



VbE

Values-based Education

The beating heart of education

VbE Quality Mark
Audit Report

*Recognising high quality practice through
Values-based Education*

Associate: Joseph Piatczanyn

16th March 2023

School Information			
Name of School	William Austin Infants School		
Status of School (Maintained/Academy/Free/other)	Maintained	No of pupils on roll:	377
School Postal Address	Culverhouse Road Luton LU3 1PZ		
School Phone Number	01582 595198		
Local Authority/MAT	Luton Borough Council		
Headteacher: Name and Email	Mrs Bal Kang Head@williamaustininfants.co.uk		
Values Leader: Name and Email	Mrs Riley/Mrs MacDonald riley@williamaustininfants.co.uk		MacdonaldT@williamaustininfants.co.uk
Date of Previous VbE Quality Mark (if applicable)	5 th July 2018		
How did you hear about Values-based Education?			
Other Relevant Contextual Information			

Aspect 1 – Wellbeing

*Wellbeing is at the heart of a values-based school. The care of staff and pupils is paramount for their mental health and for creating a person-centred learning environment, which fosters mutual respect. It is crucial that once a school has agreed its values then there is a discussion about how adults will model (live) them. Being a role model, a person looked to by others as an example to be imitated, implies being the sort of person you hope children will want to become. The term **atmosphere** encapsulates other descriptors, such as ethos and environment. It refers to the palpable ambience that characterises a VbE school, which Neil describes in his book, *From My Heart, transforming lives through values* (Hawkes, 2013).*

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

Aspect 1 – Wellbeing

School's Comments

Each month the school focuses on a value and this is shared with the whole school community via staff / year group meetings, emails, parent newsletters, school website, curriculum/ lessons and assemblies. Pupil and staff champions are also awarded each month for being good role models. Teachers & staff continue to nominate children as 'Values role models', this is celebrated each month in assembly. Values crowns and certificates presented to the children. Photos displayed of children on our 'Values Wall of Fame'.

Lesson planning for Values, RE, PE and PSHE all teach a values based ambience, but this is then adopted and applied throughout all lessons and tasks. This also provides pupils and staff with the tools to apply their values in the context of playtimes, lunchtimes and other communal times. At lunchtimes MDSAs promote and use values to help children resolve any disagreements/ fall outs that may arise during lunchtime play. Children are encouraged to use their values and self- regulate their emotions and behaviours.

Whole school consistent approach to Values Education by all staff – teaching staff, MDSAs and office staff.

British Values as our 'core school values' and learning values sustained and promoted in school by all staff.

Learning values firmly rooted in our school ethos and curriculum.

SLT work hard to promote our values education in every year group and are conscious of the well-being of all staff and pupils, parents and governors. A Staff Workload Survey in 2020 was conducted and staff were given the opportunity to identify areas which heightened their workload pressures and to review the school processes. As a result of this survey actions were taken to reduce staff workload and improve staff well-being. This included changes in the marking policy and reducing marking work to give a better work life balance. Regular INSET sessions are left for staff to choose how to use their time. Reducing writing detailed pupils IEPs and reviewing them less. Limited /not regular evaluations written on teacher's planning. Reduced half termly assessment data compiled by teachers from 6 times a year to 3 or 4 times per year. Report writing is less detailed than previously so reducing the lengthy annual detailed reports to parents. Staff are also given the choice to work from home if they choose to for their PPA time. The school buys into 'Health Assured', an employee assistance programme offering a 24 hour helpline for the health and well-being of all staff if and when they may need it.

Every classroom has a prominent Values display board that recognises the value that month and the pupil champions. These displays were audited this year and best practise was shared across the school.

Staff are enthusiastic about spotting children who show their values and award good choices, behaviours and the use of values with Dojos and this works towards a certificate at the end of each week.

Values are displayed across the school in all corridors and specific whole school displays highlight the importance of our Values education.

