

Values-Based
Education Quality Mark
Audit Tool and Criteria

*Recognising exceptional practice
through Values-based Education*

Coldfall Primary School - Values-based Quality Mark Report

School Information	
Name of School/Setting	Coldfall Primary School
Status of School/Setting (Maintained/Academy/Free)	Maintained
Postal Address School/Setting	Coldfall Avenue London N10 1HS
Email Address of School/Setting	www.coldfall.haringey.sch.uk
Telephone Number of School/Setting	0208 883 0608
Local Authority	Haringey
Head Name and Email Lead Person and Email (if different) Values Leader and Email (if different)	Mrs Evelyn Davies head@coldfall.haringey.sch.uk Emma Coleman e.coleman@coldfall.haringey.sch.uk
Number of Pupils on Roll	680
Date of Previous VbE Quality Mark	None – new application
Name of Assessor	Mrs Sue Webb

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What is it?

The Values Education Quality Mark is a validation of a school's exceptional practice through Values Education. Recognition is given through the award of the unique Values Education logo by the International Values Education Trust (IVET).

Why do it?

- To acknowledge and celebrate outstanding practice as a Values-based school or setting.
- To recognise the school/setting's commitment to high aspirations and to its culture of continuous improvement
- To value the hard work that all staff engage in on a daily basis.
- To provide recognition of success to parents and the local community
- To contribute to the school/setting's self-evaluation process.
- To demonstrate the commitment to National Curriculum and OFSTED requirements to the provision for Spiritual, Social, Moral and Cultural education, Personal Social, Health and Relationships education, British Values and the development of Character in education.

Who can apply?

Any school or setting that feels it offers exceptional practice and impact through a values-based philosophy. There is no 'blueprint' as such for this - and this is part of this philosophy's intrinsic beauty. However, values experts believe that exceptional schools are characterised by positive values-based practice in the following areas and that these headings and criteria will help schools define and audit their practice:

1. A whole school strategy to support Values-based Education
2. The quality of provision including teaching and learning practices and the "Values" curriculum, both explicit and embedded
3. The attitudes and practices of staff, their personal development and well being
4. The behaviours of pupils, their personal development and well being
5. The physical, aesthetic and communal environment
6. The involvement and support of parents and the community
7. The over-arching focus on pupil achievement, defined in terms of: Academic, Affective, Moral and Spiritual

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What will we need to demonstrate?

Key Indicators of a values-based school/setting:

- A school community agreement to underpin all aspects of the school's/setting's life with universal positive human values
- Values have been selected and curriculum time allocated for their consideration.
- Values constitute an explicit element throughout the curriculum.
- In English schools, statutory requirements for the teaching about British values and the development of character and learning behaviours are incorporated into the values curriculum.
- Values are reflected in the school/setting aims, mission statement or statement of values.
- Values explicit in SIP/SDP and other documents e.g. curriculum plans, SEF, etc.
- The person of the teacher is valued and all staff and pupils are shown care and respect.
- Staff morale is high as there is an emphasis on the caring for self and others. There is a constant striving to raise and maintain self-esteem for all members of the school/setting's community
- Staff have agreed to model the values and a high level of consistency exists in adult behaviour.
- There is a focus on creating and maintaining positive relationships.
- Values underpin the ethos of the school/setting. The climate for learning is happy, calm and purposeful and one that promotes quality teaching and learning.
- Space is given for silence and reflection. The school/setting teaches reflection as a key approach to thinking and learning and through this pupils develop the confidence to challenge, question and consider.
- There is an emphasis on developing pupils' ethical vocabulary and self esteem.
- The focus for the curriculum is on the formation of caring, civil and well-educated people.
- The physical, aesthetic and communal school/setting environment reflects the school's values.
- The school/setting communicates the values to the parents and the wider community. The school works with and in the community
- Values are an integral part all school/setting activities, including the playtimes and extra curricular activities.
- There is a focus on nurturing and developing pupils' emotional intelligence and mental health.
- Governors are fully involved in developing the school from a values perspective and understand the implications of this.
- Everyone in the school/setting recognises and takes responsibility for self-improvement and high levels of achievement.
- There is regular review of the process and impact of Values Education.

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Who will evidence this?

