



## VbE Quality Mark Audit Report

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*Recognising high quality practice through  
Values-based Education*

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Associate: Joseph Piatczany

18<sup>th</sup> January 2023

### Aspect 1 – Wellbeing

*Wellbeing is at the heart of a values-based school. The care of staff and pupils is paramount for their mental health and for creating a person-centred learning environment, which fosters mutual respect. It is crucial that once a school has agreed its values then there is a discussion about how adults will model (live) them. Being a role model, a person looked to by others as an example to be imitated, implies being the sort of person you hope children will want to become.*

*The term **atmosphere** encapsulates other descriptors, such as ethos and environment. It refers to the palpable ambience that characterises a VbE school, which Neil describes in his book, *From My Heart, transforming lives through values* (Hawkes, 2013).*

Criteria	Possible Evidence
<ul style="list-style-type: none"> <li>• Positive human values explicitly underpin the entire life of the school.</li> <li>• There is conscious and explicit attention paid to the wellbeing of staff, pupils and their families. This is shown in the curriculum provision and all decision making in school.</li> <li>• Staff understand that the school's special values-based ambience is created by a focus on being calm, peaceful, and purposeful.</li> <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>• Classrooms are enabling environments, where pupils and staff form positive relationships, enabling pupils to self-regulate their emotions and build self-esteem.</li> <li>• Staff are conscious of the need to focus on mental health in all aspects of school life.</li> <li>• The wellbeing of all stakeholders (staff, pupils, parents, Governors/Trustees) is acknowledged and enhanced.</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>• OFSTED Report</li> <li>• Displays</li> <li>• Interviews with staff, pupils, governors, and parents</li> <li>• Staff, parent, and pupil questionnaires</li> <li>• Values Policy</li> <li>• Photographs</li> <li>• Curriculum maps</li> </ul>

### Aspect 1 – Wellbeing

#### School's Comments

The Values based Education approach is interwoven through each of the school's policies and procedures from the Behaviour in Schools Policy to the SEND and Inclusion Policy. Staff are given regular training on how to incorporate values into all elements of the curriculum and we actively share ideas and good practice in order to ensure meaningful connections are made. During our recent Ofsted visit, inspectors noted that 'The school's values are central to everyday life at the school. Leaders and teachers routinely encourage pupils to become 'confident, capable and caring' members of society. Staff model these attributes and support pupils to apply them in their work and play. Relationships between pupils and staff are professional, respectful and warm. Pupils are safe. They enjoy coming to school and value their education. Staff know pupils, their interests and personal circumstances well. Pupils know that they can trust the adults at school to provide the support they need if they are worried about anything.' June 2022

The school has three core values which are central to the vision and aims of school life: confident, capable and caring. Alongside, our Governing Body we have developed our school ethos: the concept that Hadley Wood is a 'can do' school for all where every child matters. As a community we aim to support our children to achieve their very best in all areas of school life in order to become confident, capable and caring individuals. All stakeholders believe and reinforce in our school motto 'CONFIDENT + CAPABLE + CARING = SUCCESS'

At the end of each academic year, the school (parents, children, staff and governors) work together to identify what is working well as a school and what areas we would like to improve in the next academic year. This is conducted as part of our Values Parliament and is always well attended. Using ideas from stakeholders, the school leadership team then select the values for the next academic year. In total, there are 11 values which we explore through our whole-school and key stage assemblies and in our school newsletter which is published on a monthly basis.

The wellbeing and viewpoint of all staff, children and parents are considered in every aspect of decision making. The children have their own pupil voice newspaper 'The Hadley Wood Voice' where they are encouraged to share their ideas and opinions. Parents are invited to attend half termly Parent Forums to discuss any ideas or feedback they may have in addition to the school's open-door policy. Regular coffee events are also arranged to enable parents to visit the school and speak with members of the team.

Wellbeing is promoted heavily as a school. We introduced the Growth Mindset agenda to support pupils with their ability to recognise that making mistakes is an important part of the learning experience as we identified that this had previously been a challenge for them. Each year, we hold an annual CREW Week to develop our children's Creativity, Resilience, Engagement and Wellbeing as part of the school's focus on developing the mental health and wellbeing and this is a highlight of the school calendar. We also take part in anti-bullying week each year along with Odd Socks Day to promote good mental health and celebrate the differences between us. Our mental health and wellbeing agenda is also woven throughout our PE curriculum which includes Yoga and throughout our PSHE curriculum with units of work on mental health and emotional wellbeing.

The school has a designated Learning Mentor whose role is to support pupils and staff with their mental health and wellbeing. The Learning Mentor targets pupils who have been identified by teaching staff as requiring support in one or more areas such as emotional wellbeing, social skills etc but also promotes an open-door policy which can be accessed by pupils throughout the day. Many members of the school teaching and support staff also attend counselling sessions with the Learning Mentor as part of her outreach support to the local community.

## Hadley Wood Primary School

The children are reminded of the Values-agenda as it displayed around the school, in classrooms and in the school hall where we gather for whole-school assemblies. Examples of this are our British Values display, school Values display (both in the school hall) our three Cs Values display in the main corridor alongside our growth mindset display with positive affirmations.

A page on our school website is dedicated to mental health and wellbeing to promote the school's mental health and wellbeing agenda and to inform all stakeholders. This includes photos, information and useful links to access. We have developed our school website to include relevant information on the values agenda, curriculum provision and design alongside our many enrichment opportunities.

To further support staff members on ensuring there is a calm and purposeful working environment around the school and to support the changing needs of our cohort of children – many who have additional SEMH needs. The school has adopted a trauma-informed approach to behaviour. The Local Authority have led a number of training sessions on E-TIPS to support pupil regulation in the last academic year and this is an ongoing focus for us as a school. Each class has developed a designated area for pupils to go to both in the classroom and designated rooms- sunshine, nurture, calm zone, etc.

Staff Wellbeing is a priority for the leadership team and during SLT meetings, the leadership team regularly explores ways to reduce workload without impacting on outcomes for pupils. The school documents this and shares with all staff and governors through a Wellbeing Poster documents which documents adjustments made by management to support decreasing workload, including, reducing the number of data drops a year, enabling teaching staff to take their PPA off-site if they wish.

The Assistant Head for Inclusion has 'check in' meetings with teaching assistants on a termly basis to support wellbeing and listen, reflect and address any concerns to build positive working relationships for the benefit of all pupils.

The Assistant Head for Inclusion and the Learning Mentor host half-termly workshops for parents sharing the school's PSHE and Wellbeing curriculum and ways to access support.

