

Values Quality Mark Report

Date: 3rd May 2018



Values-based Education
VbE Enhanced Quality Mark

Name of Consultant: Sue Webb

Introduction

Sue Webb was invited to carry out an Enhanced Values Quality Mark Audit on **3rd May 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 Enhanced 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.

Audit Report

School Information	
Name of School/Setting:	St. Mark's Church of England Academy
Status of School/Setting (Maintained/Academy/Free)	Academy
Postal Address School/Setting	Acacia Road Mitcham Surrey CR4 1SF
Email Address of School/Setting	LBrown@stmarksacademy.org.uk
Telephone Number of School/Setting	020 8648 6627
Local Authority/MAT	London Borough of Merton CST Trust
Headteacher: Name and Email	Ms Lisa Peterkin LPeterkin@stmarksacademy.org.uk
VbE Leader: Name and Email	Ms Dionne Jude
Number of Pupils on Roll	813
Date of Previous VbE Quality Mark (if applicable)	October 2017
Name of Assessor	Sue Webb

1. A Values-based Ethos

Criteria in addition to the standard VbE Quality Mark	Possible Evidence
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Minutes of staff meetings • Minutes of Governor meetings • Records of CPD • School Improvement Plan • OFSTED Report • SIAMS Report • Displays of children's work • Reward/award systems/certificates • Interviews with staff, pupils, governors and parents • Staff, parent and pupil questionnaires • Values Policy • Photographs
School's Comments	
<p>Our Values of Love, Hope and Trust underpin all that we do at the Academy. In our recent Ofsted inspection (November 2017) our well-established values appear many times throughout the report as a glowing highlight. <i>“Leaders and teachers strongly advocate the school’s core values of love, hope and trust. These values permeate the school. Pupils respect different views and said that they value their education and appreciate what teachers do for them. Pupils are proud of the inclusive nature of the school.”</i></p> <p>The school has a strong moral purpose, and we pride ourselves on ensuring that our transition process and the integration of any new arrivals joining midyear feel immediately welcome in our special community. We had 54 students joining midyear last year for example. Our bespoke transition programme ensures that we seamlessly enable all students to immediately feel part of the community. This includes students who are new to the country, or indeed being looked after as they have travelled to the UK on their own. Our SMART provision is a beacon of good practice and enables those students new to the country to thrive. We are also proud to be a Stonewall champion school, and currently working towards securing the Bronze accreditation. <i>“You are all so nice, supportive, helpful and what else can an anxious mum ask for? I just know that my child is in capable hands and in loving environment. The new Smile on Gerda’s face as she talks about school and how happy and safe she feels is result of LOVE, HOPE and TRUST. For me it is not just words and you clearly showed me that.”</i> (Ms Olga Luka parent of a year 7 students who joined in Feb 2018 midyear.)</p>	

Our values continue to be celebrated throughout the Academy with impressive displays, art work and new inspirational quotes on large banners and picture boards featuring our students. We also have the large artwork of our values logo proudly displayed on the exterior wall by the main entrance. We have also just commissioned an artist to work with our students and staff to create a celebration mural to be displayed on the front entrance wall showcasing and celebrating our values.

We have been awarded the Gold Quality mark for our CPD provision on 21/02/2018 *"Staff want to work at St. Mark's – It is a school which has a strong set of values and this really impacts on staff"*. This impressive award recognises the work that we do to support every member of the Academy to continually progress with their professional development. *"We treat support staff exactly the same, their voices are heard too, and we have made changes based on what they said – recognising all fits in with our values"*

The high quality, bespoke CPD offer for all teachers and support staff has significantly reduced staff turnover as we retain and reward our staff. This allows us to celebrate each person for their uniqueness and is valued for his or her intrinsic value. *"This is a great place to work – we do a lot with our values and model these values as staff"* (Staff voice 2018)

Staff wellbeing is actively promoted and led by a member of SLT. Initiatives such as staff health checks, flu jabs, fresh fruit Fridays and recognition for their hard work and dedication all support the ethos of the Academy and enable everyone to feel highly valued. *"During Ofsted everyone was so well supported – we were all told 'just remember you are amazing.'" (Staff voice from a beginner teacher.)*

We actively promote our Values and the work of the Academy in many different forums within our community. We are the proud hub for the borough's police cadets and they represent the Academy in many local community and national events enabling our values to be actively lived and promoted. Numbers for cadets have grown steadily each year and we now have 60 students attending. We have hosted a successful OAP Christmas tea party for the last two years and now work in collaboration with Merton Citizen's UK and our students represent the Academy at their events, workshops and by leading high profile initiatives in the community. We also hold 'extended leadership meetings' which allow every key stakeholder to work with us to revisit our values and collaborate with us to ensure that together we are doing everything for our young people.

