



Enhanced
VbE Quality Mark
Report

*Recognising exceptional practice
through
Values-based Education*



VbE

Values-based Education

The beating heart of education

School Information	
Name of School/Setting	Hazelwood Infant and Junior Schools
Status of School/Setting (Maintained/Academy/Free)	Maintained
Postal Address School/Setting	Hazelwood Lane Palmers Green London N13 5HE
Email Address of School/Setting	office@hazelwood.enfield.sch.uk
Telephone Number of School/Setting	02088863216
Local Authority/MAT	London Borough of Enfield
Headteacher:	Josh Newham
VbE Leader:	Nicole Gardiner
Number of Pupils on Roll	710
Date of Previous VbE Quality Mark	July 2021

What is it?

The VbE Quality Mark is a validation of a school's exceptional practice through Values-based Education. The Enhanced VbE Quality Mark is an even more prestigious award, recognising a more profound and wide-ranging use of values-based education in improving the quality of provision and practice for pupils across the school or setting. It embraces the criteria outlined for the VbE (Standard) Quality Mark but also provides further challenge for those schools that wish to demonstrate unprecedented and leading practice in this field.

Recognition is given through certification by International Values-based Education Trust (IVET).

Why do it?

In addition to the rationale for the VbE Quality Mark, this award is created in order to:

- Acknowledge and celebrate the continuation and further development of outstanding practice as a Values-based school or setting.
- Acknowledge the continuation and furtherance of the school/setting's commitment to values-based education as a transformational approach to schooling and improvement.
- Recognise the school/setting's commitment to high aspirations and to its culture of continuous improvement.
- Recognise the school/setting's commitment to creativity and innovation in the pursuit of excellence for all its pupils.
- Recognise the school/setting as a leader for local or nationally based schools/settings in this field.

1. A Values-based Ethos

Criteria in addition to the standard VbE Quality Mark

- 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.

Assessor's Comments

Hazelwood is a warm and friendly place to be from the minute you cross the threshold into the school. Smiling office staff welcome me as a visitor, supporting the sign in process and ensuring that I had had a good journey. This warm welcome was extended throughout the day by each and every member of the school community be they staff, pupils, parents or governors.

The school is arranged as houses, creating vertically grouped 'schools within schools'. This enables the school to create a small school feel in a large three form entry federation of an infant and junior school. Each house building is uniquely different but each clearly reflects the school's values as well as the children whose classes are contained within.

Everything the school has included in its self evaluation is evident in the daily life of the school community. In my visit I found that the values based ethos is deeply embedded in the school. Parents describe the school as having a 'family feel', a 'community', one even said it felt like a 'village school'. These comments reflect my experience of the school. They told me that it is clear that values aren't just a lesson, they are 'the fabric of the school'.

Children are happy at Hazelwood, they told me that all of the adults at school help them. Children identify five trusted adults who they trust and can talk to about any issues that they have, they also know that they can speak to any of the adults in school. Children proudly showed me around the school telling me about the work the school does in the community, sharing displays and special events.

At lunchtime and playtime the children engage with each other in a positive and friendly way, sharing games and activities constructively. Throughout these unstructured times children enjoy each other's company and if they have worries or feel sad, they know they can visit The Hub, where they will find Mrs Walls. "Mrs Walls helps us to relax when we are upset, she gives us exercises to do to calm down." Children went on to tell me that all of the adults are kind and model the values in the way they interact with them.



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All of the interactions I observed throughout my visit were values led, a wonderful example was when visiting a Reception class a pupil with SEND became upset about another pupil squashing his playdough. As he became upset and angry, one of the Deputy Heads, who I was with, quickly came down to his level and identified that he was having 'big feelings', skilfully de-escalating the situation using some of the ideas from the 'regulation station' with some deep breaths and supporting him to identify what would resolve the situation. He decided that more playdough would help him to "make cakes for the party later". The Deputy asked him where he could get more playdough and he then asked his peers for some of theirs. The other children happily shared their dough and the issue was fully resolved. This may seem like a small incident but the deep values led relationship between this adult and child is a strong example of a values ethos.

Leaders have created an ethos where values 'run through the school like a stick of rock' as quoted by a parent. A school where the whole community are fully immersed in the values journey. Values permeate all interactions, documents, policies and approaches the school takes. The wider community recognises and benefits from the work of the school and parents recognise the 'extra mile' the school goes for children, families and the community with some telling me that they moved house to get their children into the school.