A Values-based school/setting must be recognised by and reflected through each member of the school/setting community:

- The Headteacher
- The Values Coordinator
- Staff
- Pupils
- Governors
- Parents
- Visitors

How can we evidence our work?

There are many ways to evidence your commitment to values-based education and its impact in your school. Here are some suggestions:

- Displays
- Photographs
- Website
- Children's work.
- School Self Evaluation
- Curriculum plans
- Lesson plans
- OFSTED and other external monitoring reports.
- School Development plan/SEF.
- Staff Development minutes.
- Values Policy or statement
- School prospectus.
- Home-School policy.
- Details of Values-based events.
- Examples of newsletters.
- References from minutes of governing body meetings.
- Evidence of family learning activities.
- Parent questionnaire responses.
- Home-school partnership agreement.
- Evidence of monitoring procedures.
- Discussion with pupils, staff, governors and parents.
- DVDs of school events such as assemblies.

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What is the process of application?

1. Contact your local Values Quality Mark assessor. * Listed here.
2. Complete the audit tool.
3. Return audit tool to your Values Quality Mark assessor.
4. Arrange school/setting validation visit.
5. Confirmation of award.
6. Celebrate the award!
7. Review the award on a yearly basis.

How much will it cost?

The only cost to the school/setting is for a validation visit by a Values-based Education accredited assessor, usually between £500-£750 plus costs.

How long will the award last?

The award lasts for 3 years, after which the school/setting reapplies.

How to complete the form

Read the criteria carefully.

Under the Possible Evidence column make brief notes on how you meet the criteria.

You may wish to keep a portfolio of evidence to show to your Values Quality Mark assessor.

Your Values Quality Mark assessor will spend up to a day with you discussing with you the audit and evidence that you choose to present. Please remember that the listed evidence in each section is a suggestion only and that additional or different forms of evidence may well be valuable.

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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 • 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 • Evidence of staff meetings • Assemblies • Year Six Captains • Global curriculum • Art linked to the continents • Green school • Friends of Coldfall
School's comments	
<p>The Values policy supports the whole school approach to Values based Education; staff are given regular training on how to incorporate values into everyday life and we share ideas and practices. SLT and the Values lead take into consideration the views of staff, children and parents alike to ensure that everyone is getting the most out of our values through interviews and questionnaires.</p>	
Assessor's Comments	
<p>Coldfall School has values at its heart! The whole school community have been on a values journey together over the last two and a half years and have created a culture and a curriculum which is a model of Values-based Education at its very best.</p> <p>Coldfall staff were inspired to start their VbE journey after an INSET day with Neil and Jane Hawkes. Headteacher, Evelyn Davies, is an exemplary model of a values-based leader; her vision is a powerful, positive force for good and is shared by everyone. Emma Coleman was appointed as values leader and has driven the values-movement with high competence, passion and a sense of mission.</p> <p>I was warmly welcomed for my visit to Coldfall and during the day, I met with SLT, teaching staff, support staff, pupils, parents and a governor. I spent time in many different areas of the school where I saw, heard and felt the language of values being used and acted upon at all times.</p> <p>All of the above criteria have been fulfilled which is why the values ethos and practice at Coldfall are so strong. VbE is at the core of the School Development Plan; it is written into policies and values work is regularly reviewed and evaluated in different ways (such as regular questionnaires to staff, children and parents). Staff are continually receiving training/updates in aspects of values, which reinforces and strengthens the culture and practice on an ongoing basis.</p>	

