



Charville Primary Academy

Values Quality Mark Report

Date: 2nd April 2019



Values-based Education
VbE Enhanced Quality Mark

Name of Consultant: Patricia Beechey

Charville Primary Academy

Introduction

Patricia Beechey was invited to carry out an Enhanced Values Quality Mark Audit on **02.04.19**. The purpose of the audit was to determine the extent to which Values-based Education (VbE) is being successfully implemented and whether the school meets Values-based Education International criteria for its Enhanced Quality Mark.

What is VbE?

Values-based Education underpins the life and work of school communities, colleges, and other settings, including the home so that they are values-based. The term values-based implies that every aspect of life, both personal and professional is based on the way that values are lived. It is transformational, in that it invites cultural change that is based on equity and respect for all. It is challenging, as it calls us to ask what we can give to life, as opposed to what can we get from life? It promotes a way of being that values the self, others and the environment. It is simple: yet profound in its effects. It is a developmental process that connects with the intrinsic qualities of human beings and actively nurtures them. It invites the individual to be aware of the potential power of their inner world of thoughts and feelings; how the way that these are used affects our own wellbeing, that of others and potentially the world. It sees the purpose of education as the flourishing of humanity. It is soundly based on research, which shows the positive effects on pupils, both socially and academically, when educators model and teach about universal, positive human values. The purpose of adopting VbE is to inspire young people to adopt positive values in their lives so that they can be the best people that they can be and actively demonstrate the values in their daily lives, thereby helping to create a sustainable world.

Terminology

Values-based Education occurs when universal, positive human values underpin everything a school or other organisation does.

Values Education is any activity, which promotes the understanding of positive values, developing the skills and dispositions of adults and pupils so they can live the values as active members of the community.

Values are the principles, fundamental convictions and standards that act as the general guides to our thinking and behaviour. They include: Peace, Justice, Respect, Love, Patience, Happiness, Caring, Trust, Honesty, Humility, Courage, Compassion, Tolerance and Hope.

Positive character traits are seen in pupils as the outcome of VbE.

School Information	
Name of School/Setting:	Charville Primary Academy
Status of School/Setting (Maintained/Academy/Free)	Academy
Postal Address School/Setting	Bury Avenue Hayes Middlesex UB4 8LF
Email Address of School/Setting	office@charvilleacademy.org
Telephone Number of School/Setting	0208 845 1707
Local Authority/MAT	Hillingdon
Headteacher: Name and Email	Nicola Kelly nkelly@charvilleacademy.org
VbE Leader: Name and Email	Rena Madar rmadar@charvilleacademy.org Zanib Mirza zmirza@charvilleacademy.org
Number of Pupils on Roll	586
Date of Previous VbE Quality Mark (if applicable)	14 th March 2016
Name of Assessor	Neil Balliston

Charville Primary Academy

1. A Values-based Ethos	
Criteria in addition to the standard VbE Quality Mark	Evidence
<ul style="list-style-type: none"> • Pupils, staff, parents and governors review and reconsider the school/setting's chosen values, including (if in England) the British Values and, where appropriate, develop these into new themes. • The values-based education approach is readily and widely articulated and evident in the ethos, curriculum and general work of the school. • All staff have regular high quality professional development opportunities to further their values-based education approach. • Every step is taken to ensure that no adult or pupil is inadvertently marginalised through the structures and routines of the school. Each person is valued for his or her intrinsic value. • The school community understands that thinking about and living universally held, positive human values affects consciousness; leading to the expression of 'super' values such as altruism and wisdom, which transform human behaviour and potentially society. • The school/setting works in partnership with parents, community and external organisations to promote this approach in every aspect of its work. 	<ul style="list-style-type: none"> • Minutes of staff meetings • Minutes of Governor meetings • Records of CPD • School Improvement Plan • OFSTED Report • SIAMS Report • Displays of children's work • Reward/award systems/certificates • Interviews with staff, pupils, governors and parents • Staff, parent and pupil questionnaires • Values Policy • Photographs
School's Comments	
<p>As we have used the past few years to embed the school's chosen values, we are now looking at ways to deepen children's understanding of them. Lessons are used to make links between values, for example resilience is linked with determination and self-belief and how these work together. We are making the most of opportunities to explore moral dilemmas within our topics. For example, when reading the story of Pinocchio, Year 1 explored situations where they had a choice about the behaviour they would show: would they admit they had knocked over a cake or would they blame it on a younger sibling? Examples of real life people who have shown the values are explored through assemblies and in lessons, such as amputee racing driver Billy Monger and deaf dancer Chris Fonseca. Also, famous people such as Steven Hawking and Walt Disney have been linked to assemblies around showing self-belief whilst current events such as football matches are used to explore values in the real world. Each school value is linked to a British value. For example, independence is linked to the British value of liberty and respect to the value of tolerance. Honesty is linked to rule of law and the need to have laws is explored.</p>	