Each member of the leadership team has an open-door policy which enables all staff members to meet with them and address any concerns they have at an early stage. The HT and DHT support teachers who are early on in their teaching career through weekly paired planning meeting to support them as we recognise the challenge of working within a single-form entry school.

Pupil voice, undertaken by the PHSE Lead, discussed values and the impact on wellbeing. Pupils felt that a VbE meant they had a greater understanding of the values and this was reassuring when facing different challenges.

### Assessor's Comments

Wellbeing is at the heart of a values-based school and it is unquestionably at the heart of Hadley Wood Primary School. Leaders at Hadley Wood Primary School are united in ensuring that positive human values explicitly underpin the entire life of the school. In the words of one of the Hadley Wood children; *"all the teachers work as a team to encourage each other."*

The desire for the '3 C's Vision' to be realised not only for children at Hadley Wood, but also its staff, were seen in all areas of the school – staff were **confident** in their roles, articulating well the importance of values and their place as the beating heart of education at Hadley Wood. Staff showed **capability** in embedding these values meaningfully throughout the school day and were role-models for children – a values-based approach is implicit in this school. Staff were caring, they know the children well and demonstrate this care in their kind, pro-active and positive interactions. During my visit, I observed excellent relationships between all staff and children – this emphasis on relationships results in an environment where every child has an adult to whom they are positively connected and who implies the sort of person we hope children themselves will want to become.

Classrooms were overwhelmingly calm, peaceful and purposeful. A member of the staff who is new to the teaching profession explained how, because the leaders of the school are clearly values-based, this ethos trickles throughout the entire staff team; it creates a school that feels like a family. Teachers in Hadley Wood are given the foundations on which to build successful and sustainable careers. They are enabled to thrive and in doing so, impact more positively on the children in their care.

By valuing individual staff in this way, care and respect abounds for all. The staff team's unity was palpable, modelled excellently by a strong Headteacher and Deputy Headteacher who are so clearly committed to achieving the school's vision, together.

The school council, who represented their school superbly, spoke articulately about values-based education:

- "Values are here to make you make the right choices."
- "Values are like an attribute...to be a better person."
- "If we didn't have values, it (the school) wouldn't be a nice place."
- "Without values, there would be chaos."

The impact of values on children's mental health and readiness for modern life was clear. For example, children spoke about the risk that not having the value of self-belief could have on their learning, progress and even in their working lives when they are grown-ups. One child, speaking about perseverance said, *"In my head, if I'm struggling with my work, I think about my perseverance."* Long may these values-based voices be instilled in the children of Hadley Wood Primary School. Along with the school's careful partnership of values-based education and 'growth mindset', it was evidenced that children build self-esteem and are empowered by Hadley Wood's 'can do' culture.

### Aspect 2 – Compassionate Leadership

Values-based Leadership is compassionate leadership. Everybody in the school is involved in their different roles with leading and promoting a values-based approach. It is therefore evident in all areas of the school community. Adults are strong role models and encourage pupils to take on responsibility for themselves and others. Leaders empower and encourage others to develop their own potential. The school actively supports families. Compassionate values-based leadership informs all of the school's actions, provision and decision making; at times it is demanding – requiring a courageous and principled stance – but will always reap benefits for the individuals and the school as a whole. *The quality of Leadership is paramount because without it a values-based school does not develop. The headteacher/principal is key because he/she is the principle architect of the school's vision. We observe, that having the capacity to dream (use creative imagination) brings transformational positive energy (inspiration) into the formation of a VbE school - a prime characteristic of an altruistic leader. This, coupled with the seemingly endless capacity to access their own reservoir of uncontaminated self-energy, enables the leader(s) to remain stable and focussed in an educational context of incomparable complexity and challenge. It is through the commitment, drive, care and their ability to inspire others that the leader creates a sustainable school culture based on VbE, which has the active support of all members of staff, ensuring consistency of practice across all aspects of school life. Others will play a major part in the leadership of the school. However, we would argue that a VbE school encourages all members of the school, both adult and children, to be seen as leaders, taking personal responsibility for their thoughts and behaviour and sustaining an ethical vocabulary.*

Criteria	Possible Evidence
<ul style="list-style-type: none"> <li>• Leaders and governors/trustees 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. There is no hierarchy of relationships, only of roles. There is no limit put on potential.</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>• Staff and Pupils are encouraged to take on a variety of leadership roles. They have real responsibility in their roles and can talk purposefully about how they see their own leadership borne out in the school in their areas of influence.</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews with staff, pupils, governors, and parents</li> <li>• Policies</li> <li>• Website</li> <li>• Questionnaires from staff, pupils, and parents</li> <li>• SDP.</li> <li>• SEF</li> <li>• Short case studies exemplifying the impact of compassionate leadership with eg LAC, staffing, support for families, SEN, etc</li> </ul>

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### Assessor's Comments

The Headteacher and Deputy Headteacher of Hadley Wood Primary School are joyful, optimistic and driven leaders – their authentic self-energy provides them with the focus required to thrive, despite the complex and challenge that education can offer.

Leaders talk with sincere pride about their school's journey and are proud of the hard work which has resulted in values-based education being at the heart of the school's life. It is because of this compassionate leadership that children at Hadley Wood Primary School are gifted the behaviours necessary for them to be successful in modern Britain – they are indeed offered the opportunity to be confident, capable and caring.

The Governing Board are actively involved in supporting and developing Values-based education. They trust leaders to continue to nurture the school's values-based journey. Governors are clear that values-based education is not tokenistic in this school, but instead a way of life. The Chair of Governors spoke about the importance placed on ensuring the vision is consistently, *"re-examined, reviewed and renewed."* Governors know that the school wants to allow children to become the best version of themselves. Governors examine the extent to which the school's values are 'in action' and are able to exemplify this reality – children talk about the values and demonstrate calm, engagement and enthusiasm in lessons and play. *"The school offers a better alternative, for inspiration to live"* is a profound suggestion offered by the Chair of Governors in reflecting on the impact of Values-based Education. It is this alternative, that Hadley Wood should rightly celebrate and promote every day!

Opportunities for staff to have opportunity to reflect on personal and professional challenges with the school's learning mentor is an excellent example of compassionate leadership offered at Hadley Wood. The school's SENDCo and Learning Mentor work excellently together – they acknowledge that, "we value everybody's wellbeing" and in doing so, their work enables adults to be as confident, capable and caring as children. By investing in staff in this way, children's opportunities to flourish at Hadley Wood school are improved.