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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 • Evidence of reflection • All staff demonstrating 'values' • Children's choir • Staff choir • After school provision • Global curriculum • Green school
School's Comments	
<p>Every month, a new value is celebrated; teachers plan these values into their medium term planning and their weekly planning. Children are given the opportunity to develop their understanding of each value through discussions, P4C, learning about the lives of key figures, past and present, reading stories that have clear moral messages, in assemblies, celebrating the achievements of children, through reflection and moments of stillness and different groups in the school such as Star Squad.</p>	
Assessor's Comments	
<p>Values are embedded in the formal, informal and hidden curriculum at Coldfall. The Quality of Teaching has been recognised and celebrated by Ofsted (October 2014) as Outstanding and, as a Teaching School, the drive for all staff to perform to the highest level in order to provide excellent role models of practice is a given. Values are explicitly and implicitly taught and developed through lessons, routines, assemblies, extra-curricular activities, charity work, pupil-led groups and many other activities which happen at this vibrant school.</p> <p>Ofsted recognised all aspects of the school as Outstanding, and observed practice in SMSC as exemplary. As they stated, there is indeed a '<i>reflective, diverse and respectful atmosphere in school</i>'.</p> <p>Each year group's curriculum focus is a continent, which makes for a superb 'Global Curriculum'. All subject areas are taught by using an area of the world as a starting or linking point. This makes for rich learning; children explore different parts of the world deeply as they make their journey through the school.</p> <p>During my visit, I observed a superb Year 1 & 2 assembly which explored this month's value of 'Humility' in an engaging and humorous way. A couple of children were invited to be a part of the delivery, which their peers loved and which fostered even deeper understanding of quite a complex value.</p> <p>I visited lessons in all year groups and noticed an advanced use of ethical language everywhere. Children of all ages could talk about how specific values contributed to them feeling successful, independent and confident learners. In Year 1 I saw mature exploration of the value of 'Humility' through the use of a story book (Anansi and the Tug of War). Even these very young pupils were able to articulate their thoughts, opinions and suggestions at a high level of understanding.</p>	

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

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 report • Staff meetings • Friday morning staff 'nuggets' • Staff choir • Friends of Coldfall

School's Comments

Staff lead by example and are exemplary role models; they show respect for each other and support each other. Staff are willing to share practices, give advice and offer support when asked. Training is given to all staff as whole day INSETs, after school meetings and 'nuggets' in Friday morning briefings. Members of staff are given a Curriculum area in which to lead and develop which gives them the opportunity to research core and foundation subjects on a deeper level and then to provide materials to other teachers to use in their year groups. Our Ofsted report, which was compiled in October 2014, clearly states that Coldfall is outstanding in every area – a reflection of the hard work and dedication of all who work, attend and have a say in the running of Coldfall.

Assessor's Comments

Coldfall is in the extremely fortunate position of having a selection of high calibre staff to fill vacancies within the school. This is by no means down to luck; the school is a Teaching School and places several student teachers in the school each year. These students have the highest expectations to fulfil but also exemplary role models from who to learn their craft, in a highly supportive culture where they are encouraged to be the very best they can be. As a result, Coldfall is an extremely attractive school in which to work and has the choice of the highest quality of staff when recruiting.

In talking to many staff through the day, the quality of the relationships between them really stood out and I believe, are another dimension to the success of the school. Staff talked about feeling as if they are part of a family, the support which is given to everyone and the goodwill from all members of staff.

However - there is something extra special about this group of staff. They find the time and motivation to have fun together – lots of fun! For example, music is a very strong feature of the school. It is a Platinum Singing School. The music teacher, Kate, is an outstanding model of passion for her subject and strongly weaves values and SMSC through her work and the staff are musical models of excellence – they have a staff choir and sing together after school every Friday. They have produced a wonderful CD which they are selling for charity and they perform staff pantomimes. They have also produced the most amazing rendition of Queen's 'Bohemian Rhapsody' – which they called 'Bohemian Rap-study', in which staff sing, play instruments and perform together to produce an absolute masterpiece of musical performance!

It seems that Coldfall are experts in professional and personal development and also wellbeing. They are superb models of the value of 'Friendship' and 'Fun' for their pupils.

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4. The behaviours of pupils, their personal development and well being.

