



Valuing ourselves, each other and our world

VbE Quality Mark Audit Tool and Criteria

*Recognising high quality practice through
Values-based Education*



Bell Lane Primary School.

School Information

Name of School	Bell Lane Primary School		
Status of School (Maintained/Academy/Free/other)	Maintained	No of pupils on roll:	426
Postal Address School	Bell Lane, Hendon, Barnet, London, NW4 2AS		
School Phone Number	020 8203 3115		
School Email Address	office@belllane.barnetmail.net		
Local Authority/MAT	Barnet		
Headteacher: Name and Email	Harsha Patel head@belllane.barnet.sch.uk		
Values Leader: Name and Email	Babita Kumar bkumar@belllane.barnet.sch.uk		
Date of Previous VbE Quality Mark (if applicable)	N/A – This is the first time that we are applying for the VbE Quality Mark		



What is it?

The Values-based Education Quality Mark is a validation of a school's high-quality practice in Values-based Education. Recognition is given through the award of the unique Values-based Education logo by VbE International.

Why do it?

'It makes my life easier!'

Values-based Education demonstrably improves relationships, pupil behaviour, the working environment and ultimately outcomes. This audit tool provides an accessible route map to improving and maintaining excellence for everybody.

The Quality Mark itself will:

- Acknowledge and celebrate outstanding practice as a Values-based school
- Recognise the school's commitment to high aspirations and a culture of continuous improvement
- Value the hard work that all staff engage in on a daily basis.
- Provide recognition of success to parents and the local community
- Contribute the school/setting's self-evaluation process.
- Demonstrate the commitment to National Curriculum, SIAMS and OFSTED requirements to the provision for Spiritual, Social, Moral and Cultural education, Personal Social, Health and Relationships education, British Values and the development of Character in education.



Who can apply?

Any school that feels it offers high quality practice and impact through a values-based philosophy. There is no 'blueprint' as such for this - and this is part of this philosophy's intrinsic beauty. However, values experts believe that high quality schools are characterised by positive values-based practice as shown in these headings, and that the related criteria will help schools define and audit their practice.

Please note that it will be understood that special schools will apply these criteria appropriately, according to their setting and context.

Please don't worry if you feel you do not meet all the criteria! It will not necessarily preclude you from getting the Quality Mark – and our VbE Consultants and team are here to support you on your Values-based journey! We offer a wide range of courses and resources to help you.

What is the process of application?

- Contact the VbE office (info@valuesbasededucation.com or +44 (0)1628 660665)
- The office will ask a VbE Quality Mark assessor to contact you.
- Complete the VbE Audit Tool
- Send the Audit Tool to your Values Quality Mark assessor
- Arrange school validation visit
- Confirmation of award or ways forward to achieving the award
- Review the award on a yearly basis

How much will it cost?

The only cost to the school/setting is for a validation visit by a Values-based Education Accredited Assessor, which is £600 plus costs for travel and accommodation if necessary*.

**A bursary may be available to schools who can show severe financial hardship. Please ask for details.*

** Cost for International Schools are priced on a case by case basis.*

How long does award last?

The award lasts for 3 years, after which the school reapplies.

How to complete the form...

Read the criteria carefully.



It is based on the [Core Components of Values-based Education](#) or <https://www.valuesbasededucation.com/aboutus/what-is-vbe>

Under the Possible Evidence column make brief notes on how you meet the criteria. You may like to highlight and RAG-rate each of the criteria, according to how well you think your school meets each statement.

Keep relevant evidence in a portfolio of evidence to show to your Values Quality Mark assessor.

To ease workload, keep this to a minimum, only including items which are not on the website or displayed around the school.

Your Values Quality Mark assessor will spend up to a day with you discussing with you the audit and evidence that you choose to present. Please remember that the listed evidence in each section is a suggestion only and that additional or different forms of evidence may well be valuable.