Ofsted highlighted the exceptional work that we do to support our young people at every stage of their journey with us. *"Pupils value the education they receive. They are thoughtful, well prepared and ambitious for their futures. They value the diversity in the school and are proud to be part of the school."*

A new TLR post holder took up the role at the start of this academic year with responsibility for student leadership and SMSC which encompasses our values along with British Values too. This includes strategic development and holistic overview as well as practical strategies to support all staff. Many strategies have been undertaken including a shoebox appeal for Christmas where 106 boxes were collected for charity. Through the positive momentum of the students we are now launching a new campaign for collecting food for a local foodbank.

We have prioritised a link Governor responsible for the ethos and values of the Academy. Half termly visits with the Governor allows for the Values to be high profile in Governor meetings and written reports after each visit enables the impact of the work to be documented. This also included regular reviews of our British Values discussed at the LGB.

A termly ACE awards enables the values to be celebrated publicly. Students are awarded for their commitment to the values, along with other academic achievements

Assessor's Comments

Overview:

The values of Love, Hope and Trust flow through the very heart of St Mark's. They are being lived explicitly by staff and students. It's very clear to see how values are the foundation of the school's vision, mission, purpose and drive. They are key to its success.

I was warmly welcomed to the school by Vice Principal and Co-Values Leader, Lucy Brown. I have only met Lucy once before in person – but feel as if I know her very well as she is one of our amazing 'go-to' values ambassadors when we have visitors who wish to look at a great VbE school. Lucy is always, without fail, open to visitors coming to St Marks' and extremely positive about sharing the school's work. The feedback from visitors is always that they have seen Values-based Education of the highest standard.

I was able to spend time during the day with Principal, Lisa Peterkin and Vice Principal and Co-Values Leader, Dionne Jude, as well as meeting with a range of young people, staff, parents, governors, the School Chaplain and the School Police Officer. I toured the school, attended an assembly, visited several lessons, spent time on the school gate and on the playground, and I had delicious lunch with the students.

It was one of those days where one is astounded by the work happening in the school and you feel privileged to be able to spend a whole day celebrating the best in education. It is rare to write this in a report, but it is genuinely heartfelt.

A Values-based Ethos:

The values-based ethos of the school is palpable. The school has described in great detail above how that ethos is created and sustained, and I am able to fully endorse what has been written.

The values of Love, Hope and Trust are the chosen core values. They are expressed throughout the school in a highly visual way and inherently through people's language and behaviour towards each other.

You can see that everyone is valued – and feels that they are. There are so many initiatives to ensure this is happening within the school and outside of it, spilling into the communities where the students live their lives for so much of the time and in to their homes as the school works very hard to engage families and carers with the students' education and wellbeing.

Staff benefit from extremely high quality CPD, and also a huge amount of care. This will be mentioned throughout the report, but it is apparent that the philosophy of the school is one of care and respect for all within it.

The school is pioneering superb work in the area of behavioural change – both within the setting and for excluded students from other schools being admitted to a positive and preventative initiative within the school. This initiative is born from the vision of the school, *'To provide an outstanding education based on love, hope and trust; dedicated to academic and character excellence'*.

Love, Hope and Trust are an umbrella of many other values. The school has identified a set of 'Characteristics', (Fairness, Honesty, Self-Control, Forgiveness, Perseverance, Openness, Service, Kindness and Respect) which are in effect other values, and are made explicit in many ways. However, throughout the day, I saw other values such as Equality, Tolerance, Self-Belief and Compassion being named and used in a very natural way.



Suggestions for Development:

- The school has a very strong spiritual dimension and employs their own School Chaplain who plays an integral role for staff and students. The assembly I attended (which he delivered) connected deeply with the students on a spiritual level and it was clear that their thinking was challenged in a very positive way.

An initiative called 'The Greater Good' has been started with a small group of students who are committed to charity work and helping others and there are opportunities constantly for involvement in this type of altruistic work.