Charville Primary Academy

The values are evident throughout the school: on the exterior of the main building, in the main reception area, in key places such as the school hall and dining area and in each classroom. Visual displays allow all of us to be able to refer to the values all the time and use them in our everyday language. Each class has the same core display and this allows the children to be able to see and refer to the values throughout their time at Charville.

The intent of our curriculum is to achieve each milestone through the application of values and this ensures the values stay at the forefront at all times. Lessons include the values in the success criteria, giving children the opportunity to reflect on how they have shown them. When creating medium term plans, all year groups look for opportunities to explicitly teach values to the children. Reflection time has been built into assemblies and lessons to become embedded as part of our school culture. This is done through mindfulness activities such as colouring, use of the glitter bottle and teaching around the brain and how it is affected when we are upset.

All school policies begin with the school values and work to explain how they support the values based ethos. Our behaviour policy was rewritten in 2018 so that it has values at its core and all the consequences given as a result of good and negative choices are values based. A reflection room has been set up to give children who have made poor behaviour choices a chance to think about their actions and which values they could have shown.

All new staff are given values based training upon joining the school as part of their induction. It is a key component of the interview process. INSET time is dedicated to reviewing the school's values based journey and staff who have been on courses are given time to share new ideas and ways to adopt them at Charville. Values is regularly part of the INSET timetable through various topics for research and study.

Equal opportunities are provided for all children at Charville and all children have access to these. A specialist provision has been set up called CLIC, which provides tailored support for a small group of children. This enables them to be able to make progress within their specific targets. Challenge is provided to all children and they are able to choose the level of challenge they would like to have. There are opportunities for children to attend various trips and workshops and these are available to everyone.

Assessor's Comments

Charville Primary Academy is a large school, which has faced a number of challenges in preceding years including those of poor Ofsted outcomes, low pupil attainment and difficult pupil behaviour. It has a complex demographic with fluctuating intakes. The VbE approach was adopted by the new Headteacher in 2014 to support them in tackling and overcoming these challenges. The school is now thriving. It was judged a 'Good' school by Ofsted in April 2017. The school, which is 70 years old, is situated on a large site with 2 halls and ample outdoor space. It has a Children's Centre and Library close by. They have very successfully embedded the values ethos into all aspects of school life with the result that all staff and pupils think deeply about, and live their lives guided by a

Charville Primary Academy

moral compass that is underpinned by universal positive human values.

The school has begun its values journey with 11 Values to ensure their practice and understanding became fully embedded. These Values are constantly revisited throughout all aspects of school life. The school will now embark on extending their focus values to 22, ensuring the involvement of the whole school community. The Values are consistently displayed throughout the school in a great variety of forms including communal art display, classroom and school display and communications. The values ethos is paramount in curriculum planning, the work of the school and all activities undertaken, as illustrated in school documentation and their development planning. Monitoring by Governors and external agencies further support this.

The development of VbE changed the school culture, which is now one of trust and support. The school has a very stable staff, with teachers choosing to remain. All staff receive regular CPD and identified needs are met through training and support. Staff reported that they chose to work at Charville because of its VbE ethos. The adoption of VbE practices has enabled the school to offer a calm and purposeful environment in which children are both happy and successful, thus enabling the school to improve both pupil attendance and attainment - two major areas of focus following earlier Ofsted inspections.

The school fully recognises it has very diverse cohorts of pupils with an array of differing needs and has planned and implemented specialist provisions and interventions supporting both academic achievement and emotional well-being. The school places good emphasis on offering a range of opportunities for all pupils including, football for girls and sporting activities for those less physically confident. The school uses its values to underpin all interactions, ensuring mutual respect and maintaining the focus on the child.