Core Component 1 - 'Modelling'

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. In other words, we show them the adults that the world needs them to be. In our words and behaviour, we model what it is to be a values-based human being. How we model this will, to a large degree, determine what young children think they should grow up to be. We do not underestimate the challenge this presents as the process highlights limiting aspects of ourselves that need to be processed and transformed. This is why we consider that parents, and adults who create a values-based school community, are so very important for the formation of a civil values-based society. They are in the forefront of positive, cultural transformation. In turn, the children become role models too.

Criteria	Possible Evidence
<ul style="list-style-type: none"> • Staff have been given time to reflect on the ways that they will model the school's values. • The individual is valued - all staff and pupils are shown care and respect. • Staff are self-aware and conscious of the impact they have on others. • Staff are authentic, give unconditional positive regard and empathy to all pupils and each other. • Everyone in the school recognises and takes responsibility for self-improvement and high levels of achievement. • Staff create attachment-aware classrooms, where pupils and staff form positive relationships, enabling pupils to self-regulate their emotions and build self-esteem. • Pupils are encouraged to be positive role models. 	<ul style="list-style-type: none"> • Learning walk/coaching feedback • Ofsted Nov 2019 report • Anonymised performance management/appraisal documentation (support staff) • Behaviour policy • Staff Conduct Policy • Staff Handbook • CPD register/files incl. TA CPD. • Place2Be mental health/emotional wellbeing training • Coaching questionnaire/feedback • Conversations with non-core leaders • Conversations with children about the 'Job Shop' • Values displays in classrooms

Assessor's Comments

The adults at Bell Lane have internalised the school's selected values and model them to the pupils. This is done during formal curriculum time and during all other times and situations. I observed staff in a variety of settings and their modelling was exemplary. Staff are always positive in their interactions with pupils, which create excellent relationships between adults and children. The staff take their responsibilities seriously, as evidence when I was challenged by a male member of staff when I was walking in the playground with a group of children. He hadn't noticed that I was being accompanied by a member of staff. He was very professional when he politely explained that as I was wearing a red lanyard, he had to check that I wasn't on my own. The care and safeguarding of pupils were so evident during my visit. Reception staff ensured that I was given the safeguarding policy and I was asked to read it before being allowed into the school. Safeguarding is obviously a strength of the school. Pupils told me that they felt safe, respected and secure at the school.

During all observed lessons staff modelled the values vocabulary explicitly and implicitly in their behaviour and attitudes. The pupils in turn model the values in their behaviour showing courtesy, patience and respect. Behaviour in the school is outstanding. I did not witness even low-level disruptive behaviour. I think the good behaviour is because there are clear policies in the school for behaviour; relationships are so natural with pupils emotional, social, creative and academic needs being met. Pupils want to be a part of the Bell Lane Way.

Modelling was an area that was discussed with me by a group of parents, including a parent governor. They told me how much their children were enjoying being at school and had benefitted since the Headteacher had introduced a Values-based Education culture.

Core Component 2 – ‘The Inner Curriculum’

*The **Inner Curriculum** 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. 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.*

A focus on The Inner Curriculum enables students to be resilient and less susceptible to mental illness, which manifests in self-harming, depression and suicide. To help access the Inner Curriculum VbE schools use a variety of sources, such as Transactional Analysis (Berne, 1961), the Internal Family System (Schwartz, 2001), play, drama and art therapies, Philosophy for Children (Lipman, 1991), aspects of the formal curriculum that covers pupils’ spiritual, moral, social and cultural development (SMSC), emotional literacy, values mentoring, counselling and reflection.

