VbE
Values-based Education
The beating heart of education

Enhanced VbE Quality Mark Report for

Bridgetown Primary School

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VbE Senior Adviser: Sue Jones

Date: 13th January 2023

1. A Values-based Ethos	
Criteria in addition to the standard VbE Quality Mark	**Possible Evidence**
• 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.	• 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	
There is a value each half-term and this is generated by different groups of stakeholders each time. Sometimes this may be the children in assemblies, sometimes it may be staff if it links to a topical issue, (a group of leaders planned to initiate a safeguarding Team Safe group and therefore felt that the value of Security would be ideal one half-term last year) and sometimes by governors or parents, depending on suggestions that are made. This keeps the work on values high profile across our whole community. In January 2022, we held an evening planning session with governors and a representative from the NGA, brainstorming values ideas and creating the mission statement around this to reflect our school priorities in the longer-term and wider context (see strategic document). This has been shared on our website, through the whole staff training day and through the evening vision session with parents.	

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Each term ALL employees are able to sign up for one hour coaching sessions with a trained professional coach (who is also an experienced ex Headteacher) to discuss professional issues which they may be grappling with. This is one of our many ways of addressing values in relation to staff wellbeing but this prioritising of staff welfare helps promote an ethos of respect for our staff and is an integral part of our school culture. The Middle Leadership Team have, over the last year, embarked on team coaching each half-term, with two hours spent together discussing issues around our core values including that of 'Consistency' with the same trained coach. This has been really powerful and enhanced relationships between this group of leaders. We feel passionate about investing into this important area.

The wellbeing lead sends out monthly presentations on wellbeing and mental health for all staff with tips of how to stay healthy, how to deal with workload, how to make the most of the longer days etc. Staff comment on how helpful they find these (particularly the one during Covid about how to make the most of the summer staying only in Stratford upon Avon!). The wellbeing lead and business manager are active in strategically reviewing staff wellbeing provision and have created a calendar of activities based on feedback from audits. We also pay into a wellbeing service for all staff and an Employee Listening Line, an offer which has been taken up by many staff.

Consequently, our relationships between staff are extremely strong (see staff survey results from 2022) and again, we consider this to be a unique selling point of our school. In addition to the coaching, this is due to our generous consideration of unpaid compassionate leave (going well beyond the Warwickshire policy in terms of what we allow). It is also because our communication is very strong between staff and leaders with twice weekly briefing meetings, weekly staff meetings, twice weekly Senior Leadership Team meetings, weekly Middle Leadership Team meetings, monthly team meetings and monthly TA and SEN TA meetings. Our compliments book, kept in the entrance area, reflects the many accolades we receive about our values based ethos and the 'warm and friendly feel' that so many parents, children, staff and governors comment on.

We promote staff success through shout outs for individual staff in the twice weekly briefing sessions and we also recognise the many successes of the children, whether it be music, art, sport, drama, in assemblies and through the newsletter. We had one pupil recently who was successful on having his artwork displayed at the Royal Academy of Art and another who was successfully appointed to the RSC production for Christmas 2022 of A Christmas Carol. His mother explained that he had been inspired by taking part in a Year 5 project/performance with school on the RSC stage in the summer of 2022.

In January 2022, ALL our school staff had VbE Inner Curriculum training so that we can continue to promote our values ethos through every aspect of school life.

In May 2022, our school held our first big community event, post-Covid, a Platinum Jubilee garden party for local dignitaries, parents, staff and children which involved RSC performances (the children had rehearsed in workshops during the week leading up to it), songs from our three choirs (KS1, KS2 and staff choir) and our R/KS1 children having their royal coin and stamp designs exhibited for the public to see. It

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was a lovely way of promoting our work to our whole school community. The work created by the children was also displayed in the town centre for the wider community to enjoy as part of the Jubilee celebrations. This event was open to the wider community and featured community groups and artists/supported by the Arts Council.

Our children are passionate about making an impact – in Pupil Leadership Team applications (from Year 6 for key positions of head girl/boy/deputies/prefects) their passion comes through for supporting others across the school, particularly with reading, inclusion and environmental issues. As a result we are currently researching Solar Power options and gaining quotes to have this with the obvious benefits in terms of sustainability, community and pupil learning.

