



UNICEF UK RIGHTS RESPECTING SCHOOL AWARD ASSESSMENT REPORT LEVEL TWO

School:	St John and St James CE Primary School
Headteacher:	Joanne Smith (Acting Head)
RRSA coordinator:	Joanne Smith
Local authority:	Hackney
Assessors:	Stella Muirhead and Will Jackson
Date:	4 th June 2014

1. INTRODUCTION

We would like to thank the leadership team, governors, parents, staff and children for their warm welcome to the school, for the opportunity to speak with governors, parents and pupils during the assessment and for the extensive portfolio of evidence detailing the work towards becoming a Level 2 rights-respecting school. Prior to the assessment visit the school provided a very comprehensive self-evaluation form and impact evaluation form. It was clear to the assessors during the visit that everyone places a real importance on developing and embedding a rights respecting ethos.

It was notable that children had a firm knowledge of the articles of the UNCRC

Standards A, B, C and D have all met the necessary criteria.

2. REQUIREMENTS BEFORE ATTAINING LEVEL 2

No requirements

3. MAINTAINING LEVEL 2



Our experience has shown that there are actions that have proven useful in other RRSA schools and settings in helping them to maintain and build on their practice at Level 2. Here are our recommendations for your school:

- Build upon the good practice now beginning in campaigning work to empower children to identify and develop their own campaign actions
- Continue to work with schools in the federation to develop and demonstrate successful approaches to promoting RRS across a group of schools or locality
- Encourage feeder secondary schools to consider taking up RRS

4. THE ASSESSMENT IN DETAIL

4.1. The school context

The school is a smaller than average sized primary school. A high proportion of children are eligible for the pupil premium. The proportion of disabled children and those with special educational needs who are supported at school action is above the national average as is the proportion at school action plus or with a statement. A large proportion of children speak English as an additional language. The school meets the government's current floor standards. The school is part of a federation of schools.

4.2. Assessment information

Self-evaluation form received	Yes
Impact evaluation form received	Yes
Attendees at SLT meeting	Headteacher / RRSA coordinator
Number of children and young people interviewed	18 children/pupils/students
Number of staff interviewed	3 teaching staff 1 support staff 2 parents 2 governors
Evidence provided	Learning walk Written evidence



Standard A:

Rights-respecting values underpin leadership and management

Standard A has been achieved: leadership had a secure vision for embedding RRS.

Acting Head Joanne Smith described the school's vision: 'Rights Respecting Schools (RRS) underpins everything we do. It feeds through our development planning, curriculum planning and assemblies. It has given us a common language to support our behaviour and learning standards.' The school is using RRS and the UNCRC to map the new units of the International Primary Curriculum (IPC) to support global citizenship and sustainability. As the RRS journey has continued there have been improvements in attainment. The School Improvement Plan Report states: 'Increasing proportions of pupils have attained L3 in KS1 as a result of outstanding teaching and provision. Outcomes at the end of KS2 in L4 and L5 are above the national average.' Attendance is consistently above the national average.

RRS is referenced in the School Development Plan (SDP) under Behaviour and Safety. Strengthening pupil voice through School Council and Rights Ambassadors is also an SDP priority. Sustainability measures are in place through the reference to RRS in the staff handbook and a well-established steering group of pupils and adults that is re-elected annually. Cross-federation policies have been adapted for in-house use through leaflets linking articles of the Convention and rights based approaches to those federation policies. Assessors saw examples of this in the Equalities, Safeguarding and Teaching and Learning policies.

Children with SEN have an individual curriculum and work is planned for them from First Steps to rights. This enables them to achieve smooth re-integration into daily classroom activities. The school has celebrated the diversity of their community through multi-cultural evenings including contributions from local community groups. The children have encouraged the local vicar to provide information in the church on the UNCRC so that the wider community can be aware of their role as duty bearers. The school has begun to share information on the RRS journey with schools in its federation.

The school is a member of the Hackney RRS cluster group and has hosted meetings and provided RRS leaders from other schools with learning walks. Tom Daley visited the school to see RRS in action and this was reported in the Glasgow Herald as part of the run up to the Commonwealth Games. Visitors from UNICEF Denmark and a school in Copenhagen have now begun to implement RRS type work as a result of their visit to St John and St James in December 2013.

There has been a strategic approach to coverage of global citizenship and sustainability across the key stages through class based awareness raising projects e.g. Year 2 Save Our Bees and Year 4 support for individual children through World Vision. These are linked to support for the articles of the Convention. Eco Workshops have also taken place across the year groups to raise awareness of protection of the environment.

Standard B:

The whole school community learns about the CRC

Standard B has been achieved: children have a secure knowledge of CRC articles.

Children had a very secure understanding of and could name a wide range of the articles e.g. article 1, 12, 14, 24, 28 and 31. Children understood the importance of access to rights



across the world. One Year 1 boy commented: 'If children don't have their rights, then they will have a harder life.' One Year 5 girl said: 'Our Lenten Tree work buys a cow for a family. Then they can have milk they can sell and the children can have a right to an education.' Children have discussed rights outside of school. 'My daughter talks in a forthright manner about poverty in Latin America and the right to health and water,' said one governor.

Every week there is reference to rights in the school newsletter including mention of Rights Respecting Stars - children who have shown rights respecting attitudes. Parents took part in a half day art project focussed on Matisse with the learning intention for each year group to produce a piece of work around an article. Rights homework encourages parents to discuss rights issues with their children e.g. How Children In Need supports rights. Assemblies based on rights are well attended by parents. Governors have attended steering group meetings. The governor who is responsible for monitoring Values Education lessons has noted that they 'are much more about world trade, human rights, the UN and children's rights.'