Criteria	Possible Evidence
<ul style="list-style-type: none"> • Values-based Education demonstrably informs the development of character, learning behaviours and emotional and mental health. • Values-based Education underpins the school’s behaviour and related policies, expectations and practice. • Pupils understand the basic structure of the brain and its functions. • Pupils show a high degree of personal autonomy and can talk cogently about their feelings and emotions. • 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. • Staff are conscious about the need to focus on mental wellbeing in all aspects of school life. • Staff understand the concepts of Self-energy and Self-leadership. • The school has identified elements in its practice that constitute an Inner Curriculum and have developed additional features as recommended in the book by Neil & Jane Hawkes called ‘<i>The Inner Curriculum</i>’. 	<ul style="list-style-type: none"> • LTP/Sequencing and Progression Documents • Mental health questionnaires/data • ‘Mental Health Week’ photos/evidence (Place2Be) • Ofsted November 2019 report • Parent View • Character Education Skills Ladders • Mental Health Research Project • Place2Be reports • Stolen Lives Programme/Video • Conversations with Years 3 and 4 (current Years 4 and 5) about the brain and ‘flipping your lid’ • Conversations with children about their Values • Behaviour Policy • Child Champion certificate/video • Coaching Intent/Rationale

Assessor's Comments

The Inner Curriculum is an aspect of Values-based Education that the school is developing in many ways – it is a strength of the school. The Mind-Up curriculum gives pupils the knowledge about their brains which helps them to understand why they react and behave in the way that they do. I observed a Mind-Up lesson where pupils were very able to explain the functions of their limbic system and their pre-frontal cortex. They told me that this information helped them to self-regulate their behaviour – “I’m able to control myself.”



I observed many occasions when adults were deeply listening to pupils. An outstanding instance was shown by the teacher in Year 4, who during her English lesson, when the children were reading their poems, instilled an attitude of deep listening. The pupils modelled this skill, which showed in the quality of their comments about each other's work.

Core Component 3 – ‘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. This last aspect draws on the research of Dr Dan Siegel (Siegel, 1999) and his work in the field of interpersonal neurobiology, rooting the practice of reflection (mindfulness) in an understanding of the parts and their functions of the human brain. Taking time for silence (brain breaks) and other meditative practices are key to nurturing self-energy, thereby promoting mental health and wellbeing, creating a calm and purposeful atmosphere.*

Criteria	Possible Evidence
<ul style="list-style-type: none"> • Time is given for daily reflection in assemblies and classrooms. • The school teaches reflection as a key approach to thinking and learning and through this, pupils develop the confidence to challenge, question and consider. • Staff understand the benefits of mindfulness activities in developing control over the limbic system. • Pupils are able to discuss the impact of reflection on themselves. 	<ul style="list-style-type: none"> • Healthy Mind, Healthy Body Curriculum • Visits to lessons • Discussion with pupils • Whole class reading time/Collective Worship time • Pupil Voice Questionnaire • Language Functions • Whole school reflection • Peer-on-peer abuse impact data

Assessor's Comments

I was so pleased at the beginning of my time at the school that the Values Leader invited me to take a brain break before we began our discussions. This showed how important reflective practices are in the school. During lessons and at assemblies the children are invited to be still and to reflect. Evidence from my own research at Oxford University, and that of Professor Lovat in Australia, showed the benefits both personally, socially and academically of being taught the skills associated with being still and inwardly reflective. I observed how this ability is benefitting pupils in their learning, as they pause briefly to think before speaking. I observed this too in the Nursery when children took a brain brake showing how the skill is being developed throughout the school.



Core Component 4 – ‘Atmosphere’

*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). Atmosphere is deliberately created by a number of characteristics which include; the quality of school displays; human-centric 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"> ● Staff understand that the school's special values-based ambience is created by a focus on being calm, peaceful and purposeful. ● 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. ● 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. ● The school’s climate for learning is happy, calm and purposeful; one that promotes quality teaching and learning. It also radiates joy! 	<ul style="list-style-type: none"> ● Displays around school ● Character Education Skills Ladders ● Black Class Learning Journals ● Children’s work ● Discussions with children ● Discussions with staff ● Monitoring calendar (INSET timetable) ● Pupil Voice Questionnaire ● Parent View

Assessor's Comments

The overall atmosphere is one where people feel accepted for who they are and are invited to be the best version of themselves that they can be. Each person is made to feel accepted and special; time is given so that the pupil voice can be heard. On my arrival the Headteacher greeted me warmly but then moved to engage with a parent who needed to share information with her. The parent had her full attention. This positive relational attitude is found in the behaviour of adults in the school, from reception to the dining hall and everywhere in between.

