupils, creating a sustainable school culture based on values.</li> <li>● Evidence (both qualitative and quantitative) is used to determine the impact that Values-based Education is having on learning, behaviour and attendance in school.</li> <li>● Parents/carers are encouraged to take an active part in the values-based approach.</li> </ul>	<ul style="list-style-type: none"> <li>-</li> <li>- Interviews with/questionnaires from staff, pupils, governors and parents</li> <li>- Website</li> <li>- Policies</li> <li>- School Development Plan</li> <li>- Self-Evaluation Form</li> </ul>	Parents/carers are encouraged to play an active part in school life throughout the school year: family workshops, Reading Festival, Celebration Assemblies, Year Group Assemblies, Leavers Assemblies Home/School Agreements Parent Voice Group Active Parent Governors Bi-annual fayres Volunteering to hear readers, attending trips Supporting with qualifications Active links with community groups Dojos - VALUES

**Assessor's Comments:**

Leadership and vision are great strengths in the school. There is a strong relationship between the staff and the Governors, so they are working seamlessly together.

It was good to have the opportunity to talk with Governor, Maria O'Neill. She has a very clear understanding of VbE and tells me that teachers regularly present at Governors meetings. Governors visit the school for Governor review days and see the Values work at first hand.

Maria works in a High School and reports that pupils who move to High School from VbE schools have 'grounding and confidence' and stand out positively. They have the ethical vocabulary to speak about how they are feeling and to understand the feelings of others.

There is a clear shared vision of next steps for the school; it is working towards being recognised as an oracy school and the School Pupil Parliament are focused on selecting the next set of 11 Values to sit beneath the four core Values.

Values are promoted everywhere; through the displays, newsletters, website and through the many events and special occasions in the school calendar. Staff are trusted to share excellent practice and therefore feel valued and appreciated.

Nicole is a very sensitive and caring leader. She speaks of how VbE has helped the staff through challenging times. The school always had a strong Values-based ethos, but this is now explicit and allows all to share a common purpose and vision. Nicole has demonstrated an appreciation of her staff and an ability to nurture and encourage them in developing their own leadership skills.

Pupils are also given many opportunities to take on responsibility and develop self-leadership. They are very proud to do so. The school has developed a sequence of residential experiences for pupils from Y3 upwards which help to develop these skills.

Parents are warmly welcomed to a variety of events where the school Values are shared. These range from reading workshops, parent forums, careers fair and the more usual biannual fairs.

## 7. Ethical Vocabulary

Criteria	Possible Evidence	School Comments
<ul style="list-style-type: none"> <li>● Pupils confidently use a wide ethical vocabulary to engage with issues and describe emotions.</li> <li>● This ethical vocabulary gives pupils a tool to support their emotional literacy.</li> <li>● Pupils can be seen to be developing positive character traits and ethical intelligence.</li> <li>● Pupils are actively encouraged to grapple with 'big' philosophical questions.</li> </ul>	<ul style="list-style-type: none"> <li>- Discussions with pupils</li> <li>- Values-based lessons</li> <li>- Assembly observations</li> <li>- Pupil questionnaires</li> </ul>	<p>Curriculum overviews show embedded values</p> <p>RECIPE assemblies celebrate an approach to school life and learning. Kindness celebrated weekly</p> <p>JIGSAW assemblies</p> <p>Termly Champion Learners assemblies</p> <p>Half termly Ready. Respectful. Safe Awards</p> <ul style="list-style-type: none"> <li>● Displays</li> <li>● Photographs</li> <li>● Website</li> <li>● Prospectus</li> <li>● Newsletters</li> <li>● Pupil SEF</li> <li>● Evidence of family learning activities</li> <li>● Parent interviews</li> <li>● Minutes of meetings with parent forums/task groups</li> <li>● Newsletters</li> <li>● Details of Values-based events – Kindness Day. Autism Awareness Day. Mental Health Week. Empathy Day. Anti-Bullying Week</li> <li>● Home/school policy</li> <li>● Home-school agreement and parent and child responses</li> <li>● Celebration assemblies</li> <li>● Displays of children's work</li> <li>● Certificates</li> </ul> <p>Individual Success Plans</p>

**Assessor's Comments:**

Prior to arriving at Coleshill Heath, I had a concern that having only four core Values may limit the acquisition of a wide ethical vocabulary; I could not have been more mistaken. Everyone I spoke to demonstrated how well the pupils have developed an understanding of many Values and how effectively they use this understanding when tackling challenging philosophical questions.

Pupils are becoming responsible and compassionate members of society. Staff are such strong role models and children aspire to be role models themselves.

The school has imaginatively developed many systems and rewards to celebrate achievements in terms of Values. They promote this to the wider community and are very keen to develop this even further. Coleshill Heath is a great ambassador school for VbE.

**Suggested Next Steps**

- ★ Work to develop mindfulness/ reflection opportunities in house, building on the great work with RelaxKids.
- ★ Develop the Inner Curriculum alongside the above.
- ★ Continue with your very strong vision.



### Audit Conclusion

It was a real privilege to spend the day at Coleshill Heath Primary School and, on behalf of Dr Neil Hawkes and VbE International, I unreservedly recommend awarding the school the Values-based Education (VbE) Quality Mark. Many congratulations!

*VbE's Quality Mark certification is valid for three years.*

*You have permission to use the Quality Mark logos on the school's website and on your documentation throughout the certified period.*

