



# UNICEF UK RIGHTS RESPECTING SCHOOL AWARD ASSESSMENT REPORT LEVEL TWO

<b>School:</b>	West Pennard Primary School
<b>Headteacher:</b>	Helen Burchell
<b>RRSA coordinator:</b>	Helen Morley
<b>Local authority:</b>	Somerset
<b>Assessors:</b>	Will Jackson and Jilly Hillier
<b>Date:</b>	26 <sup>th</sup> 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 evidence detailing the work towards becoming a Level 2 rights-respecting school. Prior to the assessment visit you provided a comprehensive self-evaluation form, relevant data and an 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 evident that the school has effectively dovetailed rights respecting values with the school's Christian ethos and was already acting as an ambassador school supporting other schools with their RRSA journey.

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

## 2. REQUIREMENTS BEFORE ATTAINING LEVEL 2

None



### 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 involve children in decision making in school at a strategic level perhaps feeding in to action plans relating to particular areas of the SDP.

Deepen children's understanding of the UNCRC and a wider range of rights especially in KS2.

Continue to develop your role as an ambassador school acting as a hub for local schools, hosting training, learning walks etc.

Continue to embed a rights perspective across more curriculum areas with clearly identified rights links in planning.

When reviewing charters, consider including the adults' role (See VLE) and continue to strengthen the profile of charters so they replace 'rules'

Continue to develop learning opportunities across all areas of the curriculum and all years so that children continue to develop as rights respecting global citizens.

### 4. THE ASSESSMENT IN DETAIL

#### 4.1. The school context

West Pennard Church of England Primary is an average-sized school with 207 pupils on roll. It is located in a rural setting in Somerset and draws pupils from neighbouring towns and villages. 50% of children come from outside the catchment area. 11.8% are eligible for free school meals and 13.7% for pupil premium. The proportion of children with Special Educational Needs is 15%. The vast majority of families are White British with 1.6% from other European backgrounds.

The school was last inspected by Ofsted in 2009 and was rated as 'Good'

It achieved RRSA L1 in June 2011.



## 4.2. Assessment information

Self-evaluation form received	Yes
Impact evaluation form received	Yes
Attendees at SLT meeting	Headteacher / Deputy Headteacher
Number of children and young people interviewed	28 children
Number of staff interviewed	2 teaching staff 1 support staff member 2 parents 1 governor
Evidence provided	Learning walk Written evidence 6 classrooms visited.

### Standard A:

#### Rights-respecting values underpin leadership and management

**Standard A has been achieved**

**The school has acted as an ambassador for rights respecting schools in its local community and beyond.**

The Headteacher described how the practice and vision of West Pennard Primary School is underpinned by rights-respecting values saying, 'We give children the opportunity to develop their talents. We want them to be responsible citizens - it's about children understanding their rights; rights respecting actions feed into everything we do.' This was supported by the recent SIAMS (Statutory Inspection of Anglican and Methodist Schools) report which stated, 'West Pennard is proud of its UNICEF 'Rights Respecting School Award which underpins the schools' mnemonic 'RESPECT' representing Responsibility, Excellence, Safety, Praise, Enjoyment and Enrichment, Courtesy, Teamwork.' The Head added that the school's role was also 'to help children understand their lives in a global context' and Y5 ambassadors in particular have been involved in promoting their work on Fairtrade and Ghana through the Children's Parliament. The school provided evidence to show that there has been a noticeable improvement in attainment and attendance and a reduction in behaviour incidents. The Headteacher also added, 'Our standards are high and we have even seen improvements beyond that.'



Achieving L2 RRSA is a priority in the School Development Plan 2014 -5 within PSHE. Becoming an RRSA ambassador school is also a clear aim. The Head and Deputy are responsible for leading RRSA and children play a key part as rights respecting ambassadors. This also feeds into the Learning to Lead programme which the school has adapted to develop pupil voice. RESPECTO, the RRS mascot is a central part of the school and helps to steer and communicate rights work. A range of policies have been reviewed that refer to the Convention e.g. the Teaching, Learning and Assessment Policy which refers to articles 12 and 29; the Behaviour Policy (articles 12, 15, 28 and 29) and the Collective Worship Policy.

