

Phoenix Junior Academy

Values Quality Mark Report

Date: 23rd January 2018



Name of Consultant: Sue Webb

Phoenix Junior Academy

Introduction

Sue Webb was invited to carry out a Values Quality Mark Audit on **23rd January 2018**. The purpose of the audit was to determine the extent to which Values-based Education (VbE) is being successfully implemented and whether the school meets the criteria of the International Values-based Education Trust's (IVET) criteria for its Quality Mark.

What is VbE?

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

Terminology

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

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

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

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

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Audit Report

School Information	
Name of School/Setting	Phoenix Junior Academy
Status of School/Setting (Maintained/Academy/Free)	Academy
Postal Address School/Setting	Glencoe Road Chatham Kent ME4 5QD
Email Address of School/Setting	http://www.phoenixjuniors.co.uk/
Telephone Number of School/Setting	01634 829009
Local Authority/MAT	FPTA Academies
Headteacher: Name and Email	Pete Sears psears@phoenixjuniors.co.uk
VbE Leader: Name and Email	Andrea Doyle adoyle@phoenixjunior.co.uk
Number of Pupils on Roll	240
Date of Previous VbE Quality Mark (if applicable)	N/A
Name of Assessor	Sue Webb

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1. A whole school strategy to support Values-based Education	
Criteria	Possible Evidence
<ul style="list-style-type: none"> • Pupils, staff, parents and governors have selected the school's values. • In English schools, requirements about British values and the development of character and learning behaviours are incorporated. • Time is allocated within the curriculum for their consideration and the approach is incorporated into assemblies and lessons. • Values underpin the ethos and work of the school. • The school has a clear, shared policy for Values-based Education and the essence of Values is reflected in school policy, and mission statements. • Staff training for using the resources for Values has taken place. • Values-based Education is an integral part of the School Improvement Plan. • Staff and pupils are positive ambassadors for Values-based Education. • The work to develop Values is reviewed regularly, including the views of pupils and parents. • The school's climate for learning is happy, calm and purposeful; one that promotes quality teaching and learning. 	<ul style="list-style-type: none"> • Minutes of staff meetings • Minutes of Governor meetings • Records of CPD • School Improvement Plan • OFSTED Report • Displays of children's work • Reward/award systems and certificates • Interviews with staff, pupils, governors and parents • Staff, parent and pupil questionnaires • Values Policy • Photographs
School's Comments	
<p>Before the launch of VbE at Phoenix, the students, staff and parents were all asked about which values they thought were most important and should be emphasised in our curriculum. An action plan was then developed and understood before the formal launch of VbE. Not only was the program launched to our students, but parents and members of the community spent an evening at school and were able to see what VbE entailed and how it would be adopted at Phoenix.</p> <p>Since the launch of VbE, the students and staff have embedded the values that we have covered and are consciously adapting their behaviour to lead a more values-based life. During the school's OFSTED inspection, the inspectors specifically commented on the school's values being embedded within the staff and pupils: <i>'The school works hard to uphold the values it promotes and adults model these well. As a result, pupils are respectful and accepting of others and they understand why these attitudes are important'</i>.</p> <p>The teaching staff and our VbE committee have undergone numerous training sessions regarding VbE and how to effectively implement it within the school and classroom.</p>	

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Since the implementation of VbE, the school attendance has increased, as well as the amount of internal and external exclusions decreasing. This is a direct reflection of the change of mind-set that the children are having due to the values-centred curriculum.

It is also clear that our values run throughout our school as our new pupils adapt far more quickly and talk about our values almost immediately. Considering they have not been her at the start of our VbE journey, this is a delight to see.

Assessor's Comments

Phoenix's chosen school values are at the very heart of the school. One can feel the values-based culture and ethos flowing through the school. I have never seen such a dramatic change in a school happen so quickly and with such drive by staff to work as hard as they can for the good of the pupils and the whole school community.

One of the headlines of this transformation has to be huge shift from poor behaviour to excellent behaviour. In the year before VbE was introduced, 246 school days were lost through exclusion. This year there have been no days lost.