Our mural display in the school hall reflects our Values as part of our school ethos, culture and mission resulting in a calm, happy and purposeful learning environment.

The current Values leader is undertaking a DfE accredited Mental Health course in 2022/23 to further support children's and staff wellbeing in school.

Integrating the Values education under our Equality and Diversity umbrella has helped us to reflect further on mental health and wellbeing of individuals (children and staff).

We promote the health and emotional wellbeing of all stakeholders - staff, pupils, parents and governors through:

- Planning and teaching opportunities via PSHE, RE, Values & PE lessons to support children's mental health and emotional wellbeing.
- Participating in World Mental Health Day activities to raise awareness of it.

- Planning activities during Children’s Mental Health Week.
- Behaviour Ambassadors, Active Council to support children on the playground.
- Promoting Mental Health and Well-being with children, staff and parents.
- Mindfulness activities via the curriculum.
- Quiet reflection time to give children the opportunity for personal reflection – in class time and assembly time.
- Calm music played, ‘Just a minute’ when children sit silently to reflect on their values or learning – in class time and assembly time.
- Using self-regulation strategies and teaching children to use them: breathing exercises, yoga and mindfulness.
- Stillness script/quiet time and meditation and calming stories. During class time and assembly times.
- Staff given opportunities for reflection time and time for their wellbeing – INSET times and training days.
- Sharing sources of information, useful website links and support about Mental Health and Well-being with parents via newsletters and the school website.
- Well-being and Mindfulness tab is under ‘Curriculum’ on the school website for parents to access.
- Governor link role to support school in this area.

Our pupils are kind and caring towards one another. They are confident to talk to staff if they have concerns and will be listened to. Staff are also encouraged to talk to their team leaders over any concerns.

Wellbeing – impact: RHE/PSHE/ Values lessons supports mental wellbeing, pupil’s support each other, pupils are aware and can name a trusted adult who they feel at ease to talk to about any concerns they have, pupils aware of bullying and strategies used to overcome difficulties.

We provide a variety of unique experiences and opportunities within a balanced timetable across the year, to ensure the community have equal access to events.

Assessor’s Comments

Wellbeing is a clear focus at William Austin Infant School, underpinned by a tangible whole-staff commitment to Values-based education.

A focus on wellbeing is communicated and implemented implicitly and explicitly in all interactions. Relationships are strong among parents, staff and children and as a result, a positive atmosphere pervades in the life of the school.

Classrooms and corridors are calm, peaceful and purposeful. Staff team members are passionate about the school and speak with confidence and passion about how values flow through their personal and professional lives. Staff remain committed to William Austin Infant School because they are “united” and the school is a nice place to work. Staff explain that their opinions are taken on board, are recognised by leaders with thanks and that their ‘present’ Headteacher and agreed open-door policy supports a view that the care of staff and pupils at William Austin Infant School is paramount. Staff agree to respect each other, celebrate their differences and make a difference to the lives of the children in their care.

In the words of one member of the team, it is clear that values are “the core of everything” in this school and in being so, wellbeing is very effectively supported.

Aspect 2 – Compassionate Leadership

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

Criteria	Possible Evidence
<ul style="list-style-type: none"> • Leaders and governors/trustees fully and actively support Values-based education. This is reflected in the school literature, including the policies, mission statement, prospectus, newsletters, and website. • The leadership releases the creative dynamic of staff and pupils, creating a sustainable school culture based on values. There is no hierarchy of relationships, only of roles. There is no limit put on potential. • Evidence (both qualitative and quantitative) is used to determine the impact that Values-based Education is having on learning, behaviour, and attendance in school. • Staff and Pupils are encouraged to take on a variety of leadership roles. They have real responsibility in their roles and can talk purposefully about how they see their own leadership borne out in the school in their areas of influence. 	<ul style="list-style-type: none"> • Interviews with staff, pupils, governors, and parents • Policies • Website • Questionnaires from staff, pupils, and parents • SDP. • SEF • Short case studies exemplifying the impact of compassionate leadership with eg LAC, staffing, support for families, SEN, etc