These aspects of school life will take time to develop further; perhaps an ambition could be for more in the school community to have the 'bigger picture' of the phenomenal work which is already happening, so that more are involved and it pervades the school on a deeper level. The school is living the values - and realising the vision of how this could have a deep impact, not only on the school community, but ultimately on society/the world, could happen for more – if not all - of the students in time.

2. Values-based Pedagogy and Learning

Additional Criteria	Possible Evidence
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Interviews with staff, pupils, governors and parents • Curriculum planning • Pupil's work • Case Studies • Staff, parent and pupil questionnaires • Displays/photographs

School's Comments

At the Academy, we feel that our values of Love, Hope and Trust are lived and breathed in all that we do. The relationships that are established at every level are always commented upon by visitors. In particular the feedback from open events, Ofsted, SIAMS inspection and most recently our gold CPD award. *"The school's provision for the personal development and welfare of pupils is outstanding. It is highly enriching and supportive and focuses on 'values in action'. Pupils are confident, thoughtful and articulate."*

British values are explicitly referred to in the classroom as opportunities arise, and explicitly planned into learning opportunities when appropriate. The SMSC coordinator supports staff by giving clear suggestions for how these values can be supported in specific subjects and celebrated across the Academy with dedicated display boards. Every department has an SMSC noticeboards clearly showing how the subject areas are linked to the values and SMSC.

Staff training has been provided to support colleagues in being able to confidently manage discussions around moral, ethical and other potentially sensitive topics and our Chaplain provides high quality resources for coaching time to actively promote debate within the safe space of the classroom. Drama lessons too offer the chance for the students to directly tackle challenging and thought-provoking themes in a safe, well managed environment.

We seek to offer valuable learning opportunities for students in the form of live theatre. On 8th February 2018 the Stop Watch theatre group's play "I love you mum I promise I won't die" telling the true story of Daniel Spargo-Mabb's tragic death from experimenting with recreational drugs, a workshop followed and now on 16th March 2018 we will be welcoming Daniel's mother Fiona to the Academy to meet the students and have the opportunity to discuss their own thoughts and feelings on the matter.

We have a highly active programme for student leadership opportunities, including student council, student prefects, chapel prefects, Merton Citizen', Sports leaders, reading mentors, and Head Boy and Girl. We are currently working to secure the SSAT student leadership accreditation for the outstanding work that our student leaders achieve. We have a group of year 9 girls who meet each week with Reverend Andrew as part of the Merton Citizen's group. They actively lead on campaigns to support the school community and beyond. The first thing that they did was hold a listening campaign in school to find out what the issues facing the young people were. One worry was the community and how safe they felt in particular areas on their journey to and from school. They completed a community walk and documented what they could do to make the area feel safer. They then presented their ideas and findings to the Principal and SLT and made recommendations as to how they could improve lighting in the area and make spaces look better. They then took this to the Citizen's forum to present their ideas to the local community in Wimbledon. They are now finding way to fund raise to put their ideas into action. *"Student voice has always been great – we have an Academy student leadership team, sports captains and youth parliament" (Student Voice Gold CPD award audit Feb 2018)*

We participated in the 'Great-Get together 2017', which was a national event in celebration for the life of the MP Jo Cox who was killed by a British terrorist whilst serving as an active MP. This sad event enabled much discussion and debate as well as finding the good to come out of such tragedies. Assemblies are rescheduled to make way for opportunities to open discussion and allow our young people to be given accurate information and afforded the opportunity to make informed decisions and opinions. This also was the case after the Grenfell Tower tragedy, and enabled assemblies and coaching time to be handed over to discussions and reflections on the incident. Prayer sessions and gatherings were also run to help support the young people cope with their own thoughts on the tragedy as they actively coordinated clothes and aid to help the victims.

Two staff members spent their holidays teaching at the Calais 'jungle camps' and this enabled another opportunity for discussions and debates to naturally open up for the staff and students. The excellent relationships between students and staff means that the safe space is always there to enable high quality and powerful discussions to happen at any time.