The school's attendance has also increased dramatically from 93.5% to 96.5%.

The change has taken a good two years, and there is still work to be done, as there is in any school. Pete Sears, the headteacher of Phoenix, has led the school from a starting point which saw parents fighting for their children to not attend Phoenix and staff who were on the point of leaving the school. Phoenix is in an area of high disadvantage and when Pete joined the school in September 2015, he took over a school who had been through extremely tough times in many ways and a community (both in school and outside) with a lack of belief and hope in Phoenix.

Pete, his SLT, staff and governors instigated positive change for the school through embarking on a journey of values, starting with making it explicitly clear that every member of the school community was a valued person and that success and achievement were possible for all.

A great deal of hard work and sustained effort by staff has resulted in Phoenix's values being chosen, adopted and embedded by the whole school community. All of the elements which demonstrate 'A whole school strategy to support Values-based Education' are evident, including the involvement of everyone in selecting the values, clear values-based policies, staff training in all aspects of VbE, emphasis of values in the SDP, ongoing evaluation and review of the initiative. Most of all, the final criteria is satisfied: *The school's climate for learning is happy, calm and purposeful; one that promotes quality teaching and learning.*

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2. The quality of provision including teaching and learning practices and the “Values” curriculum, both explicit and embedded.

Criteria	Possible Evidence
<ul style="list-style-type: none"> ● Spiritual, Moral, Social and Cultural development through values is purposely planned for in each daily assembly. ● Values are explicitly and implicitly taught and referenced across the curriculum. ● Values-based Education demonstrably supports and scaffolds the curriculum for PSHE, SMSC and relationships education, and the development of character and learning behaviours. ● Pupils are actively encouraged to grapple with ‘big’ philosophical questions. They use a wide ethical vocabulary confidently ● All staff are positive role models for Values approaches and positive social and emotional skills. 	<ul style="list-style-type: none"> ● Interviews with staff, pupils, governors and parents ● Curriculum plans ● Staff, parent and pupil questionnaires ● Collective Worship/Assembly plans
School's Comments	
<p>Phoenix gathers for two assemblies a week: one being a ‘Values Assembly’, and the other being a ‘Celebration Assembly’. Our Values Assembly directly references the value that is being discussed that term and has children think further into to meaning of the value and how they can adapt it into their own lives. During the weekly celebration assembly, children are commended for outstanding achievements during the week and receive a certificate in show of this. These certificates most often reflect a value, whether it is: determination, perseverance, kindness etc.</p> <p>Each week the children take part in a values lesson. These lessons are planned by a member of the values committee and are then shared across the school. Each class modifies the plans to meet the needs of their children. These lessons discuss a variety of different topics to do with the chosen value; they encourage children to think deeply about the concepts and reflect upon their own understanding. In addition to the weekly values lessons, VbE is regularly integrated into our day-to-day lessons. For example, children could be asked to empathise with a character they are studying in Literacy or discuss respect and love when discussing looking after the environment in Science.</p> <p>Values education continues outside of the classroom. We ensure this by implementing challenges such as our “Equality Challenge Cards” and “Pride Certificates”. Our Equality challenge cards, for example, encouraged children complete a task at home on a weekly basis. These tasks were focused around the subjects of: race, gender, religion and ability. Once a child completed these tasks, they had to find a member of the Values Committee and receive a signature. The children were then rewarded if they completed all 6 challenges.</p>	

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Assessor's Comments

Values are at the heart of the curriculum at Phoenix – both explicitly and implicitly.

SMSC, PSHE and many other areas of the curriculum are underpinned with values.

I saw this in the paperwork, which was organised very well and during my day at Phoenix; I saw it in the lesson and in the superb role models of values in the staff and also the children.