Interviews with staff, parents, Governors and the School Council showed that the values work impacts significantly not just on the life within the school but on lives lived outside the grounds. Individuals expressed that reflecting on values guided their thinking, behaviours and decision making, in fact the way they lived their lives.

The school recognises the importance of interaction and developing relationships with the wider community and external organisations and is working hard to further these, including introducing other local schools to VbE.

Charville Primary Academy

2. Values-based Pedagogy and Learning

Additional Criteria	Evidence
<ul style="list-style-type: none"> • Pupils and staff regularly engage in reflective practices to develop their internal worlds - the 'inner curriculum'. Emphasis is given to the development and nourishment of Self-energy that nourishes Self-leadership. • School culture is assessed to ensure it is consistent with VbE. • The curriculum is values-language rich; pupils and staff use it comfortably and widely across the curriculum. • Pupils are regularly involved in peer-interactive strategies and co-operative learning to enhance and deepen their cognitive and emotional understanding. • Establishing good interpersonal relationships is central to VbE. Adult-pupil and pupil-pupil affirmation is abundant. • Pupils are actively encouraged to engage with moral dilemmas and the curriculum actively fosters the development of moral reasoning. • Pupils are actively encouraged to engage in altruistic acts of compassion and be of service to others, both in outlook and action. 	<ul style="list-style-type: none"> • Interviews with staff, pupils, governors and parents • Curriculum planning • Pupil's work • Case Studies • Staff, parent and pupil questionnaires • Displays/photograph
School's Comments	
<p>Development of the Inner Curriculum has been a real focus for us this year and we have spent time researching the work of Neil and Jane Hawkes in their book <i>The Inner Curriculum</i>. A staff INSET was used to explore the meaning of each of the MIRACLE pillars and what we were already doing as a school to implement them. Strategies were shared to encourage teachers to try new ideas in their classes. For example, ways to encourage children to learn about the way the brain functions were discussed, and using the glitter calming down bottle as a visual representation of how our bodies are feeling when we become angry. Reflection time is built into classes where it suits them, be that after playtime, lunchtime or at the start of the day. Assemblies and staff INSETS begin with a dedicated reflection time and all lessons end with children reflecting on their learning. Metacognition is built into some lessons, with children reflecting throughout a lesson on what they already know and making links to new learning.</p> <p>An Inner Curriculum Learning walk was carried out in February using recommendations from <i>The Inner</i></p>	

Charville Primary Academy

Curriculum. This allowed a group of staff from across the school to observe Charville at different times of the day and take a fresh look at our school culture. This was shared with staff in the form of a report with next steps indicated and a follow up learning walk will be carried out later in the year. In this way we are able to ensure good practice is continuing throughout the school.

From our Nursery children right up to Year 6, everyone has a shared understanding of what the values mean and here at Charville we have created our own definitions for each. Definitions are shared during assemblies and then taken further in classes. A deeper understanding of values is explored. For example, is it possible to be honest all the time? What if being honest will hurt someone's feelings? When looking at the value of cooperation, the focus is across the whole curriculum, including subjects such as PE and music and not just within the classroom. Some children recently took part in a dance and drama performance at a local secondary school and their presentation was based around the importance of showing values in the wider world, again showing the importance we place on creating links with values in all aspects of our school.

A values line has been introduced in each class to allow the children to explore each value on a continuum and promote discussion. Teachers will explore the value of the month in ways that is relevant to them, be it through their key text or a moral dilemma relevant to their interests. Values are explored through all subject areas, for example looking at how children in World War 2 showed resilience, how a character such as Pinocchio was not always honest and whether humans are showing respect to animals by keeping them in zoos. Success criteria for lessons will often include a value, for example *I have shown pride in my work*, or *I have worked independently*.

Opportunities for collaborative learning are built into the curriculum and used to support children to develop their team work skills. Year 6 children lead drama workshops for the rest of the school, while peer reading across year groups is common. The pastoral team run a range of self-esteem groups with identified children to help develop emotional understanding. The 'E Selfie' project is run by outside agencies and support children who have low self-esteem by working to build up their confidence in small groups.

