

UNICEF UK RIGHTS RESPECTING SCHOOL AWARD ASSESSMENT REPORT LEVEL TWO

School:	Holy Trinity CE Primary School
Headteacher:	Francesca Langley
RRSA coordinator:	Francesca Langley
Local authority:	Camden
Assessors:	Anita Haigh, Jon Hart and Rebecca Gilbert
Date:	4 th February 2016

1. INTRODUCTION

This is a Level 2 re-accreditation report. We would like to thank the school community for their warm welcome, for the opportunity to speak with staff, governors, parents and pupils during the assessment and for the extensive portfolio of evidence provided detailing the school's continuing rights-respecting journey.

Prior to the visit, you provided a comprehensive progress and evaluation form, along with an impact evaluation form. It was clear to the assessors during the visit that the school is committed to sustaining and further embedding a rights respecting ethos.

It was notable that all stakeholders take seriously the school's commitment to being inclusive, where all are welcomed and each other's cultures and identities respected. The assessors were impressed with the articulate and knowledgeable commentary given by pupil Rights Respecting (RR) councillors during the tour of the school.

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

2. REQUIREMENTS BEFORE ATTAINING LEVEL 2

None required.

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:

- Continue to act as a beacon RR school, involving others locally, particularly the secondary school to which the majority of pupils transfer.
- Continue to develop opportunities for children to initiate campaigns, including action on local issues where they can evaluate impact.
- Extend the children's decision-making role with regard to future RRS developments, for example, developing the RRS webpage.
- Employ a more focused approach to how particular articles are exemplified in displays and documentation.
- Check that the wording used in all charters is precise and rooted in the Convention (cf: Playground charter).

4. THE ASSESSMENT IN DETAIL

4.1. The school context

Holy Trinity is a voluntary aided Church of England Primary school located in north-west London, with 186 pupils on roll. The school is culturally diverse and the majority (84.2%) of pupils are from minority ethnic backgrounds. Around 68% of pupils have English as an additional language, and 12% of pupils have special educational needs and/or disabilities. Just over half of pupils are eligible for pupil premium funding.

The most recent Ofsted inspection in November 2013 rated the school as good.

The school first registered to become Rights Respecting in November 2009 and first achieved Level 2 RRS status in December 2012.

4.2. Assessment information

Progress and Evaluation Sheet received	Yes
Impact evaluation form received	Yes
Attendees at SLT meeting	Headteacher, Assistant Head (Curriculum, Standards and Achievement)
Number of children interviewed	24 children formally interviewed. 80+ children in classes.
Number of staff interviewed	5 teachers 2 teaching assistants 3 parents 2 governors
Evidence provided	Learning walk Written evidence Class visits

Standard A:

Rights-respecting values underpin leadership and management

Standard A has been achieved

The Convention is central to strategic vision and planning. There is a strong commitment to global citizenship linked to rights.

Senior leaders are clearly committed to promoting and sustaining a rights respecting ethos. The aims and values statement makes explicit the centrality of rights: *'All staff are committed to creating and maintaining a nurturing environment based on Christian values and respect for the rights of the child.'* The head teacher spoke of the importance of shared values and how *"RRS amplifies and builds upon the school's Christian values."* The school prospectus explicitly includes the aim of enabling children to develop as *'rights respecting citizens...who value the diversity of language, culture and belief both within the school and around the world'*. This commitment to developing global citizens is reflected in curriculum topics, assemblies, displays, resources and international school links. Senior leaders believe that their rights-respecting work has contributed positively to academic achievement and well-being, with KS2 attainment data remaining broadly above the national average for the last 5 years. Attendance has also remained above the national average, and there have been no exclusions since introducing RRS.

All School Development Plan priorities include actions and success criteria to ensure that a rights-respecting approach is sustained and further embedded. For example, the explicit teaching of rights linked to global citizenship. Other strategic documentation, such as the spiritual, moral, social and cultural education (SMSC) action plan makes explicit reference to

the Convention and RRS targets. Examples of policies seen include the Behaviour and Equality policies. Some policies need to be a little more precise with regard to Convention articles cited. New staff members are fully inducted in expectations around RRS, and all stakeholders have opportunities to contribute to monitoring and reviewing RRS progress.

Inclusion is seen as a core value. A Year 6 RR councillor conducting the school tour commented: *“We’re a Christian school, but we respect everyone’s right to their religion... it’s important that everyone feels included.”* A staff charter and agreed values set clear expectations for adults regarding the rights of every child, and staff participate actively in the life of the school beyond their specific role. The school has a broad social and cultural intake and much is done to engender a sense of belonging. For example, the library contains an array of books in dual languages; the premises manager greets every child and parent in their native language at the school gate; and an annual international event is organised by the Parents’ Association. An inclusion information leaflet, linked to article 2, outlines the support available to parents for a range of medical, educational and pastoral needs.