As the most important stakeholder at the Academy, our pupils are always involved in a variety of opportunities to support their experiences of school. This includes being invited to participate in extended leadership meetings and as part of the staff CPD offer. *"We are involved in extended leadership meetings where we focus on an area (E.g. behaviour for learning) and it involves a range of staff, parents, Governors, students and members of the local community. This is led by SLT but sometimes by students... everyone would action plan afterwards" (Governor speaking as part of the GOLD CPD award report.)*

Regular sessions called 'meet the students' allow the students to lead the session and inform all their teachers on the best way they learn, creating bespoke strategies together to directly help them in every lesson. This co-planning with their teachers enables students to deepen their cognitive and emotional understanding into their own ways of learning best. *"CPD here is innovative, varied and fun!! Staff actively come here to learn and there is full engagement – CPD now involves quizzes, speed dating and now also involves students" (Staff Voice from the God CPD audit report Feb 2018)*

The chaplain has reinvigorated the plan for the spiritual wellbeing, values teachings and Christian ethos

of the Academy. This includes each term having an overarching Values theme, and then each week of an assembly linked to the teaching and promotion of the values education the characteristics. There is significant impact from his work to date including starting a popular Christian Union group, staff prayer meetings and securing a celebration service for our values to be held at Southwark Cathedral on June 6th 2018

Year 10s have an outwards bound adventure that develops resilience, team work and their own perseverance to overcome challenges. A programme of mindfulness and meditation is also practiced before public exams to help the young people feel calm and focused before the exams start. This is also supported by assemblies and sessions on growth mindset and the fortitude to imagine their future self. This also links to our continued work to offer career advice; *"Careers guidance throughout the school is excellent, and pupils are well prepared for the next stage in their lives, both educationally and socially"* Ofsted 2017

Pupils also participate in the 'challenge' and the DofE award scheme and we have a TLR post holder responsible for outdoors education. Impact of outdoor education to date?

Assessor's Comments

Values-based Pedagogy and Learning:

The practical elements of teaching and learning are underpinned by deep pedagogical theory and also innovation. The Three R's: Rules, Routines, Relationships (along with Respect, Reflection, Responsibility), Logical Levels of Change, 6 Stages of Moral Development, Stages of Personal Development and Growth Mindset are all elements of the vision and practice at St Mark's.

The theory is lived! From the moment the students walk through the school gate, they are in an environment of love, trust and hope. Staff welcome them into school, noticing small details, giving subtle reminders and checking in with individuals when needed.

The curriculum is rich with opportunities to explore ethical issues and moral dilemmas. Extra-curricular activities are also plentiful (see above).

The assembly I attended was given by the School Chaplain, Andrew, who is a bundle of positive energy and a force for good within the school. He is employed on a part-time basis and is a huge support to students and staff, a role model of the values and an innovator of community initiatives. As a trained teacher, his pedagogical practice underpins his teaching as he strives for excellence in his work.

As I visited several lessons, I was shown the level of care which underpins the pedagogy at St Mark's. As well as seeing and hearing highly engaging teaching, I saw a document which each teacher had at their fingertips, which detailed student on each of their classes who were in need of additional care and/or undergoing interventions of any kind. This is called the 'Context Sheet' and is designed so that teachers know their students' current needs and how they are being met.

Curricula opportunities for exploring values at a deep level are apparent all around the school. It is impressive that every department has its own SMSC display board. This creates a very 'joined up' feeling between the departments throughout the school.

Suggestions for Development:

- The element of mindful practices could be stronger so that staff and students have more opportunity to develop the 'Inner Curriculum' and their inner worlds. Many schools are engaging in this type of practice and reporting significantly positive effects.
 - Suggest a visit to Aureus School in Didcot, Oxfordshire to see their Mindfulness and Wellbeing programme (and we will suggest they visit St Mark's to see your work)
 - Suggest reading 'The Inner Curriculum: how to nurture resilience, wellbeing and self-leadership' by Neil & Jane Hawkes and/or attend training by them.
- Could the details in the Context Sheet be shared on a continual basis so that all staff have access to each student's file for each lesson? This could further reduce workload and give an even fuller picture of an individual. Perhaps make use of Google Docs to contribute simultaneously to shared documents?

3. Values-based School Improvement

Criteria	Possible Evidence
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Interviews with staff and pupils Examples of planning/impact of innovation areas Case studies OFSTED/SIAMS report

School's Comments

The community places huge emphasis on the wellbeing of all its members. This includes a robust and relevant staff wellbeing policy. Staff turnover has halved over the last three years as the school takes pride in celebrating the valued contributions of staff whilst having many forums to share their voice including termly airing and sharing sessions, lunch with Lisa and staff surveys. The "you said / we did" documents all the suggestions that have been put into practice as a result. Staff wellbeing is built into every inset day, and additional support for beginner teachers included mindfulness sessions and drop in clinics for any support that they require. Staff health checks and flu jabs are also offered each year. Staff wellbeing week was introduced last year and will be running again this March. This enables staff to practice mindfulness, work directly with Reverend Andrew and find proactive ways to manage their work/life balance. *"Staff spoke enthusiastically about the 'airing and sharing' and other wellbeing sessions such as 'cake Wednesdays' – strategies to develop staff wellbeing are well regarded."* (CPD Gold award report Feb 2018)

We buy into the employee assistance programme that enables confidential support and counselling to be offered all staff if required.