Mutual respect is encouraged throughout Charville and this is promoted daily. When carrying out a Learning Walk, many staff were heard saying good morning to welcome the children into the classes and this was continued by other staff such as SMSAs. OFSTED has commented that 'respect and courtesy are the norm at Charville Primary and are very well embedded through the school's values and attitudes to learning'. The welcoming nature of the reception area has been complemented as a strength by many external visitors.

Assessor's Comments

The school reports that Reflection is embedded within the school practice both within assembly and at various times in the school day. The school has also investigated the use of Mindfulness and will work to develop these skills within KS2. Pupil emotional well-being is a key feature of School Priority Planning.

Charville Primary Academy

The school culture is consistent with VbE practice as evidenced through interview and observation. Throughout the school day pupils are challenged through both their learning and the nature of the school organisation to be independent, resilient and determined in their behaviour and attitudes. The children can be observed demonstrating mature and empathetic relationships in their work. Unfortunately due to poor weather it was not possible to observe children at play. However School Council Reps reported that the playground was one of their 'Happy Places' and there were very few incidents.

The curriculum is values language rich. It is embedded within conversations between staff / staff and pupils / pupils, and in written communications (Newsletters). The development of the language evident from Reception, where the children were hearing and using the words – Resilient being extremely popular with the children spoken with in KS1, to the KS2 pupils who were observed in class sessions using a wide, ethical vocabulary to describe their attitudes, emotions and opinions to support their choices.

The school underpins its learning and teaching with a values based pedagogy. The Value of the Month and a Moral Dilemma are central to the planned theme. The activities chosen as a vehicle for the learning are aimed at motivating and enthusing pupils. Pupils engage in collaborative learning, (Yr 5 What are they thinking?), challenging learning – (Yr 6 The Island) and take on roles of responsibility throughout the school.

The school supports a vast range of charities, the work being led by the School Council, which has representatives from each year group. The school also places high emphasis on physical activity and many children take the opportunity to represent their school in events and competitions. They are very proud of their achievements. Similarly drama, in which children explore feelings, and music play a large role in the school, with the children participating in a variety of shows and plays.

Charville Primary Academy

3. Values-based School Improvement.

Criteria	Evidence
<ul style="list-style-type: none"> The school/setting's self-evaluation has identified areas for enhancement, which are addressed through a value-based approach to improvement. It adopts a consistent philosophy for all its work and can detail how this approach is borne out in areas it has identified for development. Well-being – including physical, mental and emotional health - for pupils and adults is central to the school's ethos and practices. 	<ul style="list-style-type: none"> Interviews with staff and pupils Examples of planning/impact of innovation areas Case studies OFSTED/SIAMS report
School's Comments	
<p>Our curriculum is underpinned by our three Is: Intent, Implementation and Impact. We aim to implement the curriculum through a values and growth mindset approach. By stating values is at the heart of the intent of our curriculum we feel that we have set ourselves apart from other schools and shown how vital this approach is for us. Our school Development Plan highlights curriculum innovation as the central focus. Values is also highlighted here to show the central role it plays in achieving this. When planning year groups will keep values as a focus for lessons and leaders will make sure it comes across in all areas of our school.</p> <p>At Charville we are constantly looking for ways to further improve our values setting. We have arranged visits to different schools and taken on board new ideas picked up from the annual values conference. Our Inner Curriculum learning walk was very important in helping us take a step back and look through fresh eyes at our school. The areas for improvement we highlighted are now our focus area.</p> <p>Mental health is one of the priorities on our School Development and as a school we have invested lots of time and CPD into developing our awareness of well-being and mental health, for both children and staff. We have introduced the '5 Ways to Wellbeing' and explore these through assemblies and in class. Children are introduced to situations that could affect their mental health and discuss what they could do about this, for example dealing with big issues at home or the effects of bullying on social media. Links are made between mental and physical health so that it is easy for children to understand that having a healthy mind is just as important as having a healthy body. Anonymous staff questionnaires are carried out to gather real views about issues that staff could be facing. This has led to action being taken regarding workload and time management. Charville is a hub lead school for SCERTS which is a project to identify and improve children's social outcomes and prevent exclusions</p>	

Charville Primary Academy

within mainstream settings. This project will allow us to explore the issues that children could be facing externally and research ways to support them to make progress within the classroom.