Aspect 2 – Compassionate Leadership

School's Comments

SLT work hard to promote our values education in every year group and are conscious of the well-being of all staff and pupils, parents and governors. For example changes following the Staff Workload Survey reduced workload and improved well-being giving a better work life balance. Values is included in our school mission statement. 'Where All Individuals Shine'. This is shared fully on our school website under the tab 'Key Information' then go to 'School Values and Ethos'. Every member of staff in school is a leader of Values Education and promotes it in school. All staff are role models and explicitly use the language of Values with the children. We have Equality and Diversity/ Values Leaders in school who oversee Values Education in school. We have a governor link role too who has taken part in school visits. Governor's reports by the Values and Equality and Diversity Leaders are written three times a year to communicate the ongoing work on Values in the school and ensure accountability and progression on how Values supports the School's Improvement Plan. It has a prominent place in the School Plan and is an ongoing school priority to embed values further. The Headteacher also reports on Values education as part of her report to governors so they are kept well informed. Staff demonstrate leadership roles and are offered opportunities to progress within school. Pupils demonstrate leadership roles in various ways in school. There is a tab on the school website under 'Children' then go to 'Champions and Leaders' and 'Pupil Parliament' which reflects:
Pupil Parliament, Eco Council, Science Team, Gardening Team, Sports Active Council, Online Safety, Road Safety Ambassadors, Art Council and Lunchtime monitors. Values/British Values reinforced at lunchtimes by MDSAs to improve behaviour and attitudes at lunchtimes. Reduced disagreements and conflicts between children. Also low level disruption is minimal in classrooms – staff reinforce values throughout the day.

Assessor's Comments

William Austin Infant School is a school where leadership promotes and enables disseminated ownership of a values-based approach.

All staff understand and articulate values-based education as a foundation of all behaviours in school. Observed behaviour at William Austin Infant School is exemplary. Staff are professional, friendly and caring. Children are happy and motivated by their school. They move around the school with courtesy and calm. Children wave, smile and say hello to visitors. The school takes great pride in hearing feedback from visitors to the school and 'passers by' when on trips, commending the behaviour of the children.

All aspects of communication demonstrate the school's commitment to Values-based education – Prospectus, website, newsletters and more all illustrate a commitment to values-based education. Senior Midday Supervisors and Midday Supervisors ensure that a culture based on values is maintained in the busiest and most social time of the school day. Midday supervisors play beautifully with children – engaging with love, care and humour.

Teachers weave values-based education into all learning opportunities. Children explain the need for values in their learning – they help them to be “patient, determined.” Children also embrace a variety of leadership opportunities, including sitting on the school's own parliament, Active Council and Arts Council!

Aspect 3 – Behaviour and Relationships

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

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

Aspect 3 – Behaviour and Relationships

School's Comments

Pupils are confident and keen to share in one another's achievements. Celebrating a peer's success is encouraged throughout the school. Our Dojos reward system is very visual and shared so that rewarding positive behaviour is also shared easily. These rewards are specific to qualities displayed such as showing respect, tolerance, helping others, tidying up, being polite, caring and being kind etc.

Values education is included in our Behaviour Policy.

Staff have very high expectations of behaviour, a whole school consistent approach and positive learning attitudes are encouraged at all times during the structured times in the class and also unstructured times of the day such as lunchtime/ playtime/ and transition periods/ movement around the school. Children display excellent behaviour at all times and minimal low level disruption is seen. School Leaders observe this happening during Learning Walks and classroom observations as part of the monitoring cycle. Learning Walk feedback available demonstrating positive learning behaviours and attitudes as well as calm purposeful classroom environments.

Visitors such as the school photographer and sports coaches have commended our children's impeccable behaviour.