HR processes are always handled with integrity, honesty and compassion and the Academy makes every effort to support colleagues in their family/personal/health circumstances where relevant. Our Gold accredited CPD programmes are always bespoke to meet the needs of all staff at different stages in their careers, complementary to the training linked to school improvement priorities. This includes all admin and support staff. Our new staff induction programme enables staff to also feel well supported when they join us and enable them to have a warm welcome, so they feel part of the community and settle quickly. *"I had a really good induction – 4 full days with the outgoing finance director and a very comprehensive induction pack"* (Staff Voice 2018)

All Whole-staff training, briefings and meetings start with a prayer and regularly have a values-based component within them. All staff are involved in the explicit teaching and modelling of our values, in one way or another. The Principal then hands out certificates of appreciation every Monday.

The SEND department is a beacon of good practice and offers a range of high quality therapeutic experiences for the young people at the Academy. We had a highly successful SEND review in 2017, that saw David Bartram saying that ST. Mark's *"Providing a great SEND provision for London students"* at the London assembly via twitter on 8th September 2018. This provision includes ELSA groups, a high-profile promotion of Rules, Routines and Relationships in coaching times and in assemblies. We have a full time

'student wellbeing coordinator' who is an accredited psycho therapist and creates bespoke support plans for students and helps and trains staff to enable these students to be successful in every aspect of student life. She has developed a student wellbeing audit that documents that strategies that each child is afforded and is able to track the impact that each strategy has. This also includes the use of Pupil profiles that are shared with staff. Dionne Jude our SEND lead, contributed to David Bartram's book looking at the successful strategies needed to best support Send students.

Whole school CPDs are run by educational psychologists and other professionals enabling the most UpToDate strategies to help support the students. The SEND team work closely with parents and offer additional parent evenings and parent workshops to help support them. Home visits also still take place and the termly PACT meetings allow parents to actively take part in supporting the Values journey first hand. *"The school supports my child extremely well, and I couldn't praise the school enough. I feel that she has made accelerated progress. She is treated like an individual and her strengths recognised and celebrated which is reassuring to me. If there is an issue it is dealt with very well and with sensitivity."* (Parent Voice after year 9 parents evening January 2018) We have high quality CPD case studies that enable us to measure the impact of these strategies.

The Academy AIP has clear objectives that support the continued development and enhancement of the Values. This includes developing our USP of being the only Church of England secondary school in the borough, and enable our Christian values to be fully explored by developing more robust links with local Churches and in June we will be delivering a whole Academy service at Southwark Cathedral.

Assessor's Comments

Values-based School Improvement:

School improvement is visionary and values-driven. All stakeholders have an input to moving the school in a forward direction - and significant, positive outcomes are evident as a result of school improvement over recent years (see above).

Many initiatives have been introduced – all with the objective of *providing an outstanding education* for the students. Living the school's values and being a valued part of the school community are inherent in this statement.

The documentation behind School Improvement is values-centric. Following the recent OFSTED inspection (which recognised much of the outstanding work through the school), the leadership team discovered new strengths in self-reflection and 'inner debate' as they evaluated the outcome and then were determined to strive for even greater achievements. This level of commitment and dedication for the staff, students and community is astounding, given their current effort and achievements.

Students feel the recent changes and talk about the school with pride.

The Student Council wrote and delivered a superb presentation to me – the values shining through all aspects of school life they talked about. They were full of respect, pride and ambition for themselves and the school. They very much appreciated the opportunities provided by the staff and were able



to articulate the positive changes in culture that have happened over recent years. Hearing students talk so naturally about equality, trust, friendship, respect, self-awareness and their place in the community was a joy.

Whilst spending time outside at break, it was very pleasantly surprising to see students interacting calmly and respectfully towards each other – in all areas of the school. They are trusted to be in unsupervised areas and all seemed to be interacting happily. The school has discontinued the 'house system' as they feel there is no longer a need for the competitive nature of a rewards system. There is competition in sports which is celebrated and enjoyed by the students.