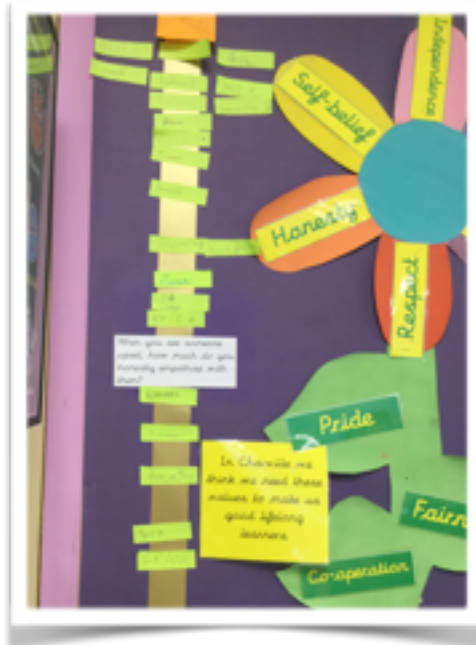
Assessor's Comments

The school continues to strive to enhance both its environment and opportunities for the whole school community. Identified areas reflect the values culture. The school environment has been considerably improved over a period of time and, with a Headteacher who constantly strives for further improvement, will continue to develop.

VbE is central to school priority planning and 'where nexts?' are embedded in action plans that work towards improvements that consider staff workload and the need to fully implement and embed changes. The school is to continue to develop the non-core curriculum subjects to further enrich pupil experiences and learning.

Members of the Governing Body reported that the school values underpin how they work as a body. They considered that the values themselves are so embedded within them, that all decision making is made in a values based manner. Incidents are rare, but when issues have occurred situations have been well managed with mutual respect for all parties.

Pupil emotional well-being is high on the school agenda and pupils are well supported through VbE and school practices. The use of 'Values lines' within the classroom enable children to indicate how they are feeling or understanding about discussions usually around the 'moral dilemma'.



Charville Primary Academy

4. Commitment to Working With Disciplines Related to VbE

Criteria	Evidence
<ul style="list-style-type: none"> The school/setting actively fosters a focus on values- based links between subjects, helping pupils to understand the values generated by different areas of study, and reflect upon the potential for each area of academic study to grow human wisdom, and encourage altruism. The school/setting's self-evaluation processes have identified where working in combination with other disciplines, including those endorsed by Values-based Education (e.g. Philosophy for Children; Mental Health groups, Emotional Literacy) can enhance the experience and development of individuals, groups or all its pupils. The school/setting's leadership is outward-looking and adopts a discerning approach to embracing strategies and disciplines consistent with the school's values-based ethos. 	<ul style="list-style-type: none"> Discussion with headteacher/Values leader Case Studies School/Setting Development Plan Lesson Observations/monitoring records Pupil testimony

School's Comments

As mentioned above and evidenced in the Appendix, all year groups devote time to ensuring they are always making links between real life events, values in the wider world and the curriculum the children are experiencing. Famous people, such as Martin Luther King, Winnie Harlow and Emmeline Pankhurst are looked at from a values perspective. We spend time exploring the difficulties these people have faced, both in history and in society at the moment and how they worked to overcome this. Values are embedded into every curriculum area, not just the core subjects. In PE, the children will often be encouraged to show the same determination in sports that they do in class when they find a task challenging.

Encouraging our children to have a growth mindset when it comes to facing new challenges continues to be very important to us. To help us embed this growth mindset culture, we worked alongside OSIRIS Education to complete an action research project, which allowed us to test various ways we could implement this way of approaching new tasks in our school. These included helping the children use growth mindset language when finding something difficult, encouraging the children to challenge themselves when choosing their tasks and investigating the effects of praising effort and not outcome. This was followed by a whole school INSET to ensure all staff could see the benefits of this and how this linked to our work on embedding a values based approach to learning. We continue to update and embed our strategies and ensure all new staff are given appropriate training.

Charville Primary Academy

A 'Be the Best You Can Be' initiative was launched at Charville which works alongside athletes who share their inspiring stories with children. This has worked incredibly successfully alongside our values ethos for a number of years as it allows children to meet real life examples of people who have shown the values and are very successful in their respective fields. We have used this as an opportunity to engage in discussion about future occupations and to consider.