There is an inclusive ethos at the school. The Headteacher explained that the school has a strong network of Learning Mentors who support children with challenges; the school is a Dyslexia Friendly School; Have Your Say boards are used in class to feed back to the School Council and Suggestion Boxes are used to enable less confident children to contribute their ideas. Children feel listened to and respect the role of all staff; one Y5 girl explained that 'Teaching assistants have talents and they help us on Enrichment Days with our activities.' The RRSA Lead and pupil ambassadors have lead RRSA training for other primary schools within the Community Learning Partnership and the Head has also presented at a local secondary school's parents' evening. West Pennard is actively supporting another school on its journey to L1 and has hosted RRSA Learning Walks.

Work within the community promotes an understanding of the Convention for example the Home School Agreement promotes rights respecting values and refers to article 28; a Fairtrade tea party held in the village hall was underpinned by articles 24 and 27 and rights respecting work is promoted through the local newspaper. One teacher described how children 'felt empowered' after giving a presentation at a SW conference in Bristol. The school has developed a link with a school in London as part of Forest Schools and a link with a school in Ghana. This was described as having a 'marked effect' upon the children as they learnt about rights in a global context. Being involved in Forest Schools is helping children to see the link between sustainability issues and rights.

The Head described the UNCRC as a key driver for all curriculum topic work from Reception to Year 6 and is evident on some topic plans. In particular, Y5's work is based around their link with a school in Ghana through which children are encouraged to think about how to become rights respecting global citizens. This work has helped them explore the right to education from a different perspective. One pupil explained how children from their Ghanaian link school 'have big aspirations' and 'do so much with the little they have.' Awareness of international days such as World Water Day and World Toilet Day are linked to rights. There are regular discussions based on news items from Newsround that help children to frame their understanding about current events from a rights perspective.



**Standard B:**

The whole school community learns about the CRC

**Standard B has been achieved**

**There are robust systems in place to ensure the whole school community is aware of the UNCRC**

Children interviewed were able to name a range of rights from the Convention including the right to be safe, to shelter, to education and to be protected in war zones. They identified issues such as people in poorer countries not having money to enable them to enjoy all their rights, as well as discrimination against girls in terms of access to education. One child explained how rights came from the UN and that all children had them 'no matter what.' Children described how they have told others about rights outside of school e.g. one Y1 girl explained that she had told her next door neighbour about the rights to clean water and nutritious food. Staff have received training on RRSA and it is on the agenda of every staff and TA meeting.

Parents and carers are well informed about the Convention through the home school agreement, prospectus and newsletters. RESPECTO, the mascot is an important link with parents and the local community taking the rights respecting journey beyond the school gates into children's homes. End of year questionnaires provide parents with the opportunity to feed into RRSA. 'It's definitely something you are aware of,' said one parent. Another parent simply said, 'It works!' Governors meet with children to plan development work for RRSA, and RRS is on the agenda for every governors' meeting.

Information about the UNCRC and children's rights is available for visitors in the school reception area. Displays linked to rights can be seen around the school inside and outside of classrooms e.g. the 'Reflection' area links articles to Bible quotes, and in Y1 a Design and Technology display on puppet making was linked to article 31. Children talked about learning about rights in different subjects, for example one child talked about thinking about rights in RE when they were writing prayers. When planning topics, Rights Respecting is a key driver along with Enterprise, World and Community, and Spiritual and Moral. In Reception, topics such as Me and My Family, Homes, and Living and Growing were linked to appropriate articles. In Year 2 a topic on Harvest Food was linked to article 24 and in Y3 work on WW2 evacuees was linked to article 9. Focus days and weeks are also linked to rights such as the Global Enrichment Week and Day for Change.

Learning about rights in a global context has helped children to link rights to global citizenship. For example they were aware that some children were missing out on their rights because 'Some countries don't care about the poor and don't give them the things they need.' Another child explained, 'There are places where children don't get an education because they are considered second class.' Their work on fair trade that included a conference, an assembly, a petition and a fundraising tea party showed how they are developing a sense of global justice and solidarity. Staff had linked rights to global citizenship particularly in Y5 in connection with Ghana. Teachers commented that this had an impact on children's empathy for other children and respect for their own learning.



**Standard C:**  
The school has a rights-respecting ethos

**Standard C has been achieved**  
**Rights respecting behaviour and attitudes are embedded across the school**

All classrooms had visible charters. They were clearly rooted in the Convention and identified rights respecting actions to enable whole class enjoyment of rights. Pupils explained how the charters were made, for example one child explained, 'You think about what is important and talk about rights and your actions.' Children have ownership of the charters and think they are helpful. One child commented, 'People do use them. It's much easier and people respect everything.' Children explained that charters were used to promote rights respecting behaviour as well as being linked into the curriculum such as in RE when one child described how they referred to the the charter when thinking about caring for others. There is also a Bus Charter signed by children and the bus driver.