As part of its ambassadorial role, the school has hosted visits from schools outside the Local Authority on behalf of UNICEF. The head teacher has addressed the Camden head teachers’ forum regarding RRS and the global dimension, and the assistant head teacher gave a presentation at the North London International Schools Conference on how RRS underpins the school’s international work. School leaders are actively exploring setting up an inter-faith forum with local community members, and hope to involve the local secondary school.

Recently, the school gained full International Schools Award (ISA) re-accreditation. The ISA assessors commended the school on its strong global dimension linked to the Convention. Much has been done to deepen the whole community’s understanding of the global context for rights. As part of the Send my Friend to school campaign, pupils have explored rights-based issues such as gender inequality, disability and poverty. A senior leader said: *“We have tried to make it richer and more nuanced.”* In 2013-15, the school undertook a Comenius project focused on entrepreneurship and the world of work, linked to article 27. This involved several exchange visits for staff and pupils, including to Latvia, Italy, the Azores, Beijing, Norway and Poland. Such partnerships have enhanced teaching about the global dimension: *“It has challenged some preconceptions and given a greater appreciation of cultural differences ... it has made us ask, ‘What can we learn?’”* (Assistant head teacher)

Standard B:

The whole school community learns about the CRC

Standard B has been achieved.

Children and adults are knowledgeable about the Convention and how rights apply in a range of contexts.

Children interviewed could name a broad range of rights, often with the correct article number, including the rights to express your views and be listened to, education, developing talents, freedom of association, freedom of thought and religion, privacy, access to reliable information and health care. Many gave examples of current situations where children’s basic rights are denied such as the impact of conflict in Syria, and the migrant crisis. They understood that rights are universal and unconditional. A year 6 pupil noted, *‘the world should be united. All adults and children should have their rights’*. Pupils have championed RRS when visiting other school councils and in regional school council debates.

Relationships forged with overseas schools as part of the Comenius project led to a staff member being invited to support a Croatian school with setting up a RR School Council. Staff are very knowledgeable about the Convention and readily make connections with topics in their lessons, as observed in a Year 5 lesson about propaganda used during the Space Race last century, linked the right to reliable information (article 17).

Parents confirmed that they are kept informed of RRS developments. School newsletters and the Pupil Voice newspaper regularly include articles about rights issues. The website includes a RRS page. Assemblies and workshops frequently have a rights focus and, recently, RR Councillors led a whole school assembly about UNICEF and RRS to which parents were invited. Parents described how they promote respect for rights: one parent governor brought her expertise to Black History month last term, while another provides support to local families of Somali heritage, including accompanying them to school meetings.

Displays are vibrant and highly visible. A local artist worked with the children to produce a colourful mural depicting the school's core Christian and RR values which includes every child's contribution. Topic plans and 'Big Question' booklets address rights issues linked to the Convention. For example, Year 3 are exploring the question, 'Are we all treated equally?' through a range of topics including Ancient Egypt and Rainforests while Year 5 pupils are considering 'How can I promote justice and fairness?' as part of their study of Benjamin Zephaniah's poetry, and in their World War 2 topic. Practice observed in lessons shows that links to the Convention are readily made, although these are not always explicit on topic plans shown on website. This would help parents and visitors make connections.

Opportunities for learning about global citizenship and sustainable development have been identified across the curriculum and in regular annual events such as French Day (learning about Francophone countries and cultures), Black History Month, Fair Trade Fortnight and Rights Respecting week. To deepen pupils' understanding of how rights apply in a range of contexts, the annual RR week is to have a 3-year rolling programme covering British values, Global Citizenship and entrepreneurship.

Standard C:

The school has a rights-respecting ethos

Standard C has been achieved

Children and adults enjoy mutually respectful relationships.

The whole school charter is visible throughout the school and makes explicit reference to key articles pertinent to school life. Every class has a uniquely designed charter written collaboratively by children and staff. Nearly all are phrased in terms of rights and rights-respecting actions. When reviewed, the wording of the playground charter needs to be more precise to ensure that it reflects specific rights in the Convention. Children are aware of their charters and gave examples of how they display rights-respecting actions such as "*sharing toys*" and "*listening each other's opinions.*"

There is a calm, supportive atmosphere. People are made to feel welcome, and relationships are respectful and trusting. The recently appointed assistant head teacher explained that she was attracted to the school because of its RRS status, describing the use of rights-respecting language as a "*very positive thing*" that makes a real difference. A reception class TA talked about their class Promise Tree of '*kind feet, kind hands and kind*

hearts'. He noted, *"Respect is always modelled. Being rights respecting gives children a common language to express their views"*.