Assessor's Comments

A real strength of the school's VBE work is the manner in which they have embedded both the teaching of and reflection about their values into their whole school curriculum across all subjects. For example in English, texts are chosen for their ability to stimulate in depth discussion about the moral issues facing the characters within the story. At the lower end of KS1 fairy stories such as 3 Little Pigs, Ugly Duckling and Pinocchio are used and in the upper end of KS2 The Island, by Armin Greder was being used to facilitate dramatic debate. In art, Picasso's Blue Period had been used throughout the school to discuss being different and the determination needed to succeed. History topics incorporate conundrums based on life in the past as well as providing opportunities for parents to work with pupils within school with teachers acting as role models. The school has a very developed programme of Physical Education and it is used to both practice and enhance pupil skills of co-operation, resilience, pride and doing one's best. The school is continuing to work on developing it's curriculum and is determined to keep VbE central to the planning.

The school is very clear that it is important to embed new processes steadily, ensuring that all staff are adequately trained and confident in delivering school policy. Therefore the school has not rushed into working with a number of other disciplines. They have fully embedded the incorporation of Growth Mindset into their teaching and learning and this works hand in hand with the values ethos. They also investigated Philosophy for Children but at this point have preferred to use their curriculum based 'moral dilemmas' as a basis for growing pupil wisdom and altruism. They are however very aware that they will have a need to develop what is on offer to the KS2 pupils as their journey along the VbE road continues. To this end they will be researching the more structured approach to Mindfulness offered by MISP and the use of Votes for Schools to stimulate in depth understanding of current issues that do and will impact on the lives of their pupils.

The school leadership has a very outward looking approach and is very aware of the importance to constantly reflect on the needs of their local community and school. This is particular challenging due to the low stability of the school cohort and they recognise that they must embrace strategies that are both in line with VbE ethos and will positively and significantly impact on pupil learning and well being. Examples of this is the school drive to improve attendance, by helping pupils to understand the importance of commitment in order to succeed and, standards of attainment, through self-belief in order to achieve the best they can be.

Charville Primary Academy

5. A Commitment to Leading VbE Across School/Community Settings

Criteria	Evidence
<ul style="list-style-type: none"> The school/setting is able and willing to be an exemplar for other schools in values-based education. It sees itself as an ambassador for this approach. The school/setting leads training for other schools/settings in values-based education. The school/setting is pro-active in sharing its values-based approach with its local community and other external agencies. The school/setting is able to share resources and ideas it has developed and/or innovated through the VbE website, www.valuesbasededucation.com The school/setting is willing to compile a case study of effective values-based practice to be shared nationally and internationally. 	<ul style="list-style-type: none"> Displays Photographs Website DVDs Prospectus Newsletters
School's Comments	
<p>As we are one of very few values accredited schools within the Hillingdon Borough we have actively sought other schools to share our ethos with. This was partially successful in July 2018 where some teachers attended a morning session where we shared the success of our values and growth mindset ethos. We have planned a mini conference to be held in May which will be a fantastic opportunity for other schools from near and far to come and hear about our journey, see our ethos in action through our lessons, meet and speak to our children and have all their questions answered. We will be aiming this especially at our local secondary schools as we want to ensure that they understand our ethos and the values we have worked to embed in our children as we do not have a main feeder school.</p> <p>We have previously hosted a team of Danish delegates who we met through a growth mindset conference. They were recommended to our school through one of the speakers at the conference who had visited Charville on many occasions and was impressed by how the values and growth mindset had been adopted together.</p> <p>Our parents are a valued stakeholder in our school and their views are sought on a regular basis. Coffee mornings are held weekly and issues are raised to gather immediate feedback. Children use this as a platform to share their learning. A 'Values Day' was held in July where the children focused on the values they would show throughout the holidays and led to excellent discussions across the school around the values the children found the most important. The children worked collaboratively with others from across the school, and were then able to share their ideas with</p>	

Charville Primary Academy

the parents and other classes.

All communication from the school reflects the values. The building itself is a reminder of our ethos throughout, be it in the canteen, halls, meeting room, playgrounds, reception areas or the classrooms. Lots of the ways we show our values around the school were shared with the delegates of the Values Conference 2018 through a picture slideshow shown at the start of the conference.