Classroom practitioners talked about how they model rights respecting language and encouraged children to resolve issues in a rights respecting way, 'We try to get children to take responsibility to sort out problems themselves and the rights respecting language really does come out.' One parent interviewed said that she was 'very secure that her children were respected' and looked after at school. One lunchtime supervisor talked about the impact on relationships saying, 'Children are more confident to identify when someone hasn't respected their rights and to say they are not happy.' The SIAMS Report May 2014 stated: 'Relationships between staff, pupils, governors and parents are outstanding, uniting all in the care, guidance and support for all children.' Even though behaviour is considered good to outstanding, the school has seen a reduction in the incidents of unacceptable behaviour, particularly in Y3. One member of support staff said that RRSa 'reinforces positive behaviour.'

Children had a sound understanding of actions that contributed to a rights respecting environment. For example, one child said, 'We respect privacy by not distracting each other.' Children were confident in talking about how lessons enabled them to evaluate learning and set their targets, with one boy explaining, 'You can set your own targets and if you don't understand something you can let it be your target next week.' Strategies such as using 'traffic lights' and 'two stars and a wish' are used to show understanding of learning. In Y1 there was a display board showing learning targets initiated by the children. Staff identified that children have a positive attitude to their learning and understood that education was a right.

Children felt very safe at school and talked about Health and Safety Week, Anti - Bullying Week and how they were taught to keep safe online. One child described how, 'teachers always help you so you know you will be safe.' In Y1, children learnt about being safe in the sun and understood that they needed to be proactive in their actions. For example, one Y1 child commented, 'To be safe in the sunshine we need to drink water.'

There was a structured approach to enable children to resolve conflicts in a rights respecting way. A Y6 ambassador said, 'In assembly we give out stickers for being rights respecting. The ambassadors look out for children who have been rights respecting at lunchtime.' The



After School Club leader also described how rights respecting behaviour was modelled during play activities. Children described how rights respecting language was helpful if 'someone was being mean.'

The Convention is helping children to frame their global citizenship work within a rights perspective. For example, Fairtrade Ambassadors explained that, 'Through fair trade people get more for what they do and so they can pay for their children to have an education. They can send their children to school and they don't have to go to work.' Children know that rights are for all children around the world and so when participating in World Toilet Day, Day for Change, Fairtrade Fortnight, World Health Day or the India enrichment week it has added meaning and relevance.

### Standard D:

Children are empowered to become active citizens and learners

**Standard D has been achieved**

**Children feel listened to in school and are well informed around their learning and well being.**

Children have the opportunity to be involved in decision making in a range of contexts and this is enhanced by the Learning to Lead programme. There is a school council, an eco-group, fair trade ambassadors and rights ambassadors. Children are consulted on staff appointments, are involved in presenting to the governing body and children's questionnaires feed into strategy planning. Children identified the school council as a communication channel to the senior leadership with one child explaining, 'School council ideas go to the Deputy Head then she passes it to the Headteacher who makes decisions from what we have said.' Children are consulted about the content of the Enrichment Week and help to affect other changes such as more wet playtime games and more plants and flowers to improve the school environment as part of Forest Schools. One parent described how her daughter was 'learning so much creating her own strategies' through the experience of supporting Reception children. She explained that it had led to differences at home too. Y6 children have been involved in setting up a Children's Reading Society and the Head described the culture of the school as being 'open to children being enterprising.'

Children were well informed around their learning, health and wellbeing. Learning Mentors support those who need help in accessing information. Children explained that they 'always have a health and safety week' that includes a visit from the Health Bus and a parent/child safer internet evening. The development of a healthy tuck shop in KS2 was linked to article 6. Pupil surveys show that children are aware of where to go if they need support with their and wellbeing.

Children were involved in a competition to design the school RRSA mascot, 'RESPECTO.' He is a very valued member of the school and helps to raise awareness of rights within the family and community. RESPECTO keeps a diary, visits different places and links his activities with key articles from the Convention. Further afield, children have given presentations on rights to the County Council at County Hall, to the local business



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community, to governors and to other schools. Children have also attended a Fairtrade conference in Bristol and organised a Fairtrade tea party in the village hall. The school has been involved in many fundraising and awareness raising activities to support the rights of others such as World Toilet Day, Save the Children's Christmas Jumper Appeal, World Water Day and UNICEF's Day for Change. Year 6 children were also involved in writing a letter to the Wells Journal to raise awareness of the unfairness of land grabbing and global food production.