With our charity work and promoting our school, our staff lead by example forming a Dragon Boat as a team and raising money for a valued charity in autumn 2022 and our FOBS (Friends of Bridgetown School) work in the community with initiatives such as Swans protection and feeding, rubbish cleaning up, to name but a few.

Assessor's Comments

As soon as I arrived at Bridgetown Primary School (BPS) I felt warmly welcomed by all. I very quickly ascertained how VbE has deepened and developed over the last three years. I was immediately struck by the understanding of everyone I spoke to. The school has a very positive ethos with open minded and forward-thinking staff.

VbE is at the forefront of everything the school does. The focus value is chosen by different stakeholders and the pupils are particularly proud to be part of this process. Speaking to parents, they appreciate the caring ethos and the strong sense of community. One parent summed it up with 'inclusive' and went on to give examples of this.

Governors are passionate about VbE and its positive impact. One described VbE as 'the thread through the DNA of the school'.

Staff are well supported and have had various high quality training sessions, all of which are aligned to VbE. They really appreciate the coaching which is available to them.

Staff at the school model Values in action through various charitable endeavours and through the excellent relationships they share. Consequently, the pupils also show a high level of responsibility. I was told about a former pupil who found the transition to High School quite challenging, but who then supported a younger pupil from BPS when he in turn moved on to the larger school (clearly demonstrating empathy and compassion).

Following the Covid pandemic, BPS has now reinstated its strong community links with pupils taking part in many community events. Pupils proudly told me of their experience on stage at the RSC. They are rightly proud of their school and of the responsibilities they have.

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2. Values-based Pedagogy and Learning	
Criteria in addition to the standard VbE Quality Mark	**Possible Evidence**
• 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.	• Interviews with staff, pupils, governors and parents • Curriculum planning • Pupil's work • Case Studies • Staff, parent and pupil questionnaires • Displays/photograph.

School's Comments

The Inner Curriculum training in January 2022 means that all teachers and TAs are able to maximise opportunities to bring the curriculum alive with our values work and have embraced many of the ideas shared, including mindfulness for children (we have a Relax Kids club starting this autumn term open to pupils right across school to help promote positive wellbeing).

In the autumn of 2021 our Pupil Leadership Team (10 pupils elected from Year 6) were involved in a presentation for the international Values based Education conference which was shown across the world and they talked about the work we do at Bridgetown to promote values. This is also available on our school website to view.

Each of our classrooms has a Values display, promoting the value of the half-term and the work the children have been doing about that. It may be what that particular value means to them or how they have demonstrated it. It may include quotes from leaders, and it may show images or artwork created about that particular value.

Our pedagogy and learning about values goes well beyond the school classrooms too. We currently run 29 enrichment clubs to provide experiences and opportunities for our children which they may not otherwise have. These include cookery, football, KS1 choir, KS2 choir, recorders, gardening, mindfulness,

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drama, scrabble, film, coding, maths, tennis, School Council, Eco, netball, Teamsafe, Forest School, craft, art and running, to name but a few!

We have a Wellbeing and a Values policy which are key policies for our school. We also have a Behaviour policy, but we call it a Relationships and Behaviour policy, on the basis that we believe that relationships are fundamental to our behaviour choices, and this is key to our restorative practice on this with our children. Values and behaviour are a Performance Management target for all teachers/TAs in school, a reflection of how seriously we take this.

Reflection time is built into all our weekly values assemblies. We are using our training day on 31st October 2022 to run a morning session on Behaviour and values, using Paul Dix training as an inspiration for this session.

We invest in the Protective Behaviours Taking Care project, which runs alongside our PSCHE curriculum and is an age-appropriate way of ensuring that children have the tools to talk clearly and openly about their bodies, changes and puberty. All staff have been fully trained with this Ann Seal approach to sex and relationships. We have embedded this training into our Behaviour and Relationships policy and all values are grouped under our three core pillars of 'Ready', 'Respectful' and 'Safe'.

In short, the Personal development of our children and staff is of utmost importance to us and something we have rated ourselves as '1' for in our School Evaluation Form. We believe fundamentally that happy children learn and that therefore the happiness and wellbeing of the children is crucial to everything.

Assessor's Comments

Values are regularly reviewed and selected by stakeholders as appropriate for the time and context. Governors monitor the impact of VbE through visits to school. One Governor described a maths lesson where she observed children working independently in small groups, modelling values such as resilience, co-operation, and trust.