Visit from our local MP in July 2022 who met our Pupil Parliament children also commended their behaviour.

The monthly Value champions who are nominated as good role models are celebrated within school assemblies.

Class organisation and discipline is very much a shared responsibility with all staff members including MDSAs and office staff as well as class based staff, and our positive relationships enable this.

Lunchtime staff communicate daily with the classroom staff regarding behaviour and attitudes and at the end of every lunch time rewards are given to model and promote values positively.

PSHE, Values, British Values, RE and RHE are used to explicitly teach the skills for talking about feelings and emotions.

IEPs are a thorough working document in our school, monitored used and evaluated and adapted three times a year to support children who have additional needs in behaviour, feelings, emotions and relationships.

Assessor's Comments

William Austin Infant School is a school 'where all individuals shine'. Outstanding behaviour, supported by outstanding, values-based relationships enables this ethos.

Bright, clean and tidy classrooms, each with their own prominent and well-produced values display celebrate the Values Champions for each month. Children stand with pride in their monthly celebration assembly for the value and wear their 'values crowns' with pride! Staff members are also presented with awards and similarly wear their crowns with their shoulders held high!

In values-based learning and discussions, children's articulacy of values, their meaning, application and consequences is impressive, even more so when considering the young age of these infant school children. Children understand that values "help the world" and can identify the positive consequences of values-based behaviours. Parents are passionate in their support for the school. They explain that their children explain and model values in their home and that teachers are reassuring, will always follow through with concerns raised and that teachers know each child as a unique individual. Tellingly, they explained that leaders greet at the gate each morning, no matter the weather! Values in action indeed!

The Headteacher is a pillar of the community. Parents know her well. When joining the school, the Headteacher says, "thank you for giving us your children", acknowledging the importance of trust and partnership to enable flourishing for all in primary education.

As a direct result of such positive and passionate practitioners at William Austin Infant School, opportunities abound for children to develop character, speak openly and grow as young children preparing for life in modern Britain. Children love the staff who work with them – this is seen in interactions, smiles and laughter. Long may this continue to be the case at this school.

Aspect 4 – Teaching and Learning

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

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

Aspect 4 – Teaching and Learning

School's Comments

Since starting Values Education in our school we have seen a big change in children's attitude towards their own learning. Each year more children try to be independent in completing tasks and asking questions, particularly as the year progresses and they become more settled within their new classroom and with their new adults. We have found that our pupils are also able to reflect on what the world might be like if people didn't use their values and they are able to describe the world they would like to live in now and when they are adults themselves. For example we use Picture News in Year R to discuss and explore real life ethical dilemmas such as the war in The Ukraine and global, national and local Covid restrictions.

Assessment data shows good progress across each year group at the end of each academic year. This of course is down to the hard work of all staff in school and the pupils themselves. However we do believe that the positive attitude towards learning is also underpinned by the values children have acquired on their journey with us and we are really proud of that. Most importantly the children are honest, determined, respectful, tolerant and resilient citizens and we hope this will continue throughout their lives to build relationships and to reach their goals.

See aspect 1 for comments on the school's climate for learning. Our school is a happy, calm and purposeful learning environment and this is rooted in our school ethos and mission statement 'Where All Individuals Shine'. Pupil Surveys reflect that our children enjoy coming to school.

School Assemblies during each week we discuss and share the Value of the month and how this can be shown at home and school. Values language is used consistently.

Values taught weekly in every class via our curriculum and reflected in the outdoor learning as well as the indoor school environment.

Values Education is linked to Equality and Diversity in this school and therefore fully supports all pupils with unique needs.

IEPs are a thorough working document in our school, monitored, carried out and evaluated three times a year to support children who have additional needs in behaviour and relationships as well as learning..

Assessor's Comments

It is a joy to hear such young children articulating themselves with a mature, ethical vocabulary. This values-based approach to their language is equipping them richly to grow with positive human values.

