

## Redefining vision and values to consistently embed core values

### *Spotlight on Potters Green Primary School*

#### Why did the school get involved?

During the last three years we have seen quite a few changes, particularly in terms of senior leadership, at Potters Green. We have had five Headteachers. At times, it felt like we had lost some of our focus in terms of what we, as a school, defined as our vision and values.

We got involved with **Leading a Whole Education - Primary (LAWEP)** not being entirely sure what to expect, but saw this exciting opportunity as a new partnership with Whole Education and a way to help us reflect on who we are and what we stand for.

In the early stages of the programme, we realised that it had become crucially important for us, as a community, to refocus our attention on being clear about our vision and values.

We decided to survey staff, children, parents and governors and found:

- + **80% of parents** were not sure about our school vision and values
- + **80% of children** were not sure about our school vision and values
- + **Only 50% of our governors** had a clear knowledge of what the school stood for.

#### What has been most helpful working with WE?

The LAWEP days and visits to other schools have been amazing - schools' vision and values were obvious and gave us something to aspire to. The coaching calls were really important as they enabled us to think through the decisions we were considering. I was given practical ideas that I could use to continue our 'project' during partial school closures (COVID-19) and it has inspired us to develop a school presence on social media to interact with the community.



#### Context:

Potters Green Primary School, Coventry is a two-form entry school.

The last full Ofsted inspection was May 2016 and the school was judged to be **Good**.

Typically, children enter Nursery with levels of skills, knowledge and understanding which are below, and often significantly below, those for their age.

At the end of KS2 **70% of pupils are meeting the expected standards** in reading, writing and maths, with **2% of pupils achieving at a higher standard** (2018/19 data).

The numbers of children eligible for pupil premium and with SEND are both above the national average. The school has a below average number of pupils with EAL.

***“Time away from school with other school leaders to think and talk things through has been invaluable. It has been great to have the opportunity to speak to school leaders from around the country.”***

# Our Core Values

## What did the school do in their project?

To begin our journey, we had lengthy discussions with our extended Leadership Team to establish what we thought our core values could be, in addition to our motto ('Nurturing Bright Futures'). Unfortunately over the years this statement had blended into the background and was no longer an obvious feature of our daily life.

We also held conversations with the wider staff team, to get everyone involved and on board with the decision. As a team, we agreed that all of our conversations came back to the three key words: 'Resilience, Responsibility, and Respect'. We agreed that these should be the core values to define our practices.

With the support of a Specialist Leader of Education, our Leadership Team and SENCO amended our whole school Behaviour Policy to ensure that, as a key document for our school, it truly reflected our core values. We wanted to establish what Resilience, Responsibility, and Respect looked like so that all children and staff could be supported to embody these terms at all times. We spent the duration of the Autumn term focusing on this, to ensure we embedded consistent practices. This had a huge impact across the school.

In January we held a 'Core Values' week in school. A number of school displays were created from the learning that took place in this week. We agreed that involving parents was key and, as such, we sent all families a postcard at the end of 'Core Values' week to explain 'Resilience, Responsibility and Respect' and highlight the values that their child was evidencing in school. This encouraged parents to join in with values-focused conversations with their children at home.

To support the implementation of our behaviour policy a script was developed for staff to ensure consistency of approach when it came to praising positive behaviour and dealing with behaviour incidents. This always referred children to our core values.

Our Assemblies specifically focused on our values to further develop our shared understanding of what being part of Potters Green meant and was about. We also introduced a 'child of excellence' celebration half termly. We have started to review our PSHE curriculum and intent to incorporate our core values and Thrive activities within it.



## Impact so far:

By the end of the year:

**64% of parents** knew what the vision of the school was

**94% of parents** could identify specific core values

**68% of parents** said that school had clearly developed core values

**66% of parents** commented positively on the postcards sent home

***"We've noticed that children have regular conversations about the core values and that they speak about them with confidence."***

The children have also commented positively on the consistency of the scripts, saying it helps them to understand what is expected of them.

## Any advice for schools starting their Whole Education Journey?

***"Engage fully. The more you get involved, the more you get out of it! In hindsight, we wish we had made more use of the WE Inspire visits by enabling more staff to visit schools around the country to share this opportunity more widely. To ensure that you're able to fully focus on your project, make sure you choose something linked to existing priorities. This helps maintain a 'burning platform' and keep the community working towards a common goal."***

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