Values are referred to explicitly in all areas of the curriculum. On my tour of the school with three pupils from the Pupil Leadership Team I saw how naturally the ethical vocabulary has become part of everyday life. Both pupils and staff use these words as a matter of course in talking about every day matters and about lessons.

Pupils are articulate and confident ; they are given many opportunities to take on responsibility and relish these. As the school notes in their comments there are many different roles for pupils to fulfil and younger pupils aspire to achieve these. In the assembly I observed, I was delighted to hear the beautifully worded affirmations teachers write for their Star certificates (clearly and specifically citing the Values shown). The Values Role Model certificate is especially prized and the look of joy on the recipients face was great to see.

Relationships are outstandingly positive throughout.

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Reflection is part of assembly and takes place at other times of the week, e.g. PSHE lessons. However this would benefit many children (and staff) if it became established as a short but daily routine in every class. The nurture group is extremely effective in supporting children as they need it. Staff report that the skills of the nurture team also support them in their classroom practice.

3. Values-based School Improvement

Criteria in addition to the standard VbE Quality Mark	Possible Evidence
• 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.	• Interviews with staff, pupils, governors and parents • Curriculum planning • Pupil's work • Case Studies • Staff, parent and pupil questionnaires • Displays/photographs.

School's Comments

Our School Evaluation Form and Learning Improvement Plan for the year clearly show Bridgetown's focus and commitment to VbE. It is shared at key parent information sessions for new parents and at the briefing evenings for parents in July each year, ready for the new academic year in September. A parent commented in July 2022, 'We have also really appreciated the values-based education you have brought to the school, which has also had a really positive impact on Noah, and which will stay with him for a long time.'

In our Learning Improvement Plan, our section on Personal development puts a key emphasis on being inclusive and our shared aims and objectives. The sections on Leadership, Early Years, Behaviour, and attitudes reflect this commitment to working together to achieve the objectives. In addition, we have a specific governor assigned to Values and behaviour. This is a key way of keeping the Values high profile and giving it high priority through the overseeing of the area by a specific governor lead.

In our staffroom there is a Wellbeing board which gets updated each month with topical articles, appropriate quotes, updated policies, shout outs, tips and advice. It is a great source of support for staff.

The wellbeing policy is updated on a three-year basis. Our September training day for September 2022 included a session on the menopause and is now being incorporated into our policy – this is a topical issue and pertinent to many of our staff (based on our wellbeing survey results).

In each staff meeting, Middle Leadership Team, and Senior Leadership Team meeting, we always begin with a 'Positive and Preoccupation' exercise as this is a good way of understanding and empathising with the needs of staff, being able to see who may need extra support and showing care and compassion for our team. In addition, the head and deputy have a rota for daily check ins with all staff at 8.30am each morning, before the children arrive to ensure that everyone has chance to know there is a senior leader looking out for them. It is a positive way of pre-empting possible issues further down the line and the feedback on this has been positive.

Our staff wellbeing lead is the deputy who is very personable and approachable. She really listens to staff,

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takes on board feedback and shares this at senior leader meetings in case changes to practice need to be made. The feedback from our staff survey speaks for itself on our wellbeing work (see staff survey from 2022).
Wellbeing is also an item on every Full Governing Body meeting, taken seriously by all governors and is also addressed in Performance Management, including for the Headteacher. Governors create their own shout-outs for staff, and these are added to the general wellbeing board.
Birthdays of all employees are marked through the twice weekly briefing notes with collections made for big birthdays and a birthday song (with several verses!) at the briefing meeting which causes much amusement and a sense of fun!
We have positive postcards for pupils and staff – a way of recognising kindness, respect, and other key values in others and it links directly to our behaviour and relationships policy.
We are always looking for ways to provide creative, innovative and exciting ways of developing values for our staff and children.

Assessor's Comments

BPS have a very clear vision and are moving forward to achieve this. Wellbeing is at the heart of this, and this is evidenced through the high quality CPD that has taken place. Staff were positive about the relevance of this and about its impact. Rather than distracting from the VbE core, it has enhanced VbE. For example when looking at Paul Dix Behaviour management, this has been incorporated in to the existing Values-based approach.

Staff wellbeing has been developed, led very effectively by Lisa, the Deputy Head. A robust staff survey has been recently carried out. It is so good to see that, although the results were very positive, there is already an Action plan in response to any concerns and these have already begun to be carried out. The shout out board for staff is another positive feature of the staff room.