I was toured around the school by the School President, Shannon (Year 4) and the Vice-President, Isabel (Year 6). They had applied for these positions and were 'properly elected' by everyone, to represent their school. They were superb models, not only showing great courtesy and consideration towards me, but in values such as Resilience, Self-belief, Confidence and Pride in themselves and their school. They remembered the school before a time of VbE and they talked about how huge changes in behaviour had impacted on their lessons and also themselves. "Behaviour is great!", said Isabel. "The Year 6 boys used to be really naughty and there were loads of exclusions. Now there aren't any exclusions, and everyone just wants to prove themselves." Shannon told me she was really proud of herself in becoming Vice President and had been encouraged by her mum to go for it. She said she hadn't run to be President because she hadn't had the confidence and had been frightened of failing – but was 'gutted' that this had stopped her and if it was now, she would definitely go for it.

I was invited to spend time in several lessons through the day and saw excellent teaching and learning. I watched a Year 4 lesson, after being warmly greeted by Mary and Phoebe, who told me what the lesson was all about. I watched as children were completely engaged in discovering values running through a story and could use inference and deduction to talk about the characters' qualities and motives for their actions.

The make-up of Year 3 alone is a challenge and the school has organised them in the best way for learning. For a year group with 50% of children accessing the Pupil Premium grant, 67% on the SEN register and 2 with EHCPs, the school has employed an additional teacher for core subjects. I was extremely impressed when DThomas told me, in a Year 3 Maths lesson with a focus on the challenge of rapid recall and use of multiplication facts, "It's hard! We have to show Resilience – because you can never give up!".

Year 5 were in the hall for the day, having external visitors lead a project in Enterprise. They were completely engaged in this activity, working in groups, taking on roles and showing values and motivation to produce an outcome of which they could be extremely proud. I talked to Connor at lunchtime who had loved the morning. He told me, with impressive honesty, that

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values had changed him. He said that not everyone liked him because he did mean stuff at his previous school, but his behaviour had changed since coming to Phoenix. He said he still had bad days, (“Doesn’t everyone?”), but he was working on these and wanted to let me know he was doing this through living with values.



I visited Year 6 in the afternoon for a superb lesson on Growth Mindset and strategies to build resilience and move forwards through employing many other values (Courage, Cooperation, Self- belief etc). The teacher, Miss Doyle, showed fantastic role modelling as she encouraged the children to reflect on the different stages of learning alongside her. It was a wonderfully inclusive activity and then the children were able to complete individual pieces of work – building on the learning they had taken from their teacher and from each other.

The children all had dedicated VbE books which were full of activities and learning to promote emotional intelligence.

The culture in this classroom was celebratory of everyone; I noticed a community of Year 6 pupils very happily engaged with their learning together, academically and socially.

I was also invited to a whole school assembly. The value of Resilience was explored and demonstrated by staff, and pupils who had requested to alter the assembly at the last moment as they had created a short drama piece which they wanted to perform. The staff showed belief and confidence in the pupils and encouraged them to go for it – and it was super! A moment of reflection and a school prayer ended the assembly.

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3. The attitudes and practices of staff, their personal development and wellbeing.

Criteria	Possible Evidence
<ul style="list-style-type: none"> • Staff are positive role models for Values. They are supportive of each other and the pupils. • Staff morale is high and there is an emphasis on the caring for self and others. There is a constant striving to raise and maintain the self-esteem of all staff. • Professional development in terms of Values-based • Education is as integral to staff and pupil entitlement. 	<ul style="list-style-type: none"> • Interviews with staff and pupils • Staff, parent and pupil questionnaires • Feedback from governor monitoring • Comments/letters from visitors to the school • OFSTED/SIAMS report
School's Comments	
<p>At Phoenix, Values are consistently discussed in staff briefings and training sessions. On a weekly basis, the term's value is discussed in regard to how it will be implemented and how best to integrate it into the daily curriculum. On occasion, 20 minutes of staff training sessions have been given to someone who wishes to share their values 'best practice'. This constant communication ingrains values into the day-to-day routines of each staff member, ensuring that they remain positive role-models for pupils and each other.</p> <p>Staff have attended several VbE training days, on top of attending the initial training in 2015 prior launching VbE later that year. This is evident through staff interviews and questionnaires, and has been shown in the Phoenix OFSTED, DfE and HMI reports. An additional way that staff morale is raised is through staff outings. Each term, a social event is chosen, and the staff attends voluntarily; this allows staff to be social with one another outside of a work setting.</p> <p>More recently we carried out an anonymous Well-being questionnaire. It was open to all staff across the school to complete if they wished and the result show again a positive outcome across the school.</p>	
Assessor's Comments	
<p>Having trained many of the staff in September 2015, it was a delight to see so many of them again. Many had also come to the VbE Member Schools' Conference in October. During the audit, I met many members of staff and spoke at length with people in different roles through the school (teachers/leaders/support staff/NQT).</p> <p>Without exception, they couldn't have been more positive about the introduction of values and VbE. One of them said, "It's changed me as a person and a teacher. I am aware of it when I am teaching and find myself showing consideration of others much more." Another said that it feels natural to live through values; she even notices them when she's out shopping!</p> <p>They talked about the dramatic and rapid change in behaviour of pupils. Not only in terms of poor behaviour reducing, but in positive behaviour emerging and children taking pride in themselves and their school. They also recognised a change in behaviour in the staff; much more self-belief and willingness to challenge themselves because encouragement and support are now part of the culture.</p>	