The signage and display are of a good quality, aimed at enabling pupils to progress on their learning journey and to be inspired.



Values-based education is an educational philosophy which encompasses all aspects of school life. The way that children are gathered together at the end of break times in a calm, happy and purposeful way, creates an ordered environment where there is often a buzz for the excitement of learning but never a feeling of chaos.

Routines and structures have been created to promote an effective teaching and learning environment, which encourages pupils to do their best and achieve.

I complimented the caretaking staff and the cooks on quality of their work, which contributes to the overall ambience, which encourages children to be mindful of others and their needs.

The Global Learners group created one of the many highlights for me during my audit. The group's members, led by Vivianne, were so mature in their thinking about global challenges such as climate change. One of the aspects of Bell Lane which is so strong is the school's ability to promote critical thinking skills. I saw this in many lessons, which culminated in the outstanding Year Six lesson, which focussed on ethical dilemmas.

Based on my many visits to schools worldwide, I know that an empowering atmosphere and ambience are created by the leadership of a school, who purposefully model calmness, respect, tolerance and who has high expectations.

Core Component 5 – ‘Curriculum’

Curriculum refers to everything the school does to support VbE both implicitly, as described above in the description of atmosphere, and explicitly in ensuring that every aspect of the school’s life and work reflects and is underpinned by the school’s chosen values. All school policies are reviewed to ensure internal consistency with the school’s values. The curriculum encompasses the formal, informal and hidden curriculum. The formal curriculum, ensuring that values are explicitly and experientially taught about in lessons, not only discretely in values lessons but as an element in all aspects of the curriculum. The informal curriculum includes how break times are managed and resourced. The hidden curriculum reflects the school’s culture and can be seen in the expectations (school uniform), routines (movement around the school) and practices (sports days, parent/staff meetings) of the school. All these aspects are considered to be the responsibility of the school’s leadership.

Criteria	Possible Evidence
<ul style="list-style-type: none"> • Values have been selected and curriculum time allocated for their consideration. • School assemblies are used to teach about the school's values. • Values Education is taught consistently across all classes and year groups with the focus on the formation of caring, civil and well-educated people. • Values are explicitly and implicitly taught and referenced across the curriculum, including PSHE. • Values-based Education fully supports all pupils identified with SEND. 	<ul style="list-style-type: none"> • Healthy Mind, Healthy Body sequencing and progression long term planning incl. Character Education Ladders • Black Class Learning Journals • Children’s work in books • School Newsletters • Enrichment programme • Conversations with pupils • Ofsted Nov 2019 report • Parent View • EAL folders • SEND evidence • Ensuring Maximum Progress Flowchart

Assessor's Comments

Values-based Education underpins the curriculum and life of the school. Values have been identified and embedded in the curriculum. Staff and pupils naturally use the language of values during lessons and in their informal conversations. A strength of the school is its consistency of application of VbE with all staff mindfully working with the values.

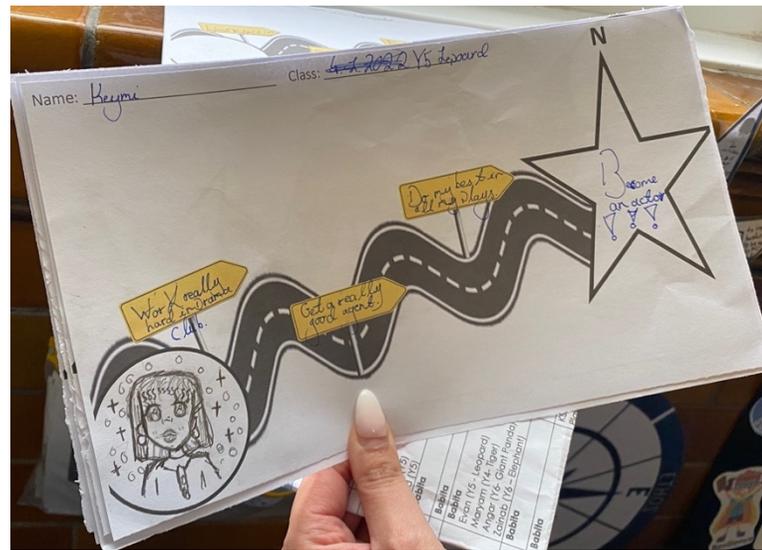
The Assembly I observed with Year 3 pupils was outstanding. The focus was the value of the month which was thoughtfulness. The skilful way the teacher engaged actively with everyone in the room, both adults and children gave everyone a powerful learning experience.



