

OFSTED 2019 and Values-based Education

Inspectors will make judgements on the following:

Overall Effectiveness and:

- **The Quality of Education**
- **Personal Development**
- **Behaviour and Attitudes**
- **Leadership and Management**

The 'personal development, welfare and behaviour' judgement in the current framework will be split into 2 distinct areas. This change recognises the difference between behaviour and discipline in schools, and pupils' wider personal development and their opportunities to grow as active, healthy and engaged citizens.

All judgements will be made using the current 4 point grading scale.

Inspectors will use all their evidence to evaluate **what it is like to be a pupil in the school.**

Inspectors will look at the **intent, implementation and impact** of the curriculum in the school.

Curriculum

OFSTED requirements	The VbE Approach
<p>Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils including pupils with SEND, the knowledge and cultural capital to succeed in life.</p>	<p>VbE schools are especially mindful of creating a full and rich curriculum for all pupils, and pay particular attention to inclusivity. <i>Curriculum</i> refers to everything the school does to support VbE both implicitly, as described above in the description of atmosphere, and explicitly in ensuring that every aspect of the school's life and work reflects and is underpinned by the school's chosen values. All school policies are reviewed to ensure internal consistency with the school's values. The curriculum encompasses the formal, informal and hidden curriculum. The formal curriculum, ensuring that values are explicitly and experientially taught about in lessons, not only discretely in values lessons but as an element in all aspects of the curriculum. The informal curriculum includes how break times are managed and resourced. The hidden curriculum reflects the school's culture and can be seen in the expectations (school uniform), routines (movement around the school) and practices (sports days, parent/staff meetings) of the school. All these aspects are considered to be the responsibility of the school's leadership.</p>
<p>Teachers create an environment that allows pupils to focus on their learning (without creating unnecessary workload for staff)</p>	<p>The VbE atmosphere and environment is specifically designed to bring about and maintain a calm, supportive and productive working atmosphere. Leaders do this in part through the creation of a values-based ethos or atmosphere. The term atmosphere encapsulates other descriptors, such as ethos and environment. It refers to the palpable ambience that characterises a VbE school, which Neil describes in his book, <i>From My Heart, transforming lives through values</i> (Hawkes, 2013). Atmosphere is deliberately created by a number of characteristics which include; the quality of school displays; human-centric signage; cleanliness; the quality, organisation and management of resources; the external environment; the calm working atmosphere, break time and catering arrangements; how staff are valued and supported as people; friendly and courteous behaviour of adults and children. The atmosphere reflects the school's culture and fully supports its curriculum.</p>

Behaviour and Attitudes

OFSTED requirements	The VbE Approach
<p>Pupils behave with consistently high levels of respect for others.</p> <p>Pupils consistently have highly positive attitudes and commitment to their education. They are persistent in the face of difficulties. When pupils struggle with this, the school takes intelligent, swift and highly effective action to support them.</p>	<p>Behaviour of pupils in VbE schools is exemplary, as a result of staff modelling, the focus on ethical language and reflection and on the exploration of what values mean in action. These pupils ‘love the values’!</p> <p><i>Being a role model, a person looked to by others as an example to be imitated, implies being the sort of person you hope children will want to become. In other words, we show them the adults that the world needs them to be. In our words and behaviour, we model what it is to be a values-based human being. How we model this will, to a large degree, determine what young children think they should grow up to be. We do not underestimate the challenge this presents as the process highlights limiting aspects of ourselves that need to be processed and transformed. This is why we consider that parents, and adults who create a values-based school community, are so very important for the formation of a civil values-based society. They are in the forefront of positive, cultural transformation. In turn, the children become role models too.</i></p>