In doing so, a school is established whereby the climate for learning is happy, calm and purposeful. In Reception, children collaborate, 'speak to succeed' together and enjoy growing their minds. They understand that showing the value of 'responsibility' means looking after their special resources and working hard. In Year Two, children understand how being irresponsible can have negative consequences for themselves and others, and oppositely, being responsible can result in positive outcomes.

A growing values-based curriculum – delivered in assemblies, song, stories, classroom opportunities, religious education and personal, social and health education results in explicit development of the living of an ethical vocabulary. Children entering into the school hall in song creates a lovely atmosphere, radiating joy. What better way to start a values-based assembly!

The long-serving Headteacher and Values Education leader explain how they believe values-based education has resulted in improvements in behaviour, but also in attitudes to learning and academic achievement. They believe that by building "well-rounded young humans", their opportunities to flourish in all aspects of school life is improved.

Aspect 5 – Reflection

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

Criteria	Possible Evidence
<ul style="list-style-type: none"> • Time is given for daily reflection in assemblies and classrooms. This is consistent throughout the school. • 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. • Staff understand that this 'Inner Curriculum' nurtures a secure sense of self, by enabling us to be aware and in harmonious control of our internal world of thoughts, feelings, sensations, and emotions. 	<ul style="list-style-type: none"> • Interviews with, or questionnaires from, staff, pupils, governors, and parents • Curriculum plans • Assembly plans • Daily practice • Policies

Aspect 5 – Reflection

School's Comments

Reflection time takes place every day after lunch through a variety of mindfulness activities across the school. Several staff INSETs have taken place with a focus on mindfulness and what it would look like in classroom practise. Staff understand the benefits of mindfulness on pupils and adults. Pupils are able to talk about how reflection and mindfulness makes them feel and reflect on the values such as peace and forgiveness.

PSHE Values British Values and RHE are used to explicitly teach the skills for talking about feelings and emotions.

See Aspect 1 'Wellbeing' for detailed information re reflection time and how we promote the health and emotional wellbeing in our school. Opportunities are provided for daily reflection time in assemblies and classrooms. Staff use a range of mindfulness activities with the children.

Through these mindfulness activities children learn techniques to help them take control of their mental wellbeing. Children use activities and exercise such as yoga to learn strategies to improve their mental health and wellbeing. Impact of this is improved focus and concentration in lessons, regulates their emotions and feelings and helps their social skills.

Well-being and Mindfulness tab under 'Curriculum' is on the school website for parents to access.

Assessor's Comments

William Austin Infant School is a large and busy infant school which, despite its size, is a place of calm, positivity and purpose. A pro-active approach to enabling periods of reflection contributes richly to this.

Mindfulness activities seen in Reception demonstrate opportunities for children to calm, find control and prepare themselves for learning. Children demonstrated their calm in play and learning opportunities.

Opportunities for reflection during assembly allow children to consider how they will shine within their day, using their values to guide their actions.

Aspect 6 – Values into Action

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

Criteria	Possible Evidence
<ul style="list-style-type: none"> ● The school’s selected values underpin the culture, ethos, and work of the school. ● There is evidence of the school having an outward facing approach, taking their Values out into the community. ● Parents/carers are encouraged to take an active part in the values-based approach. ● Pupils have a high level of autonomy and are encouraged to use values intuitively to do good. ● All members of the school community are encouraged to develop self-leadership. 	<ul style="list-style-type: none"> ● Interviews with/questionnaires from staff, pupils, governors, and parents ● Website ● Policies ● School Development Plan ● Self-Evaluation Form ● School Council notes ● Case study examples

Aspect 6 – Values into Action

School's Comments

The school has regular charity days, where children and their families contribute to local and national charities - these include Children in Need, Christmas Jumper Day, Comic Relief, Shine Bright Wear Bright (Mental Health charity), Wear Red for Autism Bedfordshire, Macmillan Cancer. We have a food collection at Harvest and Christmas for local food banks.