The Governor, Segun was present at the Assembly, and he later gave me a very positive impression of the school.

The Early Years setting embeds the values vocabulary in the pupils in creative and engaging ways, such as the values boxes and in role modelling.

The school along with other Barnet schools is embracing Compass for Life. I work as part of the Compass Team and talk about how to achieve the East Cardinal, which is about ethos, character and values. Bell Lane demonstrates that it really does understand the power of values, in giving pupils the ethical intelligence to reach their North stars. Pupils talk enthusiastically about their road maps and the way that they are using values to reach their goals. The other two Cardinals: warrior and strategy are both skilfully incorporated into the Values curriculum. There is a focus in on health and fitness to be good warriors, and the school's learning powers empower the south cardinal. Excellent joined up thinking shown in curriculum design – congratulations!



Describing strengths of the curriculum would not be complete without referring to the Year 6 lesson which focussed on the topic for Designer Babies. A very mature topic that was handled with great teaching skill by the class teacher. This was an outstanding lesson – one of the best I have ever observed. Its quality was created by the way that the teacher interacted with her pupils, guiding their thought processes but never telling them what they should think. The pupils were engaged in critical and analytic thinking of the highest order. As an inspector and former Chief LA Adviser, I have rarely witnessed a lesson, which created such a mature debate about a contentious subject with this age of children.



Other aspects of the values curriculum are documented and evidenced in class big books.

Core Component 6 – ‘Leadership’

*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"> ● The school’s selected values underpin the culture, ethos and work of the school. ● 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. ● The leadership releases the creative dynamic of staff and pupils, creating a sustainable school culture based on values. There is no hierarchy of status, only of roles. ● Evidence (both qualitative and quantitative) is used to determine the impact that Values-based Education is having on learning, behaviour and attendance in school. ● Parents/carers are encouraged to take an active part in the values-based approach. 	<ul style="list-style-type: none"> ● Curriculum Manual ● Ofsted Nov 2019 report ● Parent View ● Prospectus ● Website ● School Development Plan ● Staff Questionnaire Jan 2019 ● Interviews with staff, pupils, governors and parents ● V-Fest slides/info ● Enrichment (behaviour) data ● Pupil Voice Questionnaire ● Black Class Learning Journals/Children’s work ● E-safety info and files/Computing LTP ● Bi-weekly podcasts

Assessor's Comments

As the assessment criteria states, the quality of leadership is paramount because without it a values-based school does not develop. The quality of leadership given by the Headteacher is outstanding. She has worked hard since her appointment to take the school on a school improvement journey. I understand that Ofsted did not give the school the benefit of the doubt and placed the school in a category. I am confident that if they had been monitoring with me on my visit they would acknowledge that the school is going from strength to strength. This is not only because of the untiring work of the Headteacher but because of the loyal support she is given by other members of staff. Leadership is devolved to many in the school, as I witnessed in the Values Leader. Her leadership skills were so evident as was her positive relationships with her colleagues. She also is an excellent role model as an outstanding values teacher. Strong leadership qualities exist throughout the adults in the school. The Headteacher has released the creative dynamic of her staff.



Leadership was also evident with the pupils who are vocal in their determination to flourish in the school. The parents and governors I met were also showing sound supportive leadership. I'm sure the Governing Body and the Local Authority must be proud of where the school is in its journey going of school improvement.