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 • Children's' choir • Medium term plans highlighting P4C • After-school clubs • Extra-curricular activities • Alex Sapirstein as Learning Mentor • Growth mindset displays
School's Comments	
<p>The children behave in an exemplary fashion and the older children set a really good example to the younger children; saying 'please', 'thank you', 'good morning' etc, holding doors open for others, walking quietly and calmly around the school and being considerate towards others. Coldfall has a lot to offer all children and this generates a real buzz and excitement around the school; activities like Star Squad, Year Six Captains, sports teams, School Choir and Vox. Miss Sapirstein is our Learning Mentor – she gets involved with small groups of children, ensuring that they get the right support and that they learn the right skills to become independent learners.</p>	
Assessor's Comments	
<p>Without exception, every child I spoke to was articulate, respectful and extremely appreciative of their school. In lessons, children were very well behaved whilst being lively and enthusiastic. Relationships between children of all ages are strong and caring. This is very much fostered by the staff who have created formal opportunities for children of different ages to interact with each other. Examples include Year 5 being reading buddies to Year 1 children, and Year 6 - the same - to Year 2 children. There are 15 Year 6 'Captains' (who applied for this position and underwent an interview with the Headteacher) who each have a designated class to work with and represent at 'Captains' meetings. This is a very interesting model as an alternative to a School Council and has some advantages over the more widely used model.</p> <p>The Star Squad is a group of pupils from all year groups who work together on 'eco' issues and are very proud of the impact of their work. I was highly impressed by the 'Digital Leaders' who take their role of supporting the technical aspects of the ICT Department extremely seriously.</p> <p>There are many enrichment activities happening at Coldfall for children who need extra support and these are coordinated by the learning mentor whose focus is on ensuring the most vulnerable pupils have the support and opportunities they need. Particularly interesting is the 'Girls Only Minecraft Club' which has had an extremely positive impact on some of the girls.</p> <p>Opportunities for reflection and stilling activities are regular and strongly encouraged throughout the school. Mindfulness techniques are being developed and yoga clubs are offered to the pupils. Staff appreciate the importance of quietness and stilling times – for the pupils and themselves.</p> <p>Values are clearly a part of everyday life, for the youngest pupils in the Nursery (who care for the most beautiful pair of rabbits) to the eldest pupils in Year 6 (who have a definite sense of caring for the whole world).</p>	

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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 Extra-curricular activities Year Six Captains Buddy reading Green school Platinum singing school

School's Comments

Every month, the value is displayed on the school's website alongside a definition or an inspirational quote, this is echoed in the school's newsletter as well. Coldfall's environment is one of enrichment and providing experiences for all children. Every year group has been involved in creating Coldfall CDs; songs were specially chosen to link to our values and then practised through music assembly. The finished CDs were then sold on to fundraise for our charity, Educaid, providing education in Sierra Leone. We regularly fundraise for Educaid. Our environment is reflective of our ethos: hard-working, being a team player, creative, courteous, fun and full of love. We make an effort to take care of each other and the world in which we live.

Assessor's Comments

Values are all around you at Coldfall. From the moment you walk into the school, you feel a deep sense of authenticity – of a school working to achieve its very best for every member of the school community and also for the wider world. Everyone you come into contact with seems to be genuinely interested in you and extremely proud of the school in which they work, learn or volunteer their time and skills.

The school's values are explicitly displayed in every classroom and are a part of the atmosphere of the school in all areas of the building, both inside and outside. As you walk around the outside area of the school, you notice benches for people to sit on. Each one has a small golden plaque with a value on it. There are about 20 of these benches and they were given to by a 'Friend of Coldfall' who has now passed away – but is very much remembered because of these wonderful benches.

Despite being a very large school with almost 700 pupils, there seems to be a sense of space both inside and outside of the school. The outdoor environment has been developed so that children have lots to occupy themselves with and they interact with each other and play beautifully. The indoor environment is full of vibrant displays which reflect the embedded understanding of values though all areas of the curriculum and school life. There is a true sense of calm but also of joy and fun in the school.

Routines are embedded in many ways; on Friday afternoons, children reflect on their learning and have the opportunity to address misconceptions (in addition to this being done continually in lessons). They keep Learning Journals and use these to reflect on their learning. Every month, a values 'home learning' challenge is set, which the children and staff talked about in a very positive way and throughout the school there are examples of values being explored in the home on display.

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6. The involvement and support of parents and the community

Criteria	Possible Evidence
<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 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 Parent governor interview Homework Friends of Coldfall Fundraising events Parental involvement days World Book Day reading breakfasts

School's Comments

Parents make a conscientious effort to support their children in their learning and often volunteer their time to listen to readers, help out in assemblies and our Winter/Summer fair. In addition to this, we plan for Parental Involvement days where parents are encouraged to come in, spend a morning with the class participating in an activity which is linked to the topic. FoC are actively engaged with the fundraising for the school and plan such fun things e.g. Strictly Coldfall (teachers put themselves forward to learn a dance routine and perform to parents). Parents were asked to communicate their ideas re: VbE and furthermore their responses were taken into consideration when the values were put together.

