



RIGHTS RESPECTING SCHOOL AWARD ASSESSMENT REPORT LEVEL ONE

School:	Elsley Primary School
Headteacher:	Ms Nicola Arundell
RRSA coordinators:	Mrs Alaka Sarkar DHT supported by Tracey Hamilton PSHE leader
Local authority:	Brent
Assessor:	Mrs Annie Eagle
Date:	14 th July 2014.

I would like to thank the leadership team, staff and children for their warm welcome to the school, for the opportunity to speak with staff, Governors, parents and pupils during the assessment and for the evidence detailing the work towards becoming a Level 1 rights-respecting school. Prior to the assessment visit you provided a comprehensive action plan/self-evaluation form and impact evaluation form. It was clear during the visit that everyone places a real importance on developing a rights respecting ethos and that this ethos permeates the life of the school in every way. I was treated to two excellent learning walks by 12 very proud children from across the year groups who were clearly very engaged in the rights respecting school ethos.

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

THE ASSESSMENT IN DETAIL

The school context

Elsley Primary School is larger than average. It has a high proportion of pupils who are eligible for free school meals. Almost all of its pupils come from a range of minority ethnic groups, mainly Asian, Black African and Caribbean. English is not the first language for most of the pupils, and many are at an early stage of learning English. Almost a third of pupils have learning difficulties and/or disabilities. Pupil mobility is high. The school has achieved the Basic Skills Quality Mark and the Healthy School Award.



Assessment information

Self-evaluation form received	Yes
Impact evaluation form received	Yes
Attendees at SLT meeting	Headteacher / RRSA lead teacher (DHT) + PSHE leader
Number of children and young people interviewed	X 20
Number of staff interviewed	2 teaching staff including EYFS leader and PSHE/ECO/Road safety leader. 2 support staff including staff Governor 2 parents including 1 parent Governor 1 Lunchtime supervisor/parent Family Support worker
Evidence provided	Learning walk through communal areas and classrooms. Written evidence including minutes, plans, SIP Lunchtime playground visit Children's work

Standard A:

Rights-respecting values underpin leadership and management

The promotion of the school's mission statement '***Together we share, learn and respect – ourselves, one another and our world.***' has created a whole school ethos and the UNCRC is now woven throughout the school vision and values. The leadership team has ensured that the SDP is informed by the CRC and also contains a rights development action plan. Policies are being reviewed to contain specific references to links with the CRC and practice is monitored and evaluated. Senior leaders have devised a lesson monitoring form which includes a list of specific features of rights respecting classrooms that they expect to see. The steering group minutes show key questions and next steps that have been highlighted by monitoring activities.

Children are involved in focus groups and recently this showed that '*78% of children agreed or strongly agreed that children respect each others rights in class and around school.*' Both teaching and support staff including lunchtime supervisors confirmed that significant training has been provided and is on-going. The school website has a section about the school's work on the CRC. The Golden rules have been replaced and the home school agreement now includes reference to the CRC.

Assemblies link SEAL with rights and are used to promote the CRC to adults and children for example through the story of Anne Frank.

Parents and the community are well informed through newsletters and information about curriculum planning which shows links throughout to the CRC.



Displays around the school covering all aspects of the curriculum are linked to articles from the CRC. These show the recent emphasis on the adult as duty bearer and adult responsibilities are displayed for the children to see. There have been several special days and focus weeks that provide an effective vehicle for involving the school community. Governors are well informed and very supportive of the RRSA. Children are very involved in a range of local and global awareness and fundraising activities. Children's rights and their links with the global dimension are well thought out and carefully planned across the year for each year group. The work of the school towards creating an embedded rights respecting culture has resulted in a commitment from all stakeholders to sustain this for the future.

The school's work has contributed to the respect that pupils show for each other's backgrounds and to their ability to work together in harmony. OFSTED 2012

Standard B:

The whole school community learns about the CRC

All staff have received CPD via UNICEF, cluster sessions in Brent and in-house workshops. Staff have visited other local schools and used this very effectively as inspiration for training, focus weeks and events. These have included Health and Fitness week, International week and UNICEF Day for Change which became a whole week of activities. Children are able to name many of the rights within the CRC although most children interviewed misunderstood the unconditional nature of rights and thought that they had to earn rights. However, those children who can remember the school before it joined the RRSA programme thought the school had changed. *'It wasn't as good as it is now'* Year 6 boy. *'Now the rights are here it's been a good improvement'*; Year 6 girl.