We also work with Keech Hospice Care in Luton.

We talk to the children about the above charities and how they can support within the community locally and nationally.

Within the staff team we also support one another's charitable acts such as Night walks, Brain Tumour Christmas cards, Wear a Hat day and regular sponsored events dear to individuals' hearts.

We recently had a visit from our local MP who talked to the children about collective responsibility and citizenship as well as her motivation for doing her job which emphasised many of the school's Values. This was shared on her facebook page too and we intend to have further collaboration in the future.

Parents receive a regular online newsletter regarding Values and our staff and pupil Values Champions are shared monthly on the school website, as well as on the Entrance display board.

Parents really enjoyed the Values workshops in the past but we have not invited them in during COVID times. The Values workshops will be reinstated in 2023. This is important as it helps parents to support their children with living the values at home. They will be able to then talk to their children and use these values in their day to day lives outside of school. School and home can work in partnership together to promote values to our children.

We have used links with our local Luton Council of Faiths in assembly and RE lessons to inspire children in their use of values.

Visitors to school from different faiths, the police and our local MP have provided children with opportunities to experience real life conversations & learn something new about the community we live in.

Assessor's Comments

William Austin Infant School provides firm, values-based foundations for the youngest children in primary education to grow within.

Values underpin the culture, ethos and work of the school in every aspect. Values in action begin to be understood through many charitable efforts. Children understand, as is appropriate, that their kindness is helping others who are less fortunate than themselves.

Parents are proud to be members of William Austin Infant School. They embrace and acknowledge the importance of values-based education as a golden thread in their children's education – not as a bolt-on or latest trend.

Children understand that values are principles which impact on thinking and behaviour. Positive, values-based language reinforces this at every opportunity.

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

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

School's Comments

We have a whole school inclusive approach to our values through a very visual presence of our Values Education. Being an Infant school it is important for the age of our pupils that Values is seen to be prominent as well as being heard in class, in assemblies, on the website, at playtimes and at lunchtimes, around the school environment, in the hall, the corridors and in staff communal areas too. We have put great effort into making the Values Education as visible as possible throughout the school and online via our school website. We are very proud of our displays around the school that promote Values Education in particular our mural in the hall. A monthly Values email is sent out to the whole of the school staff setting out and promoting the value of the month. In this way everyone is reminded of the valuable role they play in consistently communicating our Values at the forefront of our school community. Parents are also informed of the monthly values via newsletters sent to them as well as the Values Award role models for the month.

We involve our Pupil Parliament children in a range of activities and they are involved in decision making in school and are our leaders in pupil voice.

We launched Values Education in September 2014 and we have continually strengthened this over the years and it is firmly embedded as part of our school's ethos and culture. It has become firmly rooted in our daily practice and it is reflected in every aspect of our school.

We have seen the positive impact of Values on our children's social, academic and behaviour. Values Education has promoted positive effects on behaviour, attitudes, relationships and attainment overtime. Values are used daily in school to support children's spiritual, moral, social and cultural development.

We are proud of our links with all stakeholders, the projects we participate in with other schools, links with our MP and the wider community links.

We have taken part in Children's Values Conferences in the past with other Luton schools.

We have organised Art Values Days and children have taken part in a range of activities.

Children took part in an Arts Project at the Luton 'Hat Factory' in Autumn 2022 where they demonstrated their values working with children from other local schools.

We participated in a local community project with Keech Hospice Care' Big Trunk Trail. Our Year 2 children worked on the project in collaboration together showing values such as resilience, patience, caring and respect.