Positive Postcards are valued by staff and pupils alike. They are awarded specifically for showing the core Values of Ready, Respectful and Safe. One boy in Reception was delighted and proud to show me his, and to 'read' how he earned it through showing the Value of being Respectful by tidying up for others as well as himself. I am sure he was equally proud when he reported this to his parent at the end of the day.

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4. Commitment to Working with Disciplines Related to VbE	
Criteria in addition to the standard VbE Quality Mark	**Possible Evidence**
• 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.	• Discussion with headteacher/Values leader • Case Studies • School/Setting Development Plan • Lesson Observations/monitoring records • Pupil testimony

School's Comments

As part of our commitment to values, we mark mental health week and do this through a special mental health assembly, using our Team Safe to lead activities (groups of children elected across Key Stage 2) and through the launch of Relax Kids training. We have applied for and been successful in gaining two grants for mental health – one through Innovating Minds and one from the DfE. We have used these grants to fund the mindfulness training and also to offer enrichment activities for the whole school community post Covid – one of these was a West End dance workshop, another a West End drumming experience. The idea was that although the children were operating in year group bubbles at the time – they could share the experiences as they had all been part of them separately.

We have just embarked upon a Better Lunchtimes project and are investing time and money into this project to see if we can further incorporate our values work into our lunchtime sessions to ensure that these are as positive as the rest of the school day. We have set up a rota of senior and middle leaders to check in with different groups of children and lunchtime staff during every lunchtime to ensure continuity and consistency for all.

The governors are fully on board with our values work (see strategic document created in spring term of 2022).

We also spread the work of values through different pupil groups (some already mentioned) which include the Pupil Leadership Team (Year 6 elected by staff), School Council (Y3-6 elected by pupils), Eco Leaders (pupil nominated), Team Safe which are split into three groups – health and safety, online safety and safeguarding (through application). These were set up in 2021-22 and are continuing into 2022-23.

Finally, we have the sports captains who lead lunchtime activities, were involved in recruiting a new sports apprentice and also organise sports day (with a little help from the PE leads!).

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During the Covid pandemic, the Headteacher decided to write a weekly column about being a Headteacher during Covid, covering the work being done to bring the community together, how to overcome challenges and how to support families. The feedback in the compliments book about this has been overwhelmingly positive with one saying, 'Your organisation and regular communication with parents during Covid was amazing and will not be forgotten'. Our press display in the entrance area shows how much we have engaged with the press to promote our work.
In addition, we put ourselves forward as a school to be on BBC's 'This morning' in June 2020, just prior to schools returning after the first lockdown (see this video on our website too) about the importance of Bridgetown providing calm routines and stability for children returning in small bubbles, once we were allowed to do so. We were also on BBC Midlands on the day the children returned in June 2020, showing our thorough safety measures to keep our school community safe and happy. Finally, our Pupil Leadership Team spoke about their values work on Coventry and Warwickshire radio in the spring term of 2022.

Assessor's Comments

BPS has many links with other organisations. They have renewed their community work following the pandemic and have sought high quality training from a number of sources to enhance the VbE work. One recent partnership is with RelaxKids, who are great advocates of Mindfulness practice, and I am sure this will encourage the practice of regular reflection times each day.
All the initiatives embraced by the school have been aligned to the strong Values-based ethos and have both supported and enhanced this.
Pupils are encouraged to think deeply about Values and to put these into action. Staff are very strong role models for this. Pupils are proud to make a difference.
Throughout the school there is an openminded and 'can do' approach. Staff love working at BPS, and this creates the general positive atmosphere. Pupils are proud of their school and parents appreciate the care and family feel (in this relatively large school).