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The staff receive regular training and share best practice. They live the values as role models and also see how they impact on their own lives. One of the staff was wearing the badge of 'Self-belief' she had been awarded and was incredibly proud that this quality had been recognised in her. She teaches a values lesson each week and very much enjoys this aspect of her role.

Staff welcome parents to be as involved as possible and this is recognised. All of the parents who I spoke with were at pains to say how much the staff went the extra mile for the children and how much they appreciated this.

The school is much calmer now; children and staff use values language to solve problems. The ethos extends to outside groups coming into school (eg, Brownies, Rainbows etc) who see the displays of values around the school and are encouraged to show these in their behaviour.

A new member of staff (NQT) said that she really hadn't expected this culture and that it was very different to the school where she trained as a teacher.

Overall, there is very much a sense of a team of staff who have been on an extremely tough journey, working hard together, overcoming massive barriers and emerging into a very positive place.

They feel valued and they value the leadership and community of the school. One member of staff told me she had handed in her notice but had been persuaded to stay by the new headteacher. She said she was immensely grateful she hadn't left and had been part of this transformation.

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4. The behaviours of pupils, their personal development and wellbeing.	
Criteria	Possible Evidence
<ul style="list-style-type: none"> • Values-based Education underpins the school's behaviour and related policies, expectations and practice. • 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. • Pupils are able to experience reflection and discuss its impact for them. • The school environment and ethos reflects the above. • 	<ul style="list-style-type: none"> • Behaviour and related policies. • Pupil and Parent questionnaires and feedback. • Lesson observations. • Pupil testimony
School's Comments	
<p>Since introducing VbE to Phoenix, behavioural related incidents have significantly decreased. The year before VbE was introduced the school lost 246 days through exclusion, this year there has been no days lost. As well, the school's overall attendance has increased dramatically: From 93.5% to currently 96.5%. These statistics are related directly to the children's overall wellbeing and desire to attend school. When visitors are at Phoenix, the pupil's behaviour is regularly highlighted, as well as the positive and calm environment that resonates in the school. This is shown in visitors' testimonies, as well as lessons observation feedback.</p> <p>In weekly lessons, children have the chance to explore, reflect and discuss the value that we are studying, allowing them to delve further into the topic. At Phoenix, the pupils are able to recognise their own emotions and the impact that they have on themselves and others. Through constant reflection, children are challenged to think of different ways in which they can promote and show values to others. This, in turn, has influenced their behaviour positively and decreased the behavioural incidents that we see on a daily basis.</p> <p>Pupils at Phoenix feel very positive about VbE and are aware of the impact that it has had on their lives, as well as school on a whole. Quite regularly, children will report on values that they have seen other children doing, and values that they have seen outside of school. This shows that children are often thinking about values and that they are guiding their behaviour outside of school as well.</p>	
Assessor's Comments	
<p>It is a joy to read the astonishing headlines regarding the change in exclusions and attendance.</p> <p>I was able to see what the school self-assesses; that this is a direct result of a massive culture change towards prioritising wellbeing, emotional intelligence, reflection and ambition for all in the school.</p>	

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I met with the Values Ambassadors, a very large group of children of all ages who were really excited to meet and wanted to tell me so much. Their honesty in front of each other was refreshing. They spoke of how they feel they have changed because they are now living with values. They made comments such as: “I used to fight a lot. Now I don’t because I have pride in myself and I empathise with other people” and “I’ve changed, I used to be mean.”.