Staff told me about the way in which values are constantly revisited and discussed in the school, keeping values fresh and ensuring that the school continually refines their work in this area. For example the current value is appreciation and understanding which replaced tolerance. The staff felt that tolerance, as a value, did not really have the right 'tone' for what they wanted the children to develop as a principle. Leaders have used Tom Sherrington's 'Walkthrus' as a tool to support the embedding of values in the pedagogical practice of teachers in the classroom.

The school has created an ethos where every decision is driven by the school's 12 values. These are exceptionally well embedded into the culture of the school as a whole, creating a safe and positive place where everybody can flourish.

2. Values-based Pedagogy and Learning

Criteria in addition to the standard VbE Quality Mark

- 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.

Assessor's Comments

The values practice in the school is fundamentally integrated into everything. The values curriculum does not sit alongside or even within the wider curriculum; values underpin the whole teaching and learning approach taken by the school. Teachers told me that they regularly revisit the values throughout the school year, considering how they might deepen the experience for pupils. As a school, subject leaders revisiting their subject based curriculum actively seek opportunities to ensure that the values are reflected and woven through children's curriculum learning, for example in history.

The whole school environment is rich with values language, from large murals of values trees in each of the school's halls to values being celebrated through a range of displays such as a celebration of the diversity in the school with flags drawn by each child, forming a heart, with the title, 'We All Belong'. Another example of this is a display celebrating the 50+ languages spoken by children in the school and the multicultural week, culminating in a feast of sharing of foods from multiple countries and cultures.

Children are very reflective at Hazelwood, and children can access resources to support them to regulate when they feel overwhelmed – upset, angry, sad, etc. In the Hub, children can access a space with reminders of the strategies they are taught to help them to self regulate at times of distress or overwhelm. This reflective work is backed up by work in partnership with 'My Young Minds', brokered by the school's Mental Health Lead. This organisation provides trainee psychologists who work directly with individual children, parents and whole classes or cohorts of children on a range of mental health issues, explicitly teaching strategies to support children to build emotional resilience.

A well-developed PHSE curriculum provides regular opportunities for children to embed their values thinking into daily life. In one class a visiting teacher, John Gilbert, was working to build children's confidence and oracy skills, offering public speaking opportunity and guidance, which children talking to their peers about rights and responsibilities. Individual feedback was constructive, affirming and values led, growing the confidence of the pupils. John also leads a newspaper club which is a well attended



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before school club offering children the opportunity to explore and debate current affairs through discussion of current issues in the news. The children were very engaged in the club, showing a deep respect for John and for their peers, giving full attention and listening to each other and reflecting on what was being said.

Children are fluent in values talk at Hazelwood. They happily share examples of values-based behaviour and their values-based thinking. In addition, the way in which they interact with their peers and with all staff at all times is reflective of extremely positive relationships, exemplified by a deep respect for others. Warmth and care is seen in all interactions between staff and children, relationships are strong and children told me they feel safe and know they can tell any adult anything at any time. They know they have 5 trusted adults who would be their first choice to talk to but they would be happy to speak to any adult in school and are confident that those adults will support them and resolve the issue.

Relationships are so strong within the school that children told me there is no bullying and when there is any kind of disagreement, adults are always there to help children to be friends again.

The school community engages meaningfully with the wider community, taking values out of the school and into the community in a range of ways. From community projects in each year group, where children actively engage with those around them in the wider community such as Reception children growing daffodils from bulbs then taking them to local shops, dentists and other services to say thank you for their contribution to the local people in the area, to the whole school working with a local charity - Help for Hunger where each class made up a food hamper. Parents told me that everyone was involved in this project, that "It was about community, about what we do with our values, it was phenomenal!"

Parental engagement in the school is so strong that the parent body organises a Big Dig to support the school's grounds maintenance team, visiting the school twice a year at the weekend to tend to the school's forest school area and the grounds as a whole. In my years of working in and with schools, I have not before seen such a level of commitment from the parental body.

The school's commitment to forest school is another area worth of mention in terms of pedagogy and learning. Children and staff value this opportunity so much they continue to come out whether rain or shine, warm or cold. For the children, being in nature is a wonderful opportunity and school leaders recognise the benefits of these opportunities; they will protect this element of curriculum time and financial expenditure above other areas for the benefit it brings to children. Having joined a session, I can absolutely see why. The children were fully engrossed in their learning and were given such an 'awe and wonder' opportunity with close examination of a bird's nest followed by a campfire experience complete with a campfire songs and hot chocolate.



3. Values-based School Improvement

Criteria in addition to the standard VbE Quality Mark

- 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.

Assessor's Comments

Hazelwood is a school which has not rested on its laurels, nor is it a school which compromises high quality learning for 'fluffy stuff'. It is a school which holds a deep belief in the power of a values-based culture and ethos to get the best out of everyone. It is this depth of commitment and belief in values-based thinking that makes this school an enhanced values-based school. The exceptionality of the experience that Hazelwood children, families, staff and community experience every day is one which should we would all hope to achieve in our own settings.