Staff also know that leaders in the school will support and listen with them – laughter and friendship abound within Hadley Wood's staff team. As a result of compassionate leadership amongst adults, the team-spirit amongst the Hadley Wood staff team is enviable. The Hadley Wood team's ethos is based on relationships, not roles. One staff member explained how the Headteacher, upon her appointment, went to great efforts to change the layout of her office to ensure she can be seen from her 'always open' door.

Values-based education has been expertly utilised by leaders, particularly when courage has been required and a principled stance necessary for all children at Hadley Wood to be given the opportunity to flourish. The importance of values-based education in this context, as a foundation on which to build a community living in harmony, cannot be underestimated. The careful introduction of equality, for example, has resulted in positive changes in the behaviour and empathy of others. Hadley Wood's inspiring people – displayed beautifully in the school, offers children diverse values-based ambassadors to aspire towards. One child spoke articulately about how, while Greta Thunberg and Martin Luther-King may have been arrested, they are inspiring examples of humans standing up for the right reasons – with values at the heart of their decision making.

### Aspect 3 – Behaviour and Relationships

*Adults are excellent role models for values, and pupils are rewarded for their modelling of the Values. Behaviour and relationships are enhanced by a number of characteristics which include the quality of school displays; positively worded signage; cleanliness; the quality, organisation, and management of resources; the external environment; the calm working atmosphere, break time and catering arrangements; how staff are valued and supported as people; friendly and courteous behaviour of adults and children. The atmosphere reflects the school's culture and fully supports its curriculum.*

Criteria	Possible Evidence
<ul style="list-style-type: none"> <li>• Values-based Education underpins the school's behaviour and related policies, expectations, and practice.</li> <li>• Staff are all consistent role models for Values</li> <li>• Relationships are seen to be positive between all stakeholders</li> <li>• As a result, pupils across the school demonstrate consistently positive behaviours and relationships.</li> <li>• Values-based Education demonstrably informs the development of character, learning behaviours and emotional and mental health.</li> <li>• Pupils show a high degree of personal autonomy and can talk cogently about their feelings and emotions.</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>• Interviews with, or questionnaires from, staff, pupils, governors, and parents</li> <li>• Curriculum plans</li> <li>• Assembly plans/observations</li> <li>• Daily practice</li> <li>• OFSTED Report</li> <li>• Displays</li> <li>• Reward/award systems</li> <li>• Staff demeanour &amp; the welcome to visitors</li> </ul>

### Aspect 3 – Behaviour and Relationships

#### School's Comments

At Hadley Wood, staff lead by example and are exemplary role models to the children in our school. Both the children and all staff show respect for each other and support each other well. Behaviour is consistently good across the school. Our recent Ofsted report from June 2022 highlighted that 'Pupils behave well in class and as they move around the school. Pupils said that bullying is rare, and that they have confidence in their teachers to address any issues that may arise. Leaders deal with any incident of bullying effectively. June 2022.

Staff are willing to share good practice, give advice and offer support when asked. They make good use of paired planning opportunities with subject leaders and commented positively on this during our recent Ofsted inspection. Our final report highlighted that staff 'Are appreciative of the professional development opportunities they receive. Training is planned carefully to ensure that teachers are clear about how pupils build up subject-specific knowledge.' June 2022, Training is given to all staff during whole day INSETs, during weekly enhancing outcomes meetings and during Phase Leadership meetings.

Members of staff are given a curriculum area in which to lead and develop which gives them the opportunity to research core and foundation subjects on a deeper level and then to provide materials to other teachers to use in their year groups. Staff are offered subject leader release time to ensure that their workload is manageable and SLT are mindful of the administrative burden they place upon all teaching staff. Support staff access their own weekly meeting with the Assistant Head for Inclusion to offer support, discuss policies and ensure consistency in provision across the school. All members of the support team are also provided the opportunity to attend relevant enhancing outcomes meetings which they feel are relevant.

We feel our children behave in an exemplary fashion and the older children set a really good example to the younger children; saying 'please', 'thank you', 'good morning' etc, holding doors open for others, walking quietly and calmly around the school and being considerate towards others. Hadley Wood has a lot to offer all children and this generates a real buzz and excitement around the school; activities like School council, The Hadley Wood Voice, House and Sports captains are all wonderful opportunities for our children to lead by example. Mrs Davies is our Learning Mentor – she gets involved with small groups of children, ensuring that they get the right support and that they learn the right skills to become independent learners.

Our Behaviour Policy embraces the concept of positive praise through the use of the 'Good to be Green' system. It is embedded throughout the school and ensures that children have a mechanism to reflect on the choices they make and aim to be the best possible version of themselves. Learning Walks evidence the calm and purposeful atmosphere in classes facilitating positive relationships between all stakeholders.

Our Learning Mentor supports all Year 6 pupils with their transition to secondary school leading whole class lessons followed by small group, or individual, sessions to reflect the needs of the cohort.

Every class has a visible Trust Box in which the children can post their concerns, thoughts or worries knowing a trusted adult will support them.

Pupils regularly talk to members of the local school community, such as the governors, who in their learning walk feedback comment on the eloquence, confidence and good manners that the pupils show.

### Assessor's Comments

**Values-based education creates an environment whereby behaviour seen demonstrated the children's capacity to be confident, capable and caring.** Children know that their 'good to be green' behaviour system expects them to be safe, kind and respectable. They understand why this is needed and learn from their mistakes when needed.

When entering assembly (with permission to do so by their teacher) children greeted me happily and with a smile. Some children made the effort to shake my hand! Confidence, capability and caring values in action – such behaviours will see them stand out in later life, I am sure.

Parents at Hadley Wood Primary School overwhelmingly appreciate the value-based education offered. One parent explained that *"you see the values in the staff – the values are not staged."* An acknowledgement that Hadley Wood is *"good at individualism"* demonstrates the emphasis staff place on knowing children as unique young people.

Parents understand that values help their children think about *"what is important"* but that also it can in turn impact on their own values-based language and choices in home lives as their children encourage them to *"live the values"*. In particular, parents can identify with how the values learnt about at Hadley Wood support children in making their own behaviour choices. Parents are encouraged to take an active part in the values-based approach by engaging with the school's newsletters which promote and illustrate the current value – parents explained they appreciate these reminders. One parent explained that in planning for an upcoming school disco, she had been asked by the children to not use plastic cups – because of the damage plastics are doing to the environment. This request has been met with agreement, demonstrating positive relationships and enabling the children to impact positively on their school and its wider impact.