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5. A Commitment to Leading VbE Across School/Community Settings	
Criteria in addition to the standard VbE Quality Mark	**Possible Evidence**
• 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.	• Displays • Photographs • Website • DVDs • Prospectus • Newsletters

School's Comments

Our school was named by Warwickshire at the Headteacher conference in May 2022 as being a school where values and wellbeing is given high priority. As such, the head was asked to introduce the wellbeing speaker as part of the conference.
In addition, the head was asked to promote the work on wellbeing and values at one of the county mental health meetings in autumn 2021, giving a 20-minute presentation on this, in order to inspire other leaders and promote good practice.
We have a separate box for Values in our newsletter each week, sharing with parents the work we have been doing on Values each week – this may mention a particular assembly so that they can discuss it with their child or it may comment on someone who has been a role-model for values in school. Our weekly Bridgetown role-model continues – this is a pupil from Year 5 or Year 6 who has been spotted by teachers or leaders in school for exemplary values behaviour and joins the Headteacher on Friday break-time for a hot chocolate and biscuit (in winter) or ice lolly (in summer). They receive a special handshake and drum roll in the values celebration assembly on Friday.
We feel that our coaching model (already detailed) is a unique or certainly unusual precedent for valuing staff, whether this be the team coaching or individual coaching.
We participate in wider school groups including the Consortium (schools across South Warwickshire), the School Business Manager network, the SENDCo group of local leaders, the Cluster (Stratford upon Avon Headteachers) and subject leaders regularly collaborate with other schools too. During the Covid period, we supported another local school, providing a base for their key worker children when their own primary school was unable to open.
Furthermore, our school takes part in 'Stratforward', a forward-thinking group where organisations in the town meet to share good practice, collaborate and bring positivity to the town and its community. The Headteacher is part of this innovative group and uses it as a vehicle to share Bridgetown initiatives

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and benefit from other effective practice which goes beyond the world of education. At our summer fair for instance in July 2022, we had a stall from Sure Start, promoting food, education and health care for families who need it. We regularly give out Warwickshire flyers and magazines providing information on local services providing support to families.
In the spring term of 2022, our Year 6 eco leaders planted a tree on Alscot estate as part of an environmental project, promoting our school and the importance of sustainability (the value that half-term!) in the community. This term, some pupils are representing Bridgetown by visiting a local care home to spend time with the elderly residents on a creative project.
The local mayor came into Bridgetown weekly last year to run table tennis sessions for our children, as well as being involved in awarding prizes for competitions we have entered.
In the spring of 2022, our Year 6 girls were involved in a STEM project in Coventry, a series of workshops where they had to use their maths and science skills to solve problems. We used the expertise of a parent prior to the event, to help choose the children to take part in the workshop itself. There was such a buzz around this exciting event.
We welcome volunteers into school (post Covid) on a weekly basis and use opportunities to benefit from their expertise. For instance in the summer of 2022, a group from NFU which is based locally, came to do a gardening project and clear our grounds during the summer holidays. We have local links with our nearest supermarket who support our staff wellbeing by providing pastries and lunches for us on training days.
We have just won the primary schools section of Stratford in Bloom in July 2022 for our Reception garden, created with the hard work and passion of the Reception team and children. We look forward to the presentation involving the local press this coming half-term.
In short, we try very hard to use every single opportunity we can to engage with our wider community, to share our excellent practice but also to gain from the expertise of others and promote our school. The Headteacher is attending the annual Values conference in October 2022 to do just that.
Our recent Ofsted draft report (released 26th September 2022) starts by stating, 'Bridgetown is a school at the heart of its community.' We agree.
We hope you see this in action in our school and feel the buzz of our passion for VbE.

Assessor's Comments

The school is eager to promote VbE and to share their great practice with others. As they move towards possibly joining a MAT, it is the ethos and values-led practice that shapes the kind of partnership that BPS selects to work with. Being part of a trust will enable them to lead the way more effectively for other schools. Jane and her team are keen to do this.

BPS is an active member of the VbE community. They took part in our virtual conference for pupils in 2021 and Jane attended the face to face conference in 2022.

BPS is very much committed to working in and with the local community and sharing their Values-based approach (as can be seen by the comments above).

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Suggestions for Next Steps:

My suggestions for BPS going forward are:

- ★ Ensure that all pupils are able to access regular daily opportunities for quiet reflection.
- ★ Share the excellent practice with other schools withing any MAT that BPS may join in the future.
- ★ Also become a beacon for staff wellbeing. Consider sharing this with other VbE Schools through the VbE Highnotes.

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Audit Conclusion

It was a real pleasure and privilege to spend the day at Bridgetown Primary School, with so many lovely people, and I am delighted to award the school the Enhanced Values-based Education (VbE) Quality Mark.

Congratulations!

Deputy Head, Lisa Pinkerton, and Headteacher, Jane Tailby

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VbE's Enhanced Quality Mark certification is valid for four years.

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

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