Wellbeing for all is central to the philosophy and practice of St Mark's. This has been detailed above, and again, can be seen in tangible outcomes such as the large rise in retention of staff, the huge decrease in fixed-term exclusions and the excellent academic outcomes.

All staff are highly valued; included in high quality CPD programmes and included in all wellbeing initiatives. There is a model of distributed care throughout the school with every member of staff sharing the vision of the school, understanding the significance of role modelling the values and being the best they can be – in whatever role they hold.

The staff group I met with represented a range of roles and all were overwhelmingly positive about the school. Their voices are well heard; they talked about how they had become more reflective practitioners, how their emotional intelligence has developed and how empowering they find the shared ownership of the vision. They see themselves as role models, but humans who err – and when they do, they are amongst a family who help them to have reflective conversations. One teacher said, "*We hold hands and finish together. We are as strong as our weakest link.*" They feel very much part of a cohesive community, seeing the school as a microcosm in the macro community. They are excited about, and proud of, the outreach projects both they and the students are involved in.

The two governors I met with were also passionate advocates for the staff and students. They were very knowledgeable about the values work of the school, understood how values permeate all aspects of school life and the strategic direction a values-based school is moving in. One of the governors is a

local vicar and has initiated the involvement of students in a local, and significant community project. They mentioned how they interact informally with parents on a regular basis and also how the increase in admissions from non-Christian families, especially Muslims, who respect the ethos and work of the school.

The parents I met with provided an emotional experience for all. They talked in depth about the care their children received at the school, how the staff are so dedicated, and how they felt the experiences and opportunities provided by the school enable their children to thrive. One parent had moved her child to St Mark's a month ago after another school had not helped her through the impact of a traumatic experience; she is being nurtured at St Mark's and the mother couldn't be more grateful. They all said they completely trust the school to live its values and that their children are blossoming. They said a profound, "Thank you" to staff in the room.

Suggestions for Development:

- The difference in gender of students being involved in positions of responsibility (eg, School Council, Greater Good initiative etc) was interesting. It would be worth considering how to engage boys more in such initiatives/take more responsibilities. Perhaps a project around student resilience may be a way to explore this? VbE has specialist Resilience Coaches who work with staff and students if you need support with this type of project. Resilience can be broken down into sub-aspects. It may be that some of these aspects are noticeably lower for boys than girls.

4. Commitment to Working With Disciplines Related to VbE

Criteria	Possible Evidence
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Discussion with headteacher/Values leader Case Studies School/Setting Development Plan Lesson Observations/monitoring records Pupil testimony. Coaching time resources. Meet the students CPD sessions. 6th form and year 11 peer mentoring. The work of the prefects.

School's Comments

Our students are the best ambassadors for the Academy. All visitors comment on how articulate, fully committed and dedicated to the Academy our students are. This glowing feedback is well documented and includes the Ofsted report, the CPD Gold award report, SIAMS report and feedback from meetings with executive head teachers.

Many students choose to be leaders, and currently we have 30 students working towards their Bronze accreditation for SSAT student leadership awards.

All students show a great deal of pride in their school and their contribution to it and are appreciative of all that their teachers do for them. *"Pupils behave well in lessons because they respect their teachers and each other."*

All lessons must be linked to our core values to make the work taught in lesson relevant and tangible to a higher order thinking of practical skills. These are shared with students at the start of every lesson. 'The St. Mark's Way' is how we describe the expectations in every classroom, and the mutual respect of everyone in the space. Through detailed monitoring of teaching and learning, we know that a key area of expertise is the rapport between students and staff and how high expectations in every classroom is well established. This links to the work on rules, routines and relationships supported throughout coaching time. The introduction of PLCs (personal learning checklists) in every subject area, enables the lessons to be broken down into skills, so students can develop their skills across We are currently looking into the VBE teachers and support staff awards as we know that our teachers are fully committed to modelling and excelling with their practice underpinned by mutual respect and a love of learning. Our analysis of teaching and learning shows that behaviour for learning is a key strength of teaching practice across the Academy.

We have a full time 'academic interventions coordinator' who works directly with progress and pastoral leaders to ensure that pupils see the bigger picture across their subject areas. We have developed the use of context sheets which is an innovative strategy that enables every class teacher to clearly document the in-class strategies that are afforded to every student and how they are actively challenging and supporting them to achieve.