School displays in classrooms promote values-based education. Each classroom has a display promoting the value of the month. In the best examples, displays are prominent (showing the importance of values in the life of the classroom) and children engage with the displays e.g. by contributing to explanations of the value or offering scenarios in which the value is shown. In an ongoing mission to make the school as celebratory and as well-presented as possible, the Headteacher is making plans for the improvement of the playground environment – where children already show harmonious, collaborative and contended play together.

Children appreciate their plentiful school lunches which are presented beautifully. Food is flavoursome and respective of dietary requirements and wishes. Children have plates and bowls and dine in a civilised fashion. Children also take care to organise their plates, trays and cutlery into the right areas to help the kitchen team with their cleaning. Although the catering staff are employed externally, they are a part of the Hadley Wood Primary School family. They know the children well and enjoy giving seconds as much as the children enjoy receiving them. Interactions between the kitchen staff and children was a pleasure to see – and demonstrably indicates the courteous nature of Hadley Wood's children and adults.

### Aspect 4 – Teaching and Learning

*The main focus of VbE is on the selection, practice and living of an **ethical vocabulary**. The ethical vocabulary comprises a community chosen set of universal, positive human values such as respect, tolerance, resilience, courage and compassion. The selection of these words finds universal support from all the major world religions and non-religious groups such as the humanist society. These values words, when actively lived by people, become their character traits or virtues (values in action). We believe that they help children to develop ethical intelligence, the most important of all the intelligences to nurture, as it is through EI that human beings can come together to solve world problems. This is because the development of an explicit ethical vocabulary enhances and enriches communicative competence, which we maintain could lead to a new universal narrative, problem solving, common language, based on values. The entire curriculum is purposefully planned to bring opportunities to enhance pupils' understanding of Values. Teaching and learning includes opportunities to develop Critical Thinking – through discussion and analysis using an ethical vocabulary.*

Criteria	Possible Evidence
<ul style="list-style-type: none"> <li>• Understanding and use of an ethical vocabulary underpins learning.</li> <li>• Pupils are given opportunities to explore ethical dilemmas, which help them to develop emotional strength and understanding the part played by values in real life contexts.</li> <li>• 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> <li>• Values are embedded in every area of the curriculum.</li> <li>• The school's commitment to the principles of values-based Education is reflected in all areas of the school's life. Values are reflected in the outdoor as well as indoor school environment.</li> <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 and RSHE.</li> <li>• Values-based Education fully supports all pupils identified with SEND.</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews with, or questionnaires from, staff, pupils, governors, and parents</li> <li>• Displays and signage</li> <li>• Policies</li> <li>• General climate of the school</li> <li>• Curriculum plans</li> <li>• Lesson observations</li> <li>• Pupils' work</li> <li>• Witness statements from parents, visitors, leaders</li> </ul>

### Aspect 4 – Teaching and Learning

#### School's Comments

The school has developed its own approach to teaching and learning 'The Hadley Wood Approach to Learning' or as the children call it 'the Hadley Wood Way'. This is a universally understood and consist approach to developing both resilience and a growth mindset approach to challenge.

All curriculum areas are built around three key curriculum drivers:

- Resilience -Our pupils will develop the emotional and physical security needed to become resilient individuals who are able to take risks and deal with different challenges across the curriculum and in the wider world by thinking positively and having the confidence to attempt tasks. We are a 'can do' school and as such have adopted the Growth Mindset approach to learning.
- Independence -We want our children to develop the life skills necessary to work with growing independence and perseverance to become resourceful problem-solvers able to nurture aspirations for the future. We want our children to be the best they can possibly be and to challenge themselves as a learner. We will provide our children with opportunities to organise themselves, show personal responsibility, initiative, creativity and enterprise.
- Curiosity - We desire for children to be curious about the world around them and ask questions. We encourage the children to be inquisitive and questioning through their learning and school life experiences and take an active role in their learning.

These three core values underpin each of the curriculum areas of our bespoke curriculum and can be seen in each curriculum overview.

The Hadley Wood Approach to Learning is built around a big question to develop intellectual curiosity and enable pupils to develop a deep and meaningful understanding of the knowledge and skills in each curriculum area. The Big Question is used to launch each topic, guide conversations and discussions throughout the topics and is then revisited at the end of the unit of work as an assessment tool to enable pupils to showcase that they know more and can do more as a result of their learning.

We are proud of our inspirational people wall which was developed in collaboration with the children during the covid pandemic to provide our children with a series of role models they can aspire to be like from a range of different backgrounds and nationality. Each class is named after one of our school inspirational people and the children complete a unit work in their PSHE lessons to explore the character, values and achievements of each class namesake. We are proud that the range of inspirational people includes representatives from the LGBTQ+ community, black community and those with additional needs which allows us as a school to challenge stereotypes and explore ethical dilemmas. In addition to our class name-sake projects, we are always looking for opportunities to diversify our curriculum to include opportunities to explore the importance of values in building strength and character. As a result, we take part in Black History month during October and during our multi-cultural week each class will explore the life and words of someone whose values have changed the world for the better.

All pupils are encouraged to make good progress from their individual starting point with a particular focus on those with SEND and disadvantaged pupils as recognise this group of children need additional support to succeed. Our recent Ofsted report commented positively on this *'Pupils with special educational needs and/or disabilities (SEND) are well supported to study the same curriculum as their peers. The support they get is carefully considered to promote independence and resilience. This enables them to achieve well.'*

## Hadley Wood Primary School

Every month, the value is displayed on the school's website and around the school alongside a definition or an inspirational quote, this is echoed in the school's newsletter and during whole school assemblies as well. Hadley Wood's environment is one of enrichment and providing experiences for all children. Our environment is reflective of our ethos: hard-working, being a team player, creative, courteous, fun and full of love. We make an effort to take care of each other and the world in which we live.

Each day we host a different values-based assembly – each led by a different member of the school leadership team. We host two values-based assemblies each week which explore the value of the month and make explicit links between our chosen school values and British Values; we also host our weekly Achievement Assembly which celebrates our values in action and personal achievements within the week. Alongside this we also hold a weekly singing assembly so the children can join together to sing values songs or carefully selected songs from popular culture which reinforce the values agenda and also a weekly reading for pleasure assembly where a carefully selected text is shared with the children and discussed under the values-based agenda.

This is further reinforced through the school's Forest School provision where pupils are encouraged to actively care for their outside world. Values in action certificates are awarded to pupils who take it upon themselves to clear up litter during break and lunchtimes or organise our resources as a way of recognising the small things they do without being asked.