Many talked about how the school’s values have impacted in the home, especially having an impact on fighting with siblings. They feel they can talk about values in the home as well as school and this stops so many arguments.

I was interested to see if some of the children could employ ‘big picture’ thinking and pushed them to think about what happens when more and more people start to live their lives based on positive human values. They got there - and it was fabulous to see their faces when they realised that by making changes in themselves, it could eventually have an impact on the world and create more peace and less wars.

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5. The physical, aesthetic and communal environment.

Criteria	Possible Evidence
<ul style="list-style-type: none"> • The whole school commitment to Values-based Education is shown through the school prospectus, newsletters and website. • The school's commitment to these principles are reflected in all areas of the school's life. Values are reflected in the outdoor as well as indoor school environment. • Displays and work show that learning through Values-based Education is planned around key questions or concepts that deepen and broaden pupil knowledge and understanding. • The school environment reflects a calm focus and also radiates joy. 	<ul style="list-style-type: none"> • Displays • Photographs • Website • DVDs • Prospectus • Newsletters
School's Comments	
<p>VbE is well-represented in Phoenix's prospectus, newsletters and website, which allows the values to be easily spread across the wider community. Children, staff and the school community reflect the values in and out of school. In many cases, we have had parents, coaches and other member of the community nominating children, staff or parents of the children to receive one of the Values Champions awards. This shows the involvement of the community, but additionally shows that the school effectively communicates out current value through our many media outlets.</p> <p>Each classroom maintains up-to-date displays that exemplify the current value that the school is learning about. Each term, every class spends a lesson designing what their classroom board will look like; exploring the different concepts and how they wish them to be displayed in their learning environment. During the term, children are challenged to thinking deeply about each topic that is being covered, to then later have these concepts and terms consolidated in assemblies later in the week.</p> <p>Children have many ways to stay calm and focused during the school day. Our Green Room is used at break and lunch time for children who are seeking a calm and nurturing environment. Here, they are supported by the Family Liaison Officer and Learning Mentor and are able to discuss any conflicts or worries that they may be experiencing. In addition to the Green Room, the children have regular opportunities to practise mindfulness, and have all participated in mindfulness classes from an outside agency.</p>	
Assessor's Comments	
<p>The values-based atmosphere at Phoenix is very strong. From the outside in, I saw and felt values in every area of school life.</p> <p>The Prospectus promotes the school's values implicitly and explicitly. The values are there, term by term, and there is also much content about the importance of relationships, behaviour, expectations etc.</p>	

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The website shows values in different, subtle ways. There is also a dedicated Values-based Education page with a film (which unfortunately isn't working at the moment). However, I was able to see this and other examples of superbly creative and energetic (singing) films made by the children for many of the values. Pete assured me that it would soon be working, and everyone will be able to appreciate the fun and talent in the films. Probably, more could be explicitly emphasised about the specific values and the impact of the VbE culture. This takes time but would send even more of a powerful and positive message about what Phoenix represents to the local and national community.



Values are at the school gate every morning in the form of compassionate and dedicated staff who greet children and families and offer immediate support to those in need.

Once in school, the atmosphere is peaceful and calm throughout the school. Attractive displays and quotes add a warmth to the corridors. Children are involved in creating their classroom displays.

Strong, caring relationships between the staff and each other, and the children with staff and each other are at the core of Phoenix. People feel genuinely cared for and want to care for others. This is at the root of the values-based atmosphere here.