With a constant revisiting of the values, what they mean, what they look like and what they feel like, everyone in the school's community actively engages with school improvement, wanting to be even better in every way.

The work the school does in establishing belonging is worthy of special note in this section. Leaders told me and showed me how they celebrate the diversity of their school community. There was an ESOL (English as a Second Language) course running on the day of my visit as part of the school's efforts to support families new to the country to access what they need to benefit their children's learning and their lives beyond school. Teachers told me how they work with their classes and the use of widget dual coded symbols and words to teach children key vocabulary quickly. Pupils told me how they learned words and phrases in another language to help a child, new to the country and new to English, to feel welcome in their class. A child who had joined the school just two weeks ago happily sat with her new friends at lunchtime telling me how she was welcomed warmly by all pupils and all staff when she joined and how the values have helped her to feel like she is part of the community after just two weeks. Parents told me how events such as the multicultural week helps to break down barriers between different cultures and helps the community to feel like one.

Nothing at Hazelwood happens by chance, it is all carefully thought out, discussed and shared approach to making the experience of those in the school's community the best it can possibly be. The focus on wellbeing is evident in many ways, as highlighted in each element of this feedback.



4. Commitment to Working with Disciplines Related to VbE

Criteria in addition to the standard VbE Quality Mark

- 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.

Assessor's Comments

There are a wide range of ways in which the school brings together a multitude of disciplines in its work. Each of the elements highlighted by the school above can be seen in the work of the school and are clearly evidenced in the visit and the documentation seen during the visit.

Values-based approaches are evident in all aspects of the school and key partners and links ensure that children's experience of values is not narrow, but broad and integrated in all aspects of school life. The following links are particularly worthy of note:

- Student leadership opportunities to develop responsibility and courage
- Community projects in each year group
- Whole school support of Help for Hunger and a wide range of other charitable groups and fundraising events
- Links with partner organisations such as Outdoor Learning, Forest School providers, Enfield Council, Haringey Education Partnership, the Greening Project, and others
- Engaging with parents to develop the school, for example working with a parent who is a local artist, to personalise the school using the children's ideas and the work of parents in the school grounds
- My Young Minds – bringing mental health experts into the school to work directly with pupils

As detailed in the self evaluation ,the school works hard to offer children the opportunity to engage in aspirational, work based activities such as the Junior Apprentice programme. During my visit I was told about the pupil leadership opportunities, by the children as well as by school leaders and staff. Children proudly told me about their jobs and the responsibility they develop through undertaking these. Children were very autonomous as they move around the school during my visit, demonstrating high levels of trust and high levels of pupil responsibility - key strength in the school.

Children told me of their aspirations when I met with them – In the group of pupils I met one told me she wanted to be a scientist, one wants to be a doctor, one girl said that her dad, her dad's dad and his dad had all been electricians and she wanted to be one too. One child said he wants to be a historian and followed it by telling me he already was a historian. The aspiration these children showed was not limited by any sort of barrier such as gender stereotype or self confidence, these children believe they can be anything they want to be.

In addition to all of this, the school takes part in a plethora of sporting events, giving children the chance to represent their school, be a part of a team, try out new activities etc. Children told me how they congratulate the opposition when they lose and when they win. They know that they need to show resilience when they don't win and they enjoy taking part in these activities.

Through these links, children have opportunities to live their values and grow their values in a range of different ways – mindful practice, reflective practice, altruistic actions, community focused action, etc. Building children's understanding of their place in the world and what it means to be a values-led person.

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

Criteria in addition to the standard VbE Quality Mark

- 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 able to compile a case study of effective values-based practice to be shared nationally and internationally.

Assessor's Comments

The school actively takes its values work out of the school and into the community. From my conversations with staff and parents, it is clearly evident that the values have permeated the wider community beyond the school. Parents told me they visited the school informally by attending community events held in the school and that they enjoyed these so much they literally moved house to get into the catchment. This clearly demonstrates the reach of the school's work.

The school's documentation and evidence from discussions clearly demonstrates that the school's evaluation of their work in this area is having a powerful impact beyond the school. I have absolutely no hesitation in awarding the school the Enhanced Quality Mark for Values-based Education and I would commend the school on the exceptional work they are doing for their pupils and the wider community.

If any schools are embarking on a values journey, Hazelwood would be a perfect place to visit in order to see deep and well-established practice worthy of aspiring to.

The small print:

The Enhanced 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 four-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.