Each year, we host our annual CREW Week which promotes values of Creativity, Resilience, Engagement and Wellbeing through a range of practical activities and interesting workshops to promote each value. This was introduced in 2019 and is an important part of our school enrichment calendar. The week-long event is loved by children and adults alike and promotes and celebrates the importance of good mental health and wellbeing.

We are proud of our learning environment and all classes have 'Working Walls' to showcase current Big Questions, curriculum vocabulary, visuals and learning methods to support independence.

Our PSHE curriculum supports our Values based Education. The children's books each showcase their ideas, thoughts and work on the given Big Question posed to support access to a deeper understanding of the learning.

Our Arts Trophy Competitions are well established. Every half term the children are encouraged to participate in the contest at a class level, followed by the whole school final where the children learn to be a good audience and support all pupils within their year group, their House and across the school. They are provided with the opportunity to win the Arts Trophy Cup for their House.

P4C: Developing critical thinking and to be curious about the views of others.

Our Religious Education curriculum enables pupils to make links between the religious values taught and our own values, including through stories, drama, access to artefacts and awe and wonder. Each of our Religious Education lessons, start with a discursive statement linked to values or a plenary enabling pupils to express their beliefs. The school-designed RE unit in each year group enables the pupils to draw links in their understanding and debate their own beliefs and ideas around questions such as How can I show respect towards other faiths? And What does religion teach us about how to treat each other? This ensures that in each year group, pupils are given opportunities to explore ethical dilemmas, which help them to develop emotional strength and understanding the part played by values in real life contexts.

This academic year we have launched our 'Same Day Intervention' for maths which supports no child being left behind. Maths is delivered first lesson so the teacher can utilise assembly time to facilitate those pupils who have not secured the learning to access small group support. In addition to this the school also provides before/after school reading boosters for all classes supports all children to make good progress.

### Assessor's Comments

**Leaders have worked hard to ensure that Values-Based education is the beating heart of education in this school.** School assemblies are used well to teach the school's values. Children enter calmly, respectfully and kindly. Expectations of children are phrased very positively, and met by children well. Time to reflect allows children to immerse themselves in an understanding of the value. The learning journey of a given value is implemented highly effectively – children review previous assemblies, contribute to definitions of values and consider how growth mindset can impact on the application of a value in their own displayed behaviours.

Children at Hadley Wood Primary School achieve well academically, but a pride in establishing caring, civil children was seen as a far greater priority for teachers and leaders. This relentless focus on ethos before outcomes impacts positively on academic outcomes.

As children experience teaching and learning, they are reminded of values needed to support their learning efforts and further interrogate their own ethical vocabulary and mindsets by examining values in their curriculum experiences – *what values are displayed by a character in a story, what values did Beethoven require when losing his hearing, what values did you show in Forest School etc.* Ethical dilemmas were presented to children in assemblies and lessons, allowing them to develop their own values-based responses for application in the real world; *'why might a person be unkind?'* was a challenging consideration for Year 2, for example. In assembly, children were empathetic in listening to challenges that peers and teachers were seeking to overcome – overwhelming respect was shown to a teacher who is learning to ride a bike. I do hope that when this is accomplished, she will stand up in Achievement Assembly and be quite rightly praised!

The Hadley Wood Primary School curriculum is admirably tailored to its unique catchment and surroundings. A multitude of examples evidence this meaningful attention to embedding and intertwining values-based education throughout the life of the school;

- Hadley Wood's curriculum drivers ensure a values-based focus to all curriculum activity – resilience, independence and curiosity are promoted and enabled.
- An embedded PSHE curriculum offers children the support and development needed in relation to their personal, social and health developments. Big questions allow for genuine enquiry, allowing children to understand how values are a key to success in 'the real world'.
- Religious Education further allows children to consider questions such as, "how can I show respect towards other faiths?" and "what is a moral?" – this creates children who are both curious and respectful about the lives of others.
- Each half-term, an 'Arts Trophy competition' enables children to express themselves in various artistic mediums, with a focus on values-based issues.
- CREW week inspires children creativity, resilience, engagement and well-being. Children and staff look forward to this annual calendar favourite.

Children with SEND are supported by a values-based education – they are treasured and loved as unique individuals. Where contextual factors offer challenge to children's flourishing, values-based efforts are made to challenge this. The employment of a learning mentor has impacted significantly on all aspects of school life – including the climate for learning. Opportunity for children to 'self-refer' and have time with the Learning Mentor is an inspiring example of the children's voices being heard in this school. Children think of the learning mentor as "the feelings teacher" and know she will always be there for them to speak to and spend time with. The Learning Mentor's room is a hive of activity at lunchtimes – whether children need to spend some time away from the business of the playground, avoid a noisy space or simply get out of the cold – a warm welcome is always available at playtime and lunchtime. This enables children to re-enter classroom environments calm and ready to learn.



### Aspect 5 – Reflection

***Reflection** is the means through which we access our internal world of thoughts, emotions, and feelings, and regulate them, which helps us sustain mental health and increases the capacity for self-determination. We argue that this is a key skill for children to learn - the fourth "R" of education. Reflective practices encompass a spectrum of activities including thinking about your work; reflecting on our behaviour and the impact it has on other people; reflecting on a story and then maybe having an opportunity to discuss your thoughts with others and hear differing perspectives; mindfulness and meditative practices. The Inner Curriculum (Hawkes and Hawkes 2018) teaches us how to be aware and in control of our internal world of thoughts, feelings, and emotions, enabling us to respond appropriately to others without hurting them or damaging our own sense of self. Indeed, it supports the development of a strong and secure sense of self, which develops the disposition of self-leadership sustaining wellbeing.*

Criteria	Possible Evidence
<ul style="list-style-type: none"> <li>• Time is given for daily reflection in assemblies and classrooms. This is consistent throughout the school.</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> <li>• Staff understand that this '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> </ul>	<ul style="list-style-type: none"> <li>• Interviews with, or questionnaires from, staff, pupils, governors, and parents</li> <li>• Curriculum plans</li> <li>• Assembly plans</li> <li>• Daily practice</li> <li>• Policies</li> </ul>

### Aspect 5 – Reflection

#### School's Comments

Every month, a new value is celebrated; teachers plan feed these values into their medium-term planning and their weekly planning. Children are given the opportunity to develop their understanding of each value through discussions, P4C, learning about the lives of key figures, past and present, reading stories that have clear moral messages, in assemblies, celebrating the achievements of children, through reflection 'Let's think' sessions at the end of each assembly.