Parents are well informed through newsletters and meetings. As well as receiving half-termly information linking learning to rights parents received details of the learning during International week which included a year 5 topic on Vietnam and involved the children in considering the impact of war on children's rights. The school has also developed an excellent and very practical document for parents on how to become a rights respecting family. *'Following analysis of its religious, ethnic and socio-economic context, the school has developed a good strategy to promote community cohesion. This includes addressing community cohesion within the school through celebrating a range of religious and cultural backgrounds, and engaging with community groups beyond the school, such as the Somali community.'* OFSTED 2012

Parents interviewed said that children talk about rights at home and are much more aware of rights and how they impact on their lives. *'Parents hear about rights from our children. It reflects at home, that is what prompted me to become a Governor'* Parent Governor.

The school provides a huge range of support for families with the enthusiastic support of the family support worker. For example programmes have been developed linked to a child's right to healthy food which have included creating a healthy breakfast and healthy packed lunches and homework has included designing a healthy sandwich. There are several initiatives which support the many families for whom English is their second language. Governors reported receiving feedback from staff Governors, through e-mail and from the website.

There are displays showing children's work linked to various articles and posters around the school which children use and learn from. *'We get inspired by posters as we can see that so many children don't have food or clean water'* Year 6 girl. Children understand the impact of



global events on children and can give examples of this. *'Over 57 million children don't go to school or have healthy food and water so we are lucky'* Year 5 boy. *'We need to appreciate what we have'* Year 6 boy.

Other displays show both adult and child input on the right to play and rest. For example in Year R, the right to a name and children's written responses to a poster showing a young child working showing empathy and understanding with the loss of the right to learn and be safe.

Friday assemblies provide an opportunity each week for recognition of individuals who have demonstrated respect for rights. This has had a big impact on children's respect for each other at playtimes. *'We have anti-bullying week every year and in assemblies. Now we would stand up for our friends and tell the teacher'* Year 5 boy.

Planning and examples of children's work shows that children have learnt a lot about children from other parts of the world and their rights. *'Some families in some of the countries are a bit poor so they don't go to school.'* Year 3 girl. *'It can be really hot so it is hard to grow food and they can lose their food and home because of things like hurricanes.'* Year 5 boy. *'There are wars going on'* Year 5 boy. Children in Year 4 have been putting statements in order of importance to describe a global citizen and children in year 6 have learnt about fair-trade. *'When we go to the shop we think about what we should buy. We learnt about the process and found out that the people who grow things get the least money'* Year 6 girl.

Standard C:

The school has a rights-respecting ethos

All classrooms display charters which have been made child friendly though discussion with the children. Most link respectful behaviour with the rights displayed and some show the adult responsibility as duty bearers. Children can explain how the charters are used in class. *'My teacher talks about the charter because we should be following it'*; Year 5 boy. Staff have linked the use of the charters to a reduction in the number of instances when children have had to leave the lesson.

Children can nominate other children or adults for recognition for respectful behaviour by using the "WOW!" boxes that are around the school. Adults around the school can be heard modelling rights respecting language and behaviour. *'Teachers talk about rights a lot and we learn about new ones'* Year 3 girl. The children feel that the adults respect their rights and could give examples. *'If you tell the teacher about something they will find witnesses to make it fair'* Year 4 girl. *'Teachers show us respect because they listen to us'* Year 2 girl. *'They help us with our learning and sometimes they celebrate things you have done at home like when I won an award'* Year 6 girl. Children can explain what respectful behaviour looks like. *'Respecting can be encouraging them because everyone can do good work'* Year 6 girl. *'We share the equipment, hold the door open and help if someone is hurt or lonely, we give them some support'* Year 4 boy. The children are learning to respect other cultures and traditions and displays around maps and globes show the flags and many of the languages spoken in the school. *'They teach us about different religions and they know what is important in our religion like now we are fasting because it is Ramadan and we can stay in at playtime if we want. Only the children in year 5 or 6 are allowed to fast in school because the little ones are too young.'* Year 6 boy.