We are always eager to share our ethos with others and would be delighted to compile a case study of our practice.

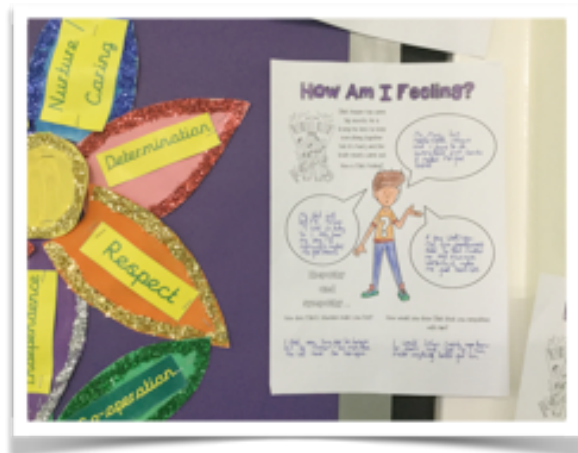
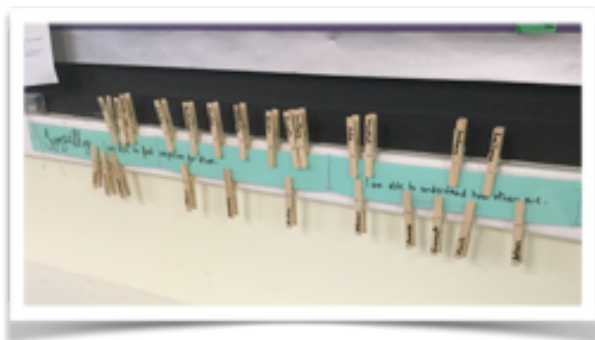
Assessor's Comments

Charville has come a very long way in a relatively short period of time. As a school it is a wonderful exemplar of a Values based school, particularly in the way it has used the VbE ethos to turn itself around with resounding success on pupil outcomes, moral development and self leadership. It has begun to share it's work with other schools and has a planned Inset day for May for which a number of other schools have already reserved places.

The Headteacher Chairs a local working group of schools and through her leadership and commitment to working together, models the VbE ethos.

The school works with many outside agencies including Social Services and through both it's visual displays of values and through the manner with which they engage with them, promote the values philosophy. The school works hard to engage it's parent community through a variety of events and these serve to both validate pupil achievements and to model to parents and carers appropriate behaviours and attitudes towards education.

As a parent said 'Living your values changes you as a person. In difficult situations they change how you act and react.'



Charville Primary Academy

Suggestions for Next Steps:

The school has made good progress against the Next Steps identified by Neil Balliston in 2016 and has gone from strength to strength on its values journey. Its desire to fully embed systems at a pace that allows them to be backed by training and review is admirable.

The school has identified some next steps including the extension of their focus values to 22, the incorporation of Mindfulness techniques into KS2 and the continued development of the non-core curriculum keeping values central to the process.

The school might also like to consider the following:

Raise the profile of their Values based ethos on the school web-site.

Extend beyond School Council (especially in KS1) pupil voice and responsibility through working or project groups, which focus on aspects of school life. eg school gardens, sports leaders, school magazine, community links.

Continue to develop and extend community relationships through eg. school initiated projects in the local community, further school based parent and child activities, links with Children's Centre and other local Nurseries.

To prepare a case study for publication on the VbE web-site outlining the challenges that Charville faced and how a values based philosophy supported the school and leadership in turning the school around.



Charville Primary Academy

Audit Conclusion

It was a privilege to spend a day at Charville Primary Academy and I recommend awarding the school the Enhanced Values-based Education (VbE) Quality Mark.

The school has used VbE to underpin its drive for improvement with excellent results. The values ethos is securely embedded throughout the school across its decision making, its learning and teaching, and its care and nurture of staff, pupils and families.

The VbE ethos is staunchly supported by the staff, Governors, and parents, all of whom strive to live their values and are committed to both maintaining and developing the VbE philosophy throughout the school and into the local community for the enhancement and enrichment of the lives of their pupils and families.

Many congratulations and thank you for all that you are doing from all at Values based Education.