The school curriculum has been developed to allow opportunities for pupils to challenge question and consider. The Hadley Wood Approach to Learning has been built around three core drivers 'Resilience, Independence and Curiosity'. As a result, our curriculum aims are to:

- ensure our pupils are resilient learners who recognise that challenge and failure are part of the learning process
- ensure that pupils attain transferable skills and knowledge that will equip them for life
- personalise learning and foster independence and responsibility in our learners
- ensure our pupils aspire to be the best version of themselves they can possibly be
- encourage our pupils to be curious about the world around them and ask questions.

All curriculum overviews have been developed to ensure that each of these aims has been interwoven throughout. The use of the Hadley Wood Approach to learning supports all teachers to deliver a curriculum which enables pupils to make independent choices about their learning, make connections but most importantly to enable them to actively be curious about the world around them. This is achieved through the following school approaches:

#### Building Blocks:

Learning is effectively sequenced by sharing prior learning 'known as Building Blocks' at the start of each lesson/topic/new concept. Building blocks also help pupils of all levels to connect learning and promote independence.

#### Discursive statement or hook:

Each lesson starts with a discursive statement to engage pupils and draw links between prior and new learning. Different levels of challenge and 'What If Challenges' help to ensure our pupils have high aspirations of themselves and strive to be the best they can be.

#### The Big Question:

Pupils are encouraged to take control of their own learning and develop a love of learning through the use of a 'Big Question'. This is a carefully selected question which drives the topic and encourages deeper and broader thinking. Class teachers ensure that the question offers a high threshold question to challenge thinking and develop enquiry and curiosity.

#### The Deliberate Mistake:

Teachers skilfully use the 'Deliberate Mistake' approach to learning to build pupil resilience to failure alongside their ability to work independently to problem solve. This embeds the concept that making mistakes is integral to the learning process.

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The school has also introduced the Growth Mindset agenda. We know that pupils who have a positive attitude towards their learning will make good progress and be successful. Our aim is for all of our pupils to relish challenges, embrace their mistakes as part of the learning process, value the importance of effort, respond carefully to feedback and take inspiration from others. This will help them to achieve, not only with us, but also in their future lives as adults. To support this approach, we have adapted our curriculum to ensure it enables opportunity to reflect, recognise that making mistakes is an important part of the learning journey through teaching approaches such as 'The Deliberate Mistake'.

The Assistant Head for Inclusion is PAWS b trained and has led staff training to support staff. As part of Phase Leader meeting once a month the Assistant Head for Inclusion provides teachers a tool to use with their class to support self-reflection and calmness. This has supported teachers to create opportunities for self-reflection within lesson time.

Weekly awards given to children in our weekly Achievement Assembly celebrate values in action – something we promote heavily as a school – these are awarded to children who have shown one of the values e.g., shown leadership or have been kind in and around the school without being asked or directed to but because 'it is the right thing to do'

Our Religious Education curriculum and lessons have been designed to embrace learning about the five major world religions and their beliefs, customs, festivals, traditions and values. The children are encouraged to be respectful towards each other and enjoy visits from parents or members of the local community to share and explain how and why a festival is celebrated. This is followed up where possible by a religious visit from a local religious leader or through a visit to a local place of worships.

Our PSHE curriculum and lessons have been designed to support the children's social, emotional and personal development in the 21<sup>st</sup> century. These include opportunities for the pupils to learn about their own Mental Health and Wellbeing and the importance of good mental health. Within these units of work children are provided with the opportunity to self-reflect and inwardly explore their emotional response to the themes which are discussed. The provision of the Trust Box in each classroom provides pupils with a mechanism to support this.

The Nurture Room is used throughout the school day to support pupils with their personal development. This includes small group and one-to-one sessions with the Learning Mentor who is highly attuned to pupils' needs, providing them opportunities to consider and reflect on their own challenges.

SLT Meetings are held every fortnight to reflect on school development and strategise how to ensure best outcomes for pupils. Staff Meetings changed to Enhancing Outcomes Meetings to ensure the focus is on developing practice and provision that will provide the best outcome for pupils. This is the core driving factor for any decision made by the senior leadership team.

### Assessor's Comments

Children at Hadley Wood Primary School are enabled to sustain and nourish their mental health as a result of regular opportunity for reflection. Values-based education is a golden thread throughout the school's curriculum and in being so, increases children's capacity to access their internal world of thoughts, emotions and feelings.

The school's behaviour policy enables children who have made wrong choices to reflect and consider their impact on others. Children know that it is okay to make mistakes in our behaviour and our learning and that by reflecting on this, we can better ourselves next time. At Hadley Wood, reflection helps children to be the best 'them' they can be. Self-regulation and self-discipline is promoted and encouraged through this approach. As a result, behaviour is very good and at times, even better!

Children's articulacy of growth mindset and the opportunities to reflect on this – '*which stepping stone to success' are you on?*' – enable them to have a positive attitude towards their learning, make good progress and be successful. One child explained why it is important to learn about values at school – "*If you don't learn about values when you are younger, it's going to be harder when we grow older.*"

### Aspect 6 – Values into Action

*We argue passionately that a core objective of education should be to nurture self-energy, in the context of thinking about and applying positive values such as resilience, empathy, courage, altruism and justice. So, how do your young people turn their knowledge and understanding of values into good action – things that will help others and the world? We remember that good deeds, however small, are the finest things and should be acknowledged and celebrated. Equally, this is an opportunity for our passionate young people to contribute to school, local, national and global action, such as sustainability or charity works. No two schools will approach this in the same way, but in all cases they will be helping children to develop a mindset and character for their lives that looks to make a positive difference.*

Criteria	Possible Evidence
<ul style="list-style-type: none"> <li>• The school's selected values underpin the culture, ethos, and work of the school.</li> <li>• There is evidence of the school having an outward facing approach, taking their Values out into the community.</li> <li>• Parents/carers are encouraged to take an active part in the values-based approach.</li> <li>• Pupils have a high level of autonomy and are encouraged to use values intuitively to do good.</li> <li>• All members of the school community are encouraged to develop self-leadership.</li> </ul>	<ul style="list-style-type: none"> <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> <li>• School Council notes</li> <li>• Case study examples</li> </ul>

### Aspect 6 – Values into Action

#### School's Comments

Parents make a conscientious effort to support their children in their learning and often volunteer their time to listen to readers, help out in assemblies and our Christmas and Summer fair. In addition to this, we plan for Parental Involvement sessions where parents are encouraged to come in, spend a morning with the class participating in an activity which is linked to the topic or learn more about how they can support their child in school i.e., RWI phonics workshops etc.