Children have created rights based posters that have been placed around school. Prominent displays throughout the school had a link to rights e.g. an article 2 display on Equality in the school foyer. Numerous displays in class were clearly linked to rights e.g. Year 3 Magnets and Springs Science display linked to article 13. Article photo posters depicted children from school and identified adults with different roles as duty bearers and their actions to support rights. Lesson plans and topic plans showed a rights focus across the curriculum and year groups e.g. Year 5 current Affairs and Media topic (article 7, 14 and 17) and Year 1 Jobs topic (article 29).

Children were able to talk about rights in the context of global justice. A Year 6 boy explained: 'We wrote to David Cameron and asked him how he can help everyone around the world to get the same rights as we do.' Children identified how sandstorms and floods affected rights: 'People don't get the right to article 19 and they don't get the right to be safe as they have to go on the roof.' Staff have linked rights to learning about global development. 'How we approach the World Cup this year is a more informed approach. We will learn about different countries and the rights that may or may not be respected there. It's changed the way we approach international events like that,' explained a Year 6 teacher.

Standard C: The school has a rights-respecting ethos

Standard C has been achieved: there is embedded use of rights respecting language.

Charters were varied, clearly rooted in the Convention and present in all classrooms visited. Each class also has a charter book that supports knowledge and application of the charter through children recording their experiences and ideas for being rights respecting. There is a prominent Playground Charter and this was created through cross school consultation. One teacher explained how charters were used: 'When a child went over to the charter to talk about his right to be heard during a dispute, the others said "Miss, he's looking!" I said: "Yes, he's supposed to that's what it's for!" In Year 6 children used the charter to look at apartheid and the denial of rights.'

All staff and children interviewed were able to demonstrate competent use of rights respecting language and behaviour. One teacher shared the change to her practice: 'It's made us be more fair, making sure children have their rights all the time. It's made me reflect on myself.' Children identified an ethos of respect. 'Adults encourage us and we look at lots of different religions equally'; 'If someone doesn't have someone else to play with we

include them.' Staff identified how children were sorting out playground issues using their understanding of rights without coming to an adult.

Children were clear about what rights respecting classrooms looked like in practice: 'We listen to other people's ideas,'; 'We help each other with the right to learn by using Three Before Me - if you are stuck you ask your partner, then you ask your group then you ask the teacher.' Children understood how to identify their targets for improvement: 'If we are stuck we leave a blue pen comment on our work. You can also write your next steps and decide what you want to learn next.' Relationships were identified by staff as outstanding. One child commented on his own application of rights: 'I come in and look at the charter and I think I'm really going to respect that right today.'

Children felt safe at school and could describe how rights based approaches had contributed to this: 'They made it softer in the playground and that is respecting the right to be safe,' said a Year 1 boy when describing the new infant playground that had been decided through a consultation facilitated by Y6 children. Pupil data overwhelmingly confirmed children felt safe and free from bullying in school. Internet safety awareness was built into the curriculum from year 1.

Conflict resolution based on rights was well established in the peer mediation process. One year 5 boy explained: 'Peer mediators step in and stop problems from getting worse. They try to solve problems because everyone has the right to be safe. Children can bring arguments into lessons and it can stop the right to learn. Children recognised that rights like the right to be heard were universal and should be modelled for others even if those others found it challenging to respect rights themselves.

Children are increasingly using the language of rights and respect when discussing global issues. One teacher observed: 'It has deepened children's understanding of issues of poverty around the world. They now don't have a stereotypical view of someone who is poor. Children also have a sense of empowerment, they feel they can speak out like writing to someone.' A parent observed: 'When my son sees something negative on the news about religious extremism, he will talk about the importance of support for other religions.' Children have led assemblies identifying how money raised for Lenten tree will be used to make positive change.

Standard D:

Children are empowered to become active citizens and learners

Standard D has been achieved. There are robust systems in place to facilitate decision making based on meaningful pupil consultation.

There is a well-established and robust system for weekly class council sessions who feed into school council through PowerPoint presentations. School council decisions are fed back in the same way. Children are consulted on a range of issues from playground design to the reporting and fixing of broken taps and water fountains because, as one boy said: 'It stops you having the right to clean water.' There are rights respecting ambassadors who have presented to governors and they lead rights based assemblies giving out awards for rights respecting behaviour. Children feedback on the quality of potential job candidates and lesson observations for coaching include the views of three targeted pupils per lesson to help triangulate effective evaluation. Thorough pupil questionnaires are provided termly which are acted upon promptly e.g. children reported that maths lessons spent too long on the carpet so mental maths then took place at tables in pairs. The next feedback recorded that children preferred this method.



Children were clear about making healthy choices. One Year 6 boy commented: 'In sunny weather you have to drink water to not get a headache. A Y4 girl said: 'In swimming we have been taught water safety and how can help others in the water safely. Children had a good understanding of e-safety procedures and the risks involved. A Year 3 girl said: 'We have a game to show not to click on emails that say things like 'Open this and you will win something from Tesco!.' Children were able to identify how learning intentions formed a foundation for self –evaluation and identifying steps in the learning process.

Children have put posters up in the local area to promote the Save Our Bees campaign: 'Otherwise there will be no fruit or trees and we have the right to a safe environment.' Children have written to chocolate manufacturers about using Fairtrade chocolate to support article 27. Rights Respecting Ambassadors shared rights respecting work with Tom Daley on his visit. This was highlighted in national newspapers to raise awareness of UNICEF's mission as a Commonwealth Games partner. The school has begun to develop a link with schools in Tanzania and in New Orleans to share the school ethos and compare lives in Hackney and those locations through a skype link project.