Analysis of data collected from focus groups and questionnaires shows that the majority of children feel safe and that the school is a happy place to learn. Most children know who to



go to if they need help or are upset and most understand how the playground friends can help them. The staff were delighted that there were 124 applications for the role of playground friends this year. There is a very useful Anti-Bullying Charter to which the children contributed ideas. Teaching and support staff say that there has been an improvement in lunchtime behaviour with a reduction in playground incidents and accidents. *'Pupils have a good understanding of personal safety, including safety in using the internet, and feel safe around the school. They say that there is little bullying, that they get on well together, and that occasional fights in the playground are addressed quickly by staff.'* OFSTED 2012

'We have way more healthy meals now and lots more sports'; Year 5 boy.

'Pupils are aware of the importance of maintaining a healthy lifestyle and enjoy the healthy eating options prepared by the school's cook. Many pupils participate in the wide range of extra-curricular sports available' OFSTED 2012

Standard D:

Children are empowered to become active citizens and learners

Children are given the chance to be involved in decisions which affect their lives in school. Children are involved in consultation about their learning and contribute to the school's 'Connected Curriculum'. *'Sometimes when we are starting a new connection or topic we are given sticky notes to write our ideas on'* Year 6 girl.

Peer and self evaluation is being developed and pupil interviews and videos made of children talking about their learning inform future planning. *'We have special sessions with the teacher where we talk about our work and we stick the next level target in';* Year 5 girl.

The Steps to Success system supports children in understanding how to improve their learning. Senior staff report that children are motivated now to do better than their previous best. There has been an increase in the average progress made by children across the year groups and attainment has risen. Significant gains have been made in the attainment of the more able and attribute this to a noticeable increase in children's confidence, ability to evaluate their learning and their ambition to do well.

The children are confident that their opinions are listened to and some showed that they felt empowered to use rights language with their friends when the need arose. The use of Circle time supports this.

The School Council plays an important role. The children were able to explain the democratic process that they had to go through in order to be elected. Children within the school council have special responsibilities. Children have access to information to support their learning, health and well-being. PSHE planning effectively links rights work with SEAL. Leadership opportunities include that of Zone leaders and playground friends, Litter pickers, Canteen monitors RRS ambassadors, ECO councillors and School Councillors. Many children report having been helped by playground. Children have many opportunities to be involved in discussions and know some of the actions taken as a result of the school council and RRSA steering group such as the introduction of the Sports Coaches at lunchtime.

The Eco Council and litter pickers provide opportunities for taking action for rights both locally and support children's development of global citizenship. Year 4 children explained that they had been learning how to be a global citizen. The children are very involved in a variety of fundraising activities, for example collecting coppers to support families affected by Typhoon Haiyan. Staff feel that there is a greater awareness amongst the children of global injustice and the need to take action for the education of children everywhere.



Pupils make a good contribution to the school and wider communities by engaging in the school council, acting as 'playground friends', and participating in local events such as a Refugee Week writing competition, Youth Parliament and a music festival. Pupils learn to value different religions and cultures, and contribute positively to cultural and social events such as Black History Month, International Day and musical events. OFSTED 2012

The future

The assessor would like to encourage the school to continue work on becoming rights respecting and work towards the award at Level Two.

The following recommendations are made to support the journey based on those that have proven valuable in other schools and settings in helping them to develop their practice at Level 2. The recommendations made by the assessors are listed below:

- *Continue to embed the high profile of the CRC in the curriculum and life of the school.*
- *Work towards reinforcing that rights are inherent and unconditional and not dependent on carrying out responsibilities.*
- *Continue to develop the class charters to reflect the respectful behaviour that supports the chosen rights as agreed between the children and adults.*
- *Continue to develop ways that children can speak and take action for the rights of all by going beyond the fundraising, for example taking part in the annual "Send my Friend" campaign and speaking out on local issues as they arise through letter writing and posters.*
- *Start to develop the role of the school as an ambassador for rights within the area by working with other local schools and organisations and further afield by continuing to develop the children's view of themselves as global citizens.*