The school has recently introduced Guy Claxton's Building Learning Power programme and is developing more focused learning dialogue between teaching staff and pupils. All pupils have termly individual meetings with their teachers to evaluate their learning and agree next steps. Teaching staff gave examples of how children have a voice in how and what they learn, such as being given choices regarding methodology, and opportunities to suggest ideas for investigation when beginning a topic.

According to recent parent and pupil surveys, 100% of children agree or strongly agree that they feel safe at school. There is a door entry system and all mobile phones are handed in at reception. The personalised 'meet and greet' at the start and end of the day engenders confidence among children and parents. Children gave some examples of how they learn to keep themselves safe, including not running in the playground due to its small area, and through participation in events such as Anti-Bullying week and Safer Internet day. Pupils chose to develop their own charter specific to a playground game, *Champ*, to promote safer and fairer play.

KS1 pupils can apply to be RR Friends to act as play buddies, and have received training from the local Anna Freud Centre (a child mental health research, training and treatment centre). The Pupil Voice (PV) coordinator outlined the mechanisms for children to raise any concerns, and pupils confirmed that they knew how to access support if worried or in need of advice. KS2 RR Councillors also have a role in modelling rights respecting actions and listening to other children's views and concerns. A trusting, respectful atmosphere enables pupils to air their views confidently and listen to differing opinions.

Children could relate rights issues to being global citizens. For example, Y1 pupils could make connections between the story of Cinderella and rights abuses. During a Year 6 lesson on Hinduism, pupils spoke of the importance of learning about other faiths to promote empathy, tolerance and challenge stereotypes. One pupil commented, *"everyone has a different religion or belief, so it helps you understand each other. It helps everyone be equal so you don't judge each other."* Another student expressed concerns about the biased way in which Islam is often portrayed in the media. In a Year 5 lesson, when asked if today's media always broadcast reliable information, a pupil commented, *"Of course not! They want to make you think their way."* Others gave reasons why this can be dangerous: *"It might scare people"*, *"It can cause wars."*

Standard D:

Children are empowered to become active citizens and learners

Standard D has been achieved

Pupils feel listened to, and their views valued by adults. They have a growing awareness of their role as global citizens.

Several avenues exist to develop pupils' leadership and decision-making skills. RR councillors are democratically elected and provide regular feedback to their peers in assemblies and in class. They address the Governing Body and are involved in staff interviews (including the recently appointed assistant head teacher and office staff). They have also interviewed pupils for the posts of RR friends (peer buddies) and RR citizens (campaigners). A Year 6 councillor said, *"We give feedback to Mrs. Langley and help her*

decide.” RR Councillors work with adults on the Steering group to make decisions about school life. One parent said: *“My job is to listen, to encourage them to express what they really think, not to impose ideas on them.”* In addition, Pupil Voice reporters produce a regular newspaper with support from the PV Coordinator, and pupil focus groups are regularly consulted about teaching and learning matters as part of senior leadership’s monitoring and review process.

Children gave examples of decisions they had influenced such as meeting with Caterlink to look at menu changes, and requesting more challenging homework. As a consequence, they now have healthy baguette options at lunch, and are able to choose what level of homework they would like to complete. The voice of all stakeholders is actively sought. Recently, the whole school community was involved in a competition to choose a new school motto that reflected both the school’s Christian ethos and its rights respecting values.

The school has Healthy School status and special annual events enable children to be informed about important safety and well-being issues, for example, Healthy Living week, Safer Internet week, Friendship week, Road Safety week. Children have regular opportunities to use digital technology safely to access and critique information. Recently, staff from the O2 Company came in to talk about world of work. Pupils also have opportunities to go on a range of educational trips; to the Houses of Parliament, local museums, galleries and places of worship including their local church, Holy Trinity.

Pupils are encouraged to take action as global citizens. KS2 pupils can apply to be RR Citizens with the role of leading campaigns around rights issues. Last term, they focused on the UNICEF Outright campaign. Forthcoming campaigns include Amnesty International’s Junior Urgent Action Appeal and Send My Friend to School. One Year 5 pupil won Amnesty International’s Young Reporter Award (Primary category), and another pupil’s submission received a commendation. In addition to UNICEF, the school supports a range of charities, including the Doorstep Homeless Families Project and Oxfam’s Nepal Disaster Appeal. Children often request non-uniform days and other means of raising funds in response to crises they hear about on the news, such as the plight of Syrian refugees.

Parents described the impact of RRS in terms of children’s empowerment, and a greater confidence to express their views and act to make a difference. *“There is open dialogue – children know they will be listened to.”*