The FHWS are actively engaged with the fundraising for the school and plan such fun things e.g., the school disco, bingo night and dress-down days. Parents attended the annual Values Parliament and worked collaboratively with children, governors and staff to set the values for this academic year.

This academic year we have planned to introduce a cross generational partnerships to enable our young community to support the elderly through letter writing and visiting a local residential home.

Our School Council is very active and takes pride in their role to represent their peers and move the school forward – working alongside representatives of the school leadership team. The School Council has two representatives from all KS1 and KS2 classes and is one aspect of 'pupil voice' used to gauge thoughts, ideas and feedback on school development initiatives. Pupil Voice is also effectively captured in our own pupil newspaper The Hadley Wood Voice – which is written and published on a half termly basis by the children for the children. We also share the finished newspaper on our website and it is emailed to all stakeholders so they can enjoy the interesting articles put together by the children.

Members of the Governing Body visit the school for Learning Walks to see the school in action across the curriculum. Members of the Governing Body aim to visit the school on a half term basis. They produce their own Key Activities Plan which aligns closely to the school develop plan.

Our onsite Forest School provision, run by 4 Seasons Forest School, provides further opportunities for Values into Action, enabling pupils to support themselves and their peers to do good and support others. There are opportunities for the children to go out into the local area and use the surrounding woodland. The school has formed close links with the Hadley Wood Association – a local community hub- to enable this to happen.

The school aims to support initiatives in the local area and hosts the local nursery Christmas Fayre on site each year to support important local charities. We recognise the importance of being outward facing and have formed strong links with all local religious establishments. The whole school visits St Paul's Church annually for our Christmas Carol Concert and we have enjoyed visits from the local synagogue.

## Hadley Wood Primary School

### Assessor's Comments

Hadley Wood Primary School's leaders make a conscientious and overt effort to ensure that the selected values not only underpin the culture, ethos and work of the school, but also are tailored to the school's needs, wishes and expectations within its current context.

Values Parliament is planned diligently to ensure that all in the Hadley Wood family can contribute to tailoring the next programme of values. Governors, parents, staff and children are enabled to sit together, discuss values and offer their thoughts. As a result, a diverse and ambitious values-based menu is on offer. While values such as respect, kindness, perseverance and hope are admirably and rightly available, so too are values such as sustainability, adaptability, self-belief, pride and ambition. At Hadley Wood Primary School, there is no limit on the expectations that children can reach in their values-based education. Long may these values be put into action at Hadley Wood Primary School.

Hadley Wood celebrates children who impact in their communities with 'Values in Action certificates' – children enjoy being celebrated and noticed for 'doing the right thing'.

Parents and carers think highly of the school and in turn, build positive relationships with staff. The 'Friends of Hadley Wood Primary School' have raised significant funds to enable the school to further improve its offer. As with all schools, the pandemic offered significant challenge. *"I couldn't be more impressed with the level of care."* was a sentiment shared by all parents spoken with. This *care* is indicative of Hadley Wood's commitment to its values-based vision.

### What would you identify as being your 'stand out' area of excellence in Values-based Education?

(Think here about what you would like your school to be known for and what you would be able and willing to share in terms of your practice with other schools, either in this country or across the world.) VbE can help you to share this great practice!

#### School's Comments

We believe one of the unique standout elements of our values-based approach to learning is that we change our 'guidance values' on an annual basis. The three well-established core values: confident, capable and caring, remain the same as these underpin our vision, aims and mission statement as a school. However, the eleven guidance values which are used to drive change, address any concerns or reflect elements the children have raised and guide whole-school assemblies are changed on an annual basis during our Values Parliament. These values are discussed and agreed upon exclusively by the children, parents, teaching staff and governors from across the school. It is a wonderful opportunity to see the whole community and each level of stakeholder working together to improve our school and make it the best it can be.

During school closure during the Covid 19 pandemic, the school felt that it was important to continue with the school's annual Values Parliament. As a result, we planned and led a series of live workshops which led up to our annual parliament which was held virtually and all stakeholders were still able to attend. It was wonderful to see that the values which are selected during our parliament each year, reflect the needs of the school at this time. During our virtual parliament in the 2020-2021 academic year, Values such as a hope and togetherness were selected to support the school moving forward as a community in the following academic year as we emerged from the Covid 19 pandemic.

Another thing we are very proud of is that we award Values in Action certificates. We have moved away from providing certificates for the value of the month and instead celebrate any of our values seen in action around the school. We have found this has made a real difference as pupils want to be noticed for 'doing the right thing' and living the values we cherish as a school. We continued to award certificates for values such as determination and resilience during our weekly achievement assembly throughout school closure to continue to motivate our pupils but also to ensure that the Values-agenda continued to support our community. We hosted daily virtual assemblies throughout the pandemic to keep this at the forefront of our vision and values.



## Hadley Wood Primary School

### Assessor's Comments

The Values Parliament is a superb example of Hadley Wood's commitment to tailoring its values-based education to the needs of its children and community. Furthermore, it enables pupil voice to be heard loud and clear. An effort by leaders to implement values learning progressively, means that children are also responsible for 'defining' a value – this collaborative approach to realising the meaning of a value enables children to better interrogate their own understanding of it. This ownership is an excellent example which Hadley Wood could share with other schools seeking to develop, embed or improve their values-based education. The school's commitment to funding an almost full-time learning mentor, with a values-based focus, must also be recognised by the school as a beacon of their commitment to the whole-child. Staff members often explain that knowing children well, or building excellent relationships is "because it is small..." – I encourage Hadley Wood to not justify their efforts because of the size of the school – their vision enables this and I am confident that were the school to double in size, values-based education would see the school continue to flourish.