Personal Development

OFSTED requirements	The VbE Approach
<p>The curriculum provided by schools should extend beyond the academic.... Schools support pupils to develop in many diverse aspects of life.</p>	<p>VBE schools are characterised by their vibrant and innovative curriculum provision, often drawing on their close engagement with pupils as a ‘whole child’ to consider how best to support them.</p>
<p>The most significant dimensions of personal development are seen as being:</p> <ul style="list-style-type: none"> • Developing responsible, respectful, active citizens • Developing and deepening understanding of fundamental British Values of democracy, individual liberty, the rule of law and mutual respect and tolerance • Promoting equality of opportunity • Promoting an inclusive environment • Developing pupils’ character the set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society. • Developing pupils’ confidence , resilience and knowledge • Developing pupils’ understanding of how to keep physically healthy • Developing an age-appropriate understanding of health relationships. 	<p>These are all well-documented outcomes of a values-based approach and provision. They arise for pupils as a result of an ethos that promotes values-based living and learning.</p> <p><i>The Inner Curriculum teaches us how to be aware and in control of our internal world of thoughts, feelings and emotions, enabling us to respond appropriately to others without hurting them or damaging our own sense of self. Indeed, it supports the development of a strong and secure sense of self, which develops the disposition of self-leadership sustaining wellbeing. We argue passionately that a core objective of education should be to nurture self-energy, in the context of thinking about and applying positive values such as resilience, empathy, courage, altruism and justice. A focus on The Inner Curriculum enables students to be resilient and less susceptible to mental illness, which manifests in self-harming, depression and suicide. To help access the Inner Curriculum VbE schools use a variety of sources, such as Transactional Analysis (Berne, 1961), the Internal Family System (Schwartz, 2001), play, drama and art therapies, Philosophy for Children (Lipman, 1991), aspects of the formal curriculum that covers pupils’ spiritual, moral, social and cultural development (SMSC), emotional literacy, values mentoring, counselling and reflection.</i></p>

Spiritual, moral social and cultural development

OFSTED requirements	The VbE Approach
<p>Provision for Spiritual Development: Ability to be reflective about own beliefs (religious or otherwise) and perspective on life. Interest in, and respect for different people’s faiths, feelings and values Sense of enjoyment and fascination in learning about themselves, others and the world around them. Use of imagination and creativity in their learning Willingness to reflect on their experiences.</p>	<p>Spiritual development is a unique focus of the values-based approach to learning. Emphasis on the development of spiritual literacy impacts on behaviour, learning and pupil and community wellbeing. <i>Reflection is the means through which we access our internal world of thoughts, emotions and feelings, and regulate them, which helps us sustain mental health and increases the capacity for self-determination. We argue that this is a key skill for children to learn - the fourth "R" of education. Reflective practices encompass a spectrum of activities including: Thinking about your work; reflecting on our behaviour and the impact it has on other people; reflecting on a story and then maybe having an opportunity to discuss your thoughts with others and hear differing perspectives; mindfulness and meditative practices. This last aspect draws on the research of Dr Dan Siegel (Siegel, 1999) and his work in the field of interpersonal neurobiology, rooting the practice of reflection (mindfulness) in an understanding of the parts and their functions of the human brain. Taking time for silence (brain breaks) and other meditative practices are key to nurturing self-energy, thereby promoting mental health and wellbeing, creating a calm and purposeful atmosphere.</i></p>
<p>Provision for Moral Development: Ability recognise the difference between right and wrong and to readily apply this understanding in their own lives, and recognise legal boundaries and in so doing respect the civil and criminal law of England. Understanding of the consequences of their behaviour and actions Interest in investigating and offering reasoned views about moral and ethical issues and the ability to understand and appreciate the viewpoints of others on these issues.</p>	<p><i>The main focus of VbE is on the selection, practice and living of an ethical vocabulary. The ethical vocabulary comprises a community chosen set of universal, positive human values such as respect, tolerance, resilience, courage and compassion. The selection of these words finds universal support from all the major world religions and non-religious groups such as the humanist society. These values words, when actively lived by people, become their character traits or virtues (values in action). We believe that they help children to develop what Neil has termed ethical intelligence (EI), which he argues is the most important of all the intelligences to nurture, as it is through EI that human beings can come together to solve world problems. This is because the development of an explicit ethical vocabulary enhances and enriches communicative competence, which we maintain could lead to a new universal narrative, problem solving, common language, based on values.</i></p>