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6. The involvement and support of parents and the community

Criteria	
<ul style="list-style-type: none"> Parents/carers have been consulted about what they would like the school to offer through the Values approach. Home-school agreements, newsletters, the school website support the promotion of values-based social and emotional skills through activities at home. The school provides a range of opportunities to support parents. This may include family values courses. Views of relevant stakeholders inform planning when developing Values approaches and contacts with external agencies. 	<ul style="list-style-type: none"> Feedback from parental questionnaires Evidence of family learning activities Parent interviews Minutes of meetings with parent forums/task groups Newsletters Website Details of Values-based events Weekly planning Home/school policy Home-school agreement and parent and child responses Minutes from meetings of governing body, multi-professionals etc.
School's Comments	
<p>In October 2015, the parents/carers were asked to contribute to our values survey and gave their opinion on which 22 values they thought to be most important to Phoenix. We found it very important that parents had this input, as including them would help them to feel part of our community and our values journey. Parents have been involved in more than just the beginning launch of our values; throughout the years, they have been nominated by member of the community to be Values Champions, they have received values newsletters and stayed caught up with weekly events, and they have helped raise money for values-based events.</p> <p>In addition, parents are invited to our end of term celebration if their child has been chosen as the Values Champion. In this assembly, they are able to recognise the achievements their child has made, as well as hear about the many different ways that values have been portrayed in school.</p> <p>The wider school community is recognises Phoenix as a VbE school and will nominate children that they work with for a values award. On one occasion, a coach of a child wrote a letter to the school nominating him for showing empathy towards the other team during a football match. This not only proves that our students' behaviour is being affected by VbE outside of school but proves the impact that VbE is having on the wider Phoenix community.</p> <p>We have also recently had a positive email praising our children and staff when attending sports events which just shows the level of impact VbE is having on our children and wider community.</p>	
Assessor's Comments	
<p>I was able to meet with three parents of pupils from Year 5 and 6 and who also had children who had moved on from Phoenix within the last year or two.</p>	

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They couldn't have been more appreciative of the school and the change for the positive they had witnessed first-hand. They had been horrified when their children were given places at Phoenix and fought to get them into other schools. They now feel extremely fortunate that their children are at the school and would recommend it to anyone.

They talked about the huge change in behaviour of the pupils and saw that the change in the school was also reflected in changes at home. They gave examples of their children showing them specific values such as kindness (running me a bath) and empathy (one child was nominated for a Values Champion Award by his sports coach).

Most of all, they are now filled with hope and optimism for their children having the chance to succeed in the world.

The three governors (including the Chair of Governors) were equally appreciative of the school. They had all been part of the process and seen the school transform and start to flourish under the leadership of Pete Sears – who they were very proud to have appointed.

They commended him for his 'truly moral leadership' in growing a school where children showed exemplary behaviour, had high aspirations and recognised the value of learning. They described how the school was now able to focus on learning and progress and how they, as governors, were able to make strategic decisions based on the vision and needs of the school (and not spending all their time fire-fighting and dealing with problems).



I also met with the local councillor (also Chair of Governors at a local infant school) who was just as enthusiastic as the parents and governors and who had come to the very first values meeting for the community. He saw a changed school and said that he noticed the children in this school now talked about things that you wouldn't normally expect to hear in schools (eg, specific values and how they are interpreted and acted on) and that they also talked about 'normal' things to – such as resilience and mindset.

As well as receiving support from the local community, Phoenix have offered support and engaged with a charity by hosting a 'Sleeping Rough' night at school. They have an ongoing drive to help this charity, whilst at the same time, recognising the values they are showing and developing as a school by making such good causes.

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7. The over-arching focus on pupil achievement, defined in terms of: Academic, Affective, Moral and Spiritual