Our school website gives some insight on Values Education in our school:

Key Information tab – School Values and Ethos

Key Information tab – British Values

Children tab – Pupil Parliament

Curriculum tab – Curriculum in Action – SMSC/ Values Education

Curriculum tab – Big Trunk Trail

Curriculum tab – Wellbeing and mindfulness

Community tab – Links with other schools

Assessor's Comments

William Austin Infant School certainly does provide an excellent values-based foundation on which children can grow as well-rounded individuals, preparing for life in modern Britain. Classroom and corridor displays clearly illustrate a rich, vibrant and values-based environment. Staff and children take great pride in the presentation of the school. The school's efforts to engage with values-based enterprises is admirable.

AUDIT REPORT

Suggestions for Next Steps

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

Reflection	Suggestions for Successful Implementation	Proposed Impact
How can we further strengthen our values-based education curriculum?	<ul style="list-style-type: none"> - Consider what the WIAS staff core values may be! How would these values, at the foundation of all work, further develop the quality of values-based education in the school? - Seek to widen stakeholder engagement with VbE assemblies. How could religious representatives, friends of the school and members of the community support and impact on an enriched assembly package? - Consider how assemblies centred around Values-based education could involve all school adults – enabling them to better embed, notice and engage with values-based education. - Consider how tailoring values-assemblies routines could improve the implementation of each value – <i>introduce, embed, celebrate</i>. - Develop a values-based library. 	<ul style="list-style-type: none"> - Further development of staff's understanding and commitment to values-based education. - Enhanced collective engagement with 'core values' as a foundation on which staff can thrive and fall-back on in times of challenge. - Enhanced inspiration for children to understand values as presented / applied by a variety of adults and community members. - Widened opportunities for quality texts to be explored in classrooms and assemblies, enabling rich and varied values education opportunities.
How can we further strengthen parent, carer and community engagement with values-based education?	<ul style="list-style-type: none"> - Develop ways to further enhance parent and carer engagement with values-based education e.g. invitation to celebration or class assemblies, Values Champions each week, translating documentation e.g. values posters, reviving values workshops, establishing values 'WOW moments' etc. - Consider how William Austin Infant School's 	<ul style="list-style-type: none"> - Enabling parents to be immersed (and celebratory of!) the values-based life of William Austin Infant School. - Greater parental interaction with and understanding of values-based education. - Happy parents, proud to see their children's values celebrated in assemblies. - An enhanced, outward-facing approach, taking

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	<p>values could be taken 'into' the community e.g. litter picks, special events, random acts of kindness etc.</p> <ul style="list-style-type: none"> - Consider how the school's entrance could better illustrate values at the heart of the school's work e.g. window frosting, prominent values posters, banners, art work, branded signage, inspiring quotes etc. - Consider how the values-based support staff award can impact on both professional development and recognition of the valuable support staff at William Austin Infant School. 	<p>values out into the community.</p> <ul style="list-style-type: none"> - Enhancing the explicit demonstration of implicitly-lived values. - Clear signalling to all – William Austin Infant School is a proud values-based school.
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Audit Conclusion

At William Austin Infant School, values-based education is a firm foundation, enabling all individuals to shine.

The school has strongly demonstrated to me that, there is:

- A whole-staff **commitment to values-based education**, implemented implicitly and explicitly in all interactions. Adults at William Austin Infant School shine with their smiles.
- A strong sense of **staff unity**, illustrated richly in team member's **passion and articulation of values-based education** implementation and impact.
- A sense of **true happiness** – which feeds into the warm, welcoming, organised and vibrant classroom environments, atmospheres and furthermore, parental satisfaction.
- Excellent, harmonious and **polite behaviours** from children.
- Focused, purposeful and calm playtimes, lunchtimes and lessons.
- A rich commitment to ensuring the **visibility and articulacy** of values-based education, enabling children to demonstrate and understand the impact of values-based behaviours.

My sincere thanks to the children, staff and parents who made me so welcome on the day. More importantly, my thanks for the long-standing commitment to values-based education – the long-term impact of which was clear to see. William Austin Infant School promotes itself as a school 'where all individuals shine' – I am inclined to agree!

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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.