Assessor's Comments

The parents I spoke to couldn't have praised the school more. They talked about feeling part of the values of the school, that communication was excellent, how their children talked about and showed the values at home and how they reinforced their own home values. Two parents had children currently at Coldfall but also children who had moved on from Coldfall to secondary school either in the last year or the previous one. They both said how grateful they were that their children had been taught in a school which promoted values so strongly because it gave their children the best foundation upon which to go to secondary school. They said their children left Coldfall with confidence, a secure sense of self-belief and understanding of values. One parent said that the secondary school her daughter now attends has a good values culture; she was very happy with the continuation of this focus. The other parent was less happy because they felt the secondary school their child now attends, doesn't have any sort of focus on a values-based culture and she wished it did.

'Friends of Coldfall' are a proactive and supportive fundraising parents group who raise money for the school. They are very engaged with the school and work hard to involve the whole school community in activities together.

I met with the governor for SMSC who talked about values always being specifically on the agenda for governors' meetings and decisions being made on a values-basis. She observed that the governing body has a 'values ethos'. She also has 3 children, two who attend Coldfall and one who has recently left, and praised the teaching of values saying that the teachers make it look very easy to embed values in their classrooms.

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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 Newsletters Feedback from parental and pupil questionnaires Evidence of family learning activities Parent interview groups Newsletters Details of Values-based events Weekly planning Home/school policy Celebration assemblies Displays of children's work Certificates Platinum singing Green school Arts mark status Parental involvement
School's Comments	
<p>Pupil achievement is praised in the weekly Golden Book assembly and the Star of the Week certificate. Children are encouraged to become more independent in their learning and to question more about the world in which they live; this has had a direct impact on the academia of the children and the progress that they have made. But more importantly, the children are honest, resilient and enthusiastic citizens. The children learn about their world through PHSE lessons, RE lessons, celebration assemblies, reflection time, First News, debating and the BIG questions.</p>	
Assessor's Comments	
<p>Coldfall is an exemplar of Values-based Education. The whole school community lives and breathes values. From the outstanding vision and relentless drive of the headteacher, to the dedication of the happiest lollipop lady I have ever met - and everyone in-between – they all contribute to the passion and ambition for the school to be the best place possible for the children – and for each other.</p> <p>Academic results at Coldfall are outstanding. The term 'fantastic progress' for all pupils was used in the Ofsted report! This has to be a reflection of the superb learning environment and values-based attitudes which the school community as a whole are passionate about.</p> <p>A beautiful outdoor display describes Coldfall's vision and mission. They are certainly living up to it!</p> <p><i>To go further than we thought,</i></p> <p><i>To run faster than we hoped,</i></p> <p><i>To reach higher than we dreamed</i></p> <p><i>To become the best that we can be.</i></p>	

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Suggested Next Steps:

- Whilst the school is a Teaching School and is an exemplar of Leadership in Education, depending on its capacity, it could also become a local and national exemplar for Values-based Education and showcase the excellent work happening in the school. Sue Webb is piloting local mini-conferences in order to help local schools become aware of the impact of a values-based school on children, families and staff. She is very happy to support any initiative the school feels able to offer.
- The one area which the leadership team said they feel could be developed was around the deepening of understanding and role modelling of values by support staff, particularly those not based in classrooms. This is a challenge for all schools. One suggestion could be to add assemblies, or outlines of assemblies to either a staff intranet, or even to the school website and strongly encourage staff not present at the initial assembly to look at it so they are aware of what the children have seen and listened to. Parents could engage with children by looking at assemblies together and teachers could explore in classrooms during the month. Sue will send an example of an assembly which could be adapted to use if at all helpful.
- How are you going to develop your VbE model at the end of the 3-year cycle (which has proved to be a very successful model)? We will be very interested to see where your thinking leads and will of course offer any support in the form of sharing best practice and how other schools (on a global scale) have developed their already outstanding practice. Exciting times!

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Audit Conclusion

It was a privilege to spend the day at Coldfall Primary School. It is an exceptional school in many ways; the depth of relationships is palpable and there is an overarching sense of a community striving for the greater moral purpose and the very best for their pupils as they take their place in today's ever-changing world.

I strongly recommend awarding the school the International Values-based Trust's (IVET) Quality Mark as a values-based school.

IVET's 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.