The Academy has many pastoral experts and professionals to support the daily needs of the students. There is also a student wellbeing coordinator who works alongside the inclusion team. ELSA sessions and counselling is also offered to some students. We have a fantastic range of therapeutic provisions such as; wish centre / ethos project.

Coaching group 100 enables some students additional time to work with the wellbeing coordinator and find practical solutions to enable them to be successful in lessons. In Drama lessons students get to practically explore challenging topics such a bullying, Racism, LGBT and most recently teenage mental health. The year 9 GCSE drama group collaborated with the New Wimbledon Theatre to create a new Drama piece called 'changing minds' and performed this to the Academy as part of mental health awareness week 2017, and again as part of the changing minds festival at the New Wimbledon Theatre to the local community. We also collaborate with Bookfest to create a new film each year. We made a film looking at the challenges of mental health in young people, and this film was premiered at the Wimbledon cinema, and then shared across Merton schools.

We have a school nurse as well as a counselling service to ensure that we can offer a wide holistic approach to support students' wellbeing, including both physical and mental health. Students act as peer mentors for both academic and attendance support, as well as for anti-bullying and LGBT support.

We are proud to be a stonewall champion school and working towards our Bronze accreditation. This enables us to fully support our LGBT students.

Assessor's Comments

Commitment to Working with Disciplines Related to VbE:

During my day, I visited several lessons and could clearly see the core values being woven through the content and the interactions between adults and students. 'The St Mark's Way' (see above), student coaching times and the development of trustful and respectful relationships enhance the lessons, so that students have every opportunity to make connections - in terms of values - between their areas of study.

As mentioned above, the school employs a part-time Chaplain, Andrew, whose positive influence is evident throughout the formal, informal and hidden curricula. Practising a religion or not, all students are given opportunities to work with Andrew, to embrace and explore human concepts in humanistic ways. Many of the students talked to me about conversations or lessons where they had explored diversity, tolerance, acceptance and equality. The school works with many external agencies, either as one-offs or on a regular basis to expose students to different concepts and help develop their self-awareness and relationships on a more diverse scale.



St Mark's really is a small community within a larger one and I was awed by the community work of the staff, the Chaplain and the School Police Officer whose roles are central to both the school and its wider community.

PC Marco's work with the school has helped it to have a significant, positive influence on the larger community. The school is seen as a pillar of the community and used by outside groups for community events. Through the day, I heard about many initiatives the school is involved in whereby students go out into the community, or the community is invited in to the school. Students have opportunities to volunteer, to be part of programmes whereby they learn more about their own humanity – and their connectedness to others in the human race. They are able to participate in challenges which test their selves (eg Duke of Edinburgh) and many more 'ordinary' but significant tasks and tests out in the community – many of which are led by PC Marco. His work is able to have a deep impact on the community by enabling him to use values as part of his policing and relationship building. He models values and is able to have values-based conversations with students as they have an advanced ethical vocabulary, developed over their time at the school.

In an area of high deprivation, the crime rate has fallen as the police's work is relational and proactive and preventative. What an amazing model!

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

Criteria	Possible Evidence
<ul style="list-style-type: none"> • 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 willing to compile a case study of effective values-based practice to be shared nationally and internationally. 	<ul style="list-style-type: none"> • Displays • Photographs • Website • DVDs • Prospectus • Newsletters

School's Comments

The Academy is always willing to be an exemplar to other schools. We have recently successfully hosted two Swedish teachers in November 2017 to enable them to visit and experience life in a London VBE school. We have also hosted visits from Head teachers from India and most recently to help a student teacher complete her research by getting our students to complete surveys. "Thank you very much for your help I am so grateful. It is really big help for my research." (Humeyra Guleryuz Erken March 2018)

We also regularly welcome teachers from China and South Korea to come and visit the school to experience and learn about our values and how they help support our curriculum. We have now successfully set up an exchange programme, and last year we had two members of staff and five students visiting Shanghai to reciprocate the experience. "I wanted to write to you to let you know how inspirational your students Olu and Savannah were. Please let them know that I reorganised my year 11 tutor group as soon as I got back to support gaps in learning." (Susan Dench executive Headteacher February 2018)

We have rebranded all our artwork, external displays, letter headings and any external correspondence paperwork to reflect our values. This includes weekly and termly newsletters to parents, the community, primary schools, our trust and diocese and any external agencies who we collaborate with. We are part of two Clusters of Primary schools and we offer support to the primary students in the form of booster sessions in maths and literacy and bespoke library sessions led by our Librarian. We also offer ESOL classes to our parents and the local community with a new cohort every term.