<p>Provision for Social Development: Use a range of social skills in different contexts, for example, working and socialising with other pupils, including those from different religions, ethnic and socio-economic backgrounds. Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively. Acceptance of and engagement with the fundamental British Values, developing and demonstrating skills and attitudes that will allow them to participate full in and contribute positively to life in modern Britain.</p>	<p>Values' learning is borne out in action. Pupils' ability to relate to one another, form highly positive and effective relationships and to conduct their own living and learning manifests as a result of this holistic approach. <i>The main focus of VbE is on the selection, practice and living of an ethical vocabulary. The ethical vocabulary comprises a community chosen set of universal, positive human values such as respect, tolerance, resilience, courage and compassion. The selection of these words finds universal support from all the major world religions and non-religious groups such as the humanist society. These values words, when actively lived by people, become their character traits or virtues (values in action). We believe that they help children to develop what Neil has termed ethical intelligence (EI), which he argues is the most important of all the intelligences to nurture, as it is through EI that human beings can come together to solve world problems. This is because the development of an explicit ethical vocabulary enhances and enriches communicative competence, which we maintain could lead to a new universal narrative, problem solving, common language, based on values.</i></p>
<p>Provision for Cultural Development: Understanding and appreciating the wide range of cultural influences that have shaped their own heritage and that of others Understanding and appreciating the wide range of cultural influences in school and further afield as an essential element of their preparation for life in modern Britain. Ability to recognise and value the shared things in common across cultural, religious, ethnic and socio-economic communities. Knowledge of Britain's parliamentary system and its central role in shaping</p>	<p>Lots of values-based schools adopt Philosophy for Children as a way of enabling children to engage with big questions, enter into debates.</p>

<p>our history and values and in continuing to develop Britain</p> <p>Willingness to participate in and respond positively to artistic, musical , sporting and cultural opportunities</p> <p>Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity and things we share in common. They show by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local nation and global communities.</p>	
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NB The inspection will explore how well leaders develop **pupils' character** through the quality of education that they provide.

To meet the Outstanding criteria, *'The school consistently goes the extra mile to promote personal development of pupils so that they have access to a rich set of experiences, planned in a coherent way'* and, *'The way the school goes about developing pupils' character is exemplary and worthy of being shared with others'*.

Leadership and Management

OFSTED requirements	The VbE Approach
<p>Leaders have high expectations of all pupils, and the extent to which these are embodied in staff day-to-day interactions with pupils.</p> <p>Leaders:</p> <ul style="list-style-type: none"> • focus on high quality education • Align this with purposeful CPD for staff • Create coherence and consistency across the school • Leaders engage with parents and the community • Leaders take into account workload • Leaders have high ambitions for all pupils including those who are harder to reach. • Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and issues are identified and dealt with appropriately and quickly so that staff are protected from bullying and harassment and staff report high levels of support for well-being issues. 	<p><i>The quality of Leadership is paramount because without it a values-based school does not develop. The headteacher/principal is key because he/she is the principle architect of the school's vision. We observe, that having the capacity to dream (use creative imagination) brings transformational positive energy (inspiration) into the formation of a VbE school - a prime characteristic of an altruistic leader. This, coupled with the seemingly endless capacity to access their own reservoir of uncontaminated self-energy, enables the leader(s) to remain stable and focussed in an educational context of incomparable complexity and challenge. It is through the commitment, drive, care and their ability to inspire others that the leader creates a sustainable school culture based on VbE, which has the active support of all members of staff, ensuring consistency of practice across all aspects of school life. Others will play a major part in the leadership of the school. However, we would argue that a VbE school encourages all members of the school, both adult and children, to be seen as leaders, taking personal responsibility for their thoughts and behaviour and sustaining an ethical vocabulary.</i></p>