### AUDIT REPORT

#### Suggestions for Next Steps

In reflection of the above findings and, following an enjoyable and immersive day in Hadley Wood Primary School, the following reflections were offered to enable the school's leaders to continue to nurture their commitment to values-based education:

Reflection	Suggestions for Successful Implementation	Proposed Impact
How can we further develop parental interaction and engagement with values-based education?	<ul style="list-style-type: none"> <li>- Establishing HPS Acorns to inspire parents to 'spot' values at home. These can be brought into school, celebrated and displayed.</li> <li>- Values challenges e.g. a 'generosity challenge' at Christmastime.</li> <li>- Inviting parents into Friday achievement assembly.</li> </ul>	<ul style="list-style-type: none"> <li>- Greater parental interaction with and understanding of values-based education.</li> <li>- An enhanced outward facing approach, taking values out into the community.</li> <li>- Parents interacting more frequently in the school and enhancing their 'buy-in' – seeing children's values celebrated in achievement assembly.</li> </ul>
How can our website more richly reflect our commitment to values-based education?	<ul style="list-style-type: none"> <li>- Continue to finalise works on a new, refreshed website which richly illustrates the school's 3 C's and commitment to values-based education.</li> <li>- Explore other schools which are accredited as values-based education schools (a list is available on the VbE website) – examine how they illustrate their values.</li> </ul>	<ul style="list-style-type: none"> <li>- Greater clarity in the school's vision being at the foundation of all that the school does.</li> <li>- Improved illustration of values-based education as a golden thread in the school's successes.</li> </ul>
How can our entrance and surrounding area demonstrate richly the Hadley Wood values to our community?	<ul style="list-style-type: none"> <li>- Review the Hadley Wood entrance to demonstrate who the school is.</li> <li>- Consider ways in which the 3C's and values can be prominent to those entering and those passing by e.g. window frosting, prominent values posters, banners, art work, branded signage, inspiring quotes etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Enhancing the explicit demonstration of implicitly lived-values.</li> <li>- Clear signalling to all – Hadley Wood Primary School is a values-based school.</li> <li>- Improvement in quality of the environment.</li> </ul>
How can our communal spaces and classrooms further illustrate our commitment to Values-based education?	<ul style="list-style-type: none"> <li>- Continue with plans to develop the hall space as the heart of the school e.g. new blinds, decorating, values on display etc.</li> <li>- Ensure values displays are prominent and illustrate the importance of this e.g. ensuring the</li> </ul>	<ul style="list-style-type: none"> <li>- Enhancing the explicit demonstration of implicitly lived-values.</li> <li>- Clear signalling to all – Hadley Wood Primary School is a values-based school.</li> <li>- Improvement in quality of the environment.</li> </ul>

## Hadley Wood Primary School

	<p>3 C's are on display in every room, values displays are interactive etc.</p> <ul style="list-style-type: none"> <li>- Consider investment into the calm room by exploring other sensory / nurture spaces and utilising funding to improve this space.</li> </ul>	<ul style="list-style-type: none"> <li>- Enhanced opportunity for children with SEND and/or significant vulnerabilities to de-escalate / self-regulate / calm.</li> </ul>
How can the importance and benefits of excellence in play be further improved to better illustrate the value Hadley Wood Primary School places on the importance of childhood?	<ul style="list-style-type: none"> <li>- Continue with plans to develop the outdoor space.</li> <li>- Review the decision to have key stage playgrounds – why do we separate age ranges?</li> <li>- Understand the different types of play and examine the opportunities for all types of play.</li> </ul>	<ul style="list-style-type: none"> <li>- Further enhancement of harmonious playtimes.</li> <li>- Improvement in pupil satisfaction, engagement and joy.</li> <li>- Greater social interaction.</li> <li>- Improved opportunities for social and caring behaviours across the age range.</li> </ul>
What are the core values for the staff team at Hadley Wood Primary School? How do these impact on each staff member's calling to work at Hadley Wood?	<ul style="list-style-type: none"> <li>- Opportunity for staff to reflect on their own core values, what these mean and how they influence their own thinking and behaviour.</li> <li>- Opportunity for staff to agree their own 'core values' to impact on their work.</li> </ul>	<ul style="list-style-type: none"> <li>- Further development of staff's understanding and commitment to values-based education.</li> <li>- Enhanced collective engagement with 'core values' as a foundation on which staff can thrive and fall-back on in times of challenge.</li> </ul>
How can reflection further develop to enrich opportunities for children to access internal world of thoughts, emotions and feelings and regulate them.	<ul style="list-style-type: none"> <li>- Explore mindfulness / meditative activities / training for staff.</li> <li>- Enhance reflections in assemblies to create an even calmer environment e.g. dimmed lighting, blinds closed.</li> <li>- Offer opportunities for all adults to model and/or participate in reflection times.</li> </ul>	<ul style="list-style-type: none"> <li>- Enhanced awareness of thoughts, feelings and emotions.</li> <li>- Developed programme of well-being interventions to support children in crisis.</li> </ul>

## Hadley Wood Primary School

### Audit Conclusion

**Hadley Wood Primary School is a proud values-based school whose successes are rooted within their embedded and implicitly-lived values-based culture.** The ‘alternative’ option the school offers its older children as they grow in modern Britain is admirable. The ‘inspiring people’ promoted within the school’s curriculum have broadened children’s horizons and encourages them to ‘dream big’.

**The most important people in Hadley Wood Primary School are its children.** They are polite, courteous and rightly proud of their school. Values-based education is instilled and the benefits of this articulated beautifully by the children themselves. Hadley Wood’s children are indeed **confident, capable and caring**.

The Headteacher and Deputy Headteacher work in absolute unity, emphasising their belief in instilling values into their school and the children who are fortunate to attend. As a result, the vision of the school is lived in every aspect of its work – meaningfully and in inspiring ways. Values-based education has continued to embed and flourish since the previous accreditation. **At times, the tenacity needed to instil values is committed to demonstrably by leaders. They are determined that the school’s offer is, invitational, inspiring and inclusive for all, no matter their circumstance.**

Leaders inspire all in the school to want the children to be confident, capable and caring. **As a result, Hadley Wood Primary School is a school where children are enabled to flourish.**

The three core foundations of an effective values-based education environment are tangible at Hadley Wood Primary School. All adults model the positive universal values that the school community itself has chosen, the values are developed into an ethical vocabulary which empowers learners and staff to articulate in their thinking and behaviour values-based concepts and the school creates time and space for children to develop reflective practices so their values experiences can be processed into a living guide to self and interpersonal awareness. All stakeholders are proud of the contribution values-based education makes to their school.

Hadley Wood Primary School’s new strapline is planned to be – **Confident + Capable + Caring = Success**. I am inclined to agree!

## Hadley Wood Primary School

### ***The small print:***

*The Quality Mark acknowledges and celebrates an organisation's successful engagement with values-based principles. It is a valuable tool to communicate the organisation's status to students, staff, parents, governors and inspecting bodies. The certification is valid for a three-year period on the basis of the school's continued excellence in its values-based approach. During the certification period, where the quality of the organisation's values-based approach becomes materially compromised, we reserve the right to re-evaluate the school's approach to VbE and, where appropriate, withdraw the certification.*