We use twitter effectively to interact with the wider community, and often with Dr Hawkes himself so we are able to keep up to date with the VBE community. We've now been added to the contact list for VBE and this too enables us to keep up to date with any changes or innovative ideas that we could benefit

from. Including nominating individual staff for the Values awards for teaching and support staff. We do daily tweets that celebrate our commitment to the values and our celebration of all the work of our students and staff.

“I visited your wonderful Academy last week and felt I needed to write to you. From the moment I arrived, the warmth professionalism, care and purposeful atmosphere were immediately striking. I was met by a friendly and helpful receptionist, respectful students and kindness to an anxious parent.” (Visitor to the Academy March 2018)

Our new website, promotional film and prospectuses all have dedicated sections that celebrate the values and the work we do to support them. This is also the case when the principal leads insets, celebration events or open evenings, Time is dedicated to each presentation forum (open evening, parents evening, celebration events etc) to celebrate our values and the impact that being a VBE school supports the work that we do. We celebrated the best exam results last year with a progress score of 0.4 putting us in the top 16% of the country. We celebrated this success with a 6 bus adverts!

We are always willing to compile case studies that can be shared nationally and internationally.

Assessor's Comments

A Commitment to Leading VbE Across School/Community Settings:

St Mark's is an exemplar Values-based school and welcomes visitors from the VbE community – or those interested in this field of work. To the outside world, the school is a highly professional, branded, corporate-type organisation, which means it competes brilliantly with other educational settings. However, their approach is very different to most. It is very warm and personal. Visitors feel very comfortable spending time there and conducting their research. Indeed, they leave the school feeling inspired and providing wonderful feedback to VbE.

The '7 Rs' programme pioneered by Vice Principal, Dionne, is reflective of how committed the school is to the greater good of student wellbeing and education. This programme is values-focused and aims to be a bridge for pupils who have been permanently excluded from school and the Pupil Referral Units they are due to attend. It is a value-based personal development programme; preventative, relational, self/others-appreciative. It is another sign of how outward-facing and passionate Lisa and her team are about our children – and their place in the future of the world.

Suggestions for Development:

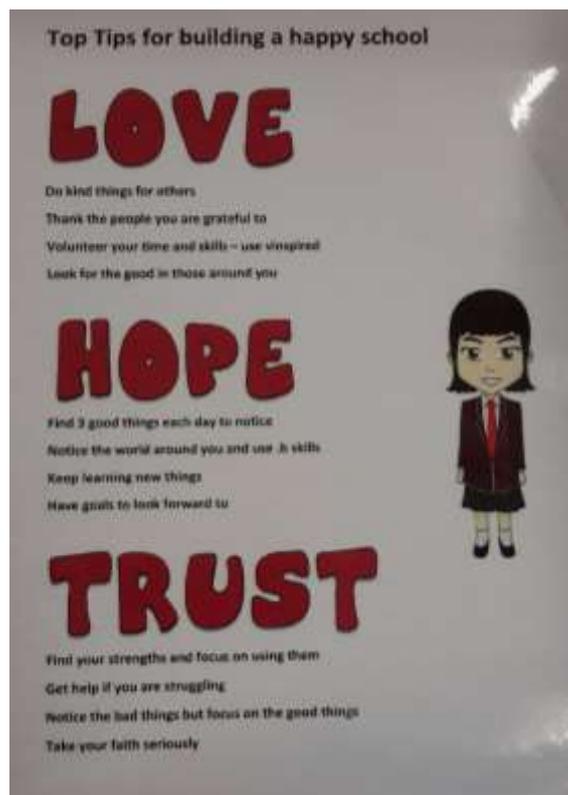
- Thank you for all that you do already in this area. It is truly wonderful to work with you. Please share your work as much as possible in the form of a case study for the VbE website, a VbE mini-conference and other future events.

Audit Conclusion

It was such a privilege to spend the day at St Mark's Church of England Academy and I unreservedly recommend awarding the school the Enhanced Values-based Education (VbE) Quality Mark.

This is an outstanding example of a school where authentic values-driven leadership and whole-school community support have created a school where students and staff are nurtured and given every opportunity to flourish.

Many congratulations and a heartfelt thank you from all at Values-based Education for everything you are doing.



VbE'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.