Criteria	Possible Evidence
<ul style="list-style-type: none"> Evidence (both qualitative and quantitative data) is used to determine the impact that Values-based Education is having on learning, behaviour and attendance in school. Children are encouraged to make the link between their social and emotional skills and other learning. Parents are also involved in helping their children in identified areas. 	<ul style="list-style-type: none"> Displays Photographs Website DVDs Prospectus Newsletters Feedback from parental and pupil questionnaires Evidence of family learning activities Parent interviews Minutes of meetings with parent forums/task groups Newsletters Details of Values-based events Weekly planning Home/school policy Home-school agreement and parent and child responses Celebration assemblies Displays of children's work Certificates Individual challenge plans, IEPs and IBPs
School's Comments	
<p>Although we are currently underperforming against the national league tables we have made steady progress since launching VbE. It has helped define learning and sharpen focus away from disengagement.</p> <p>In weekly lessons, children are encouraged to think deeply about how the value in question is affecting their day-to-day life and how they can incorporate it into their lives moving forward. This has had a direct impact on the moral and spiritual understanding that our children have of themselves and one another. In addition, children and staff have undertaken mindfulness training and regularly practise the skills taught in order to become self-aware and help increase focus in lesson.</p> <p>Earlier in the academic year, Phoenix hosted a 'Sleeping Rough' night which not only allowed us an opportunity to raise money for a worthy cause but also promote an activity which really highlighted the value of 'Empathy' to the children and what it represents. Over the years, we have found that hosting values-based events deepens the children's understanding of the values allows children to be immersed in a real-life setting.</p> <p>At the end of each week, the school participates in a celebration assembly where children's achievements throughout the week are highlighted and recognised. Certificates are given to the children and often highlight past and present values that we have studied. This helps to motivate children to regularly demonstrate the term's value; eventually leading to their motivation becoming intrinsic and habitual rather than extrinsic.</p> <p>In each classroom, not only is there an individual values board (made and designed by the children and teacher), but there are boards specifically dedicated to the showcase of children's work. Having their work displayed helps to instil pride and self-belief in the children and helps to motivate the children to strive towards a good quality of work.</p>	
Assessor's Comments	

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The evidence of Phoenix's upward trajectory in all aspects of school life is powerful and inspirational.

The academic data is on a steeply upwards path, the behavioural data is probably amongst the best on the country. Attendance has improved significantly and everyone, without exception, talks about the complete turnaround this school has managed in the last 2 years.

When OFSTED visited in 2016, such rapid changes had already taken place and the school was judged as Good in every aspect. The excellent leadership and values work was also recognised with comments such as:

The school's core values, for example trust and tolerance, are woven through all aspects of school life. These values are frequently referred to during lessons to encourage pupils to reflect on their behaviour and its impact on others. Pupils embody these values in the mature way they conduct themselves and the respect they show for each other and staff. As a result, pupils have a strong sense of right and wrong and value diversity.

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Suggestions for Next Steps:

- Consider developing class and community moments of Reflection/Stilling times/Mindful activities to develop the Inner Curriculum of pupils – and staff. This is key to emotional regulation and a fantastic tool for individuals to use at appropriate moments.
- Reflect on the overall profile of ‘boys’ in the school. No boys applied for the President position, the examples given in assembly of ‘successful failures’ were all female. Perhaps purchase The Resilience Survey for Years 5 & 6 pupils which measures aspects of, and overall, Resilience of pupils and would give you fine data in a detailed report with which to work.
- Parents said they would like, if possible, to see even more recognition of values being shown by the children as well as the main awards. Perhaps postcards home from any member of staff who had noticed exceptional values-based behaviour.
- Philosophy for Children could be a superb addition to the Phoenix curriculum. It promotes creative, critical and collaborative thinking – and children love it! See www.sapere.com for more information.
- Look to develop the website so that all the values explored so far are named and show specific examples of the impact of your VbE work. This could be such a powerful message to the outside world.
- You HAVE to showcase your fantastic work and your journey! I would love to work with you to hold a VbE Mini-conference at Phoenix to inform and encourage other schools in Kent to embed values for the good of their communities – as you have done so well. The next VbE milestone of the Enhanced Quality mark would be a brilliant goal for the future.

Phoenix Junior Academy

Audit Conclusion

It was a privilege to spend the day exploring Values-based Education at Phoenix Junior Academy. A huge thank you to everyone who contributed to this VbE Quality Mark Audit.

Phoenix is a values-based success story, and it's a story which should be shared with on a national basis.

The school a truly Values-based School, and I am delighted to unreservedly recommend awarding the school the Values-based Education (VbE) Quality Mark.



The Quality Mark certification is valid for three years. You have permission to use the Quality Mark logos on the school's website and on your documentation throughout the certified period.