Core Component 7 – ‘Ethical Vocabulary’

*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 what Neil has termed ethical intelligence (EI), which he argues is 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.*

Criteria	Possible Evidence
<ul style="list-style-type: none"> ● Pupils confidently use a wide ethical vocabulary to engage with issues and describe emotions. ● This ethical vocabulary gives pupils a tool to support their emotional literacy. ● Pupils can be seen to be developing positive character traits and ethical intelligence. ● Pupils are actively encouraged to grapple with ‘big’ philosophical questions. 	<ul style="list-style-type: none"> ● Discussions with pupils ● Observations of playtimes and lunchtimes (pupils’ behaviour) ● Character Education Skills Ladders ● Photos of ‘The Great British Intelligence Test’ ● Links to BBC clips/interviews with these children ● Healthy Mind, Healthy Body scheme esp. Equality and Diversity strands ● Black Class Learning Journals/Children’s work ● Art/mental health project

Assessor's Comments

The values-based school creates a teaching and learning culture that educates the child to be ethically intelligent. Ethical intelligence is the ability to ethically self-regulate behaviour; be emotionally intelligent and a critical thinker. It therefore enhances human consciousness, giving altruistic awareness of self, others and the planet. It also develops academic diligence and relational trust.

Bell Lane Primary is giving pupils the opportunity to develop ethical intelligence, which is so needed if society is going to address the complex challenges it faces. The building blocks of ethical intelligence are the values words, which have to be understood and lived. The pupils are building up an understanding of the meaning and application of values, as evidenced in the lessons I observed and in the behaviour of children during informal parts of the day i.e., playtimes and in the dining hall. They are also talking about how their values can support the local community. We discussed what could be done about the rubbish that litters the streets in the locality? Pupils enjoy being leaders of values as demonstrated by the Values Ambassadors.



The school is becoming a microcosm of what the world could be!

Assessor's Conclusion and Recommendations

Assessor's Conclusions and recommendations:

1. Bell Lane is an excellent values-based school.
2. The school's leadership is exemplary with a constant eye on school improvement.
3. The teaching and support staff are skilled and caring professionals.
4. Wellbeing of all is a priority.
5. Pupil behaviour is exemplary.
6. Pupil voice is a growing strength of the school.
7. The school is open-minded, constantly wanting to improve its pedagogy.
8. The school has a relevant and unique curriculum that it is developing to ensure the pupils meet not only the basic demands of literacy and numeracy but the wider aspects of learning.
9. Relationships with parents and the community show increasing levels of trust.

To further develop VbE I would recommend:

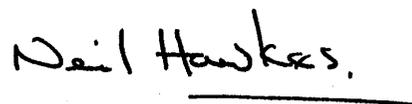
1. Expand the 11 values to 22: one a month over a two-year cycle. You would then create an expanded ethical vocabulary to nurture ethical intelligence. Ideally revisit all your values in the context of a parent/community forum.
2. Continue to deepen colleagues understanding of *The Inner Curriculum* as outlined in my book of that name.
3. Continue to expand the repertoire of reflective practices that can be introduced into each year group. Visualising and breathing practices which enable children (and adults) to regulate their internal world.

4. Work now towards the Enhanced Quality Mark, which will demonstrate how the school is impacting on the community and other local schools by being a hub for Values-based Education.
5. Have a sculpture, banner, mosaic etc that is outside the school, which proclaims that you are a Values-based School.
6. Please celebrate your achievement in the media, as I sense that many in the wider community will not realise how far you have come as a school. You are giving an education to your pupils that provide them with the skills, attitudes and competencies to be happy and successful human beings, able to navigate through the complexities of life.

Congratulations! At the end of such an impactful day, I had no hesitation in awarding the school the Quality Mark as a shining example of a Values-based school. Please remember to celebrate your achievement – you have my deep respect and gratitude for all that you are doing for the children and their families.

I am sure too that the Governing Body and Local Authority will wish to acknowledge and celebrate your success too.

You are now a part of the Values-based Family of Schools.



Dr. Neil Hawkes
Founder of Values-based Education
Former Inspector and Principal LA Adviser
Ambassador: Foundation for Education Development (FED)

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.