



UNITED KINGDOM

## UNICEF UK RIGHTS RESPECTING SCHOOL AWARD ASSESSMENT REPORT LEVEL TWO

<b>School:</b>	John Bramston Primary School
<b>Headteacher:</b>	Melanie Dye
<b>RRSA coordinator:</b>	Pavenjit Kettory
<b>Local authority:</b>	London Borough of Redbridge
<b>Assessors:</b>	Anita Haigh and Wendy Watts
<b>Date:</b>	13 <sup>th</sup> July 2016

### 1. INTRODUCTION

The assessors would like to thank the head teacher, staff, governors, parents and especially the children for their warm welcome to the school 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 particularly notable that:

- The school is a welcoming and inclusive community where diversity is celebrated.
- Several strategic planning decisions ensure that a rights respecting focus is sustained.
- Parents' understanding of and engagement with the Convention and RRS is actively promoted.
- Adults and children are willing to listen to each other, and are open to different perspectives.
- Pupil voice and leadership is considered central to successful outcomes for children.

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:

- Streamline and refine references to the Convention in policies when next reviewed. Consider which are the key rights being addressed so that links are more precise.
- Be more focused when referencing the Convention in curriculum plans, identifying key articles to be taught explicitly, and how to build in progression across the year groups. Consider completing an audit of explicit coverage of the articles across the curriculum.
- Make more explicit links between key documents and the Convention (eg: school aims, charters, Home-School agreement, British Values statement), recognising the school's ambassadorial role to parents and visitors.
- Further embed a rights-based approach to learning about global citizenship. Check that language used avoids generalisations. Consider how current links can be more reciprocal and rights-based; for example, the South Africa link.
- Consider engaging with the Global Learning Programme. See: <http://www.unicef.org.uk/rights-respecting-schools/training-and-support/global-learning-programme/>
- Shift the focus from learning about rights and how to model rights-respecting behaviour to deepening children's understanding of their role as ambassadors for the rights of others. This will enable children to apply rights in a broader range of contexts and further develop their sense of agency.
- Consider joining UNICEF UK's Schools Campaign network to further develop children's advocacy skills and their understanding of active global citizenship. See: <http://www.unicef.org.uk/UNICEFs-Work/Our-campaigns/Schools-Campaign-Network/>



## 4. THE ASSESSMENT IN DETAIL

### 4.1. The school context

John Bramston is a larger than average primary school with nursery provision. It is located in a residential setting in the London Borough of Redbridge. There are currently around 500 students on roll of whom 22% are eligible for pupil premium funding, almost 54% have English as an additional language (EAL), and 13% have a statement for Special Educational Needs (SEN) or an Education, Health and Care (EHC) plan.

In March 2013, an Ofsted inspection judged the school to be ‘good.’ The school first registered with the RRSA programme in May 2011, and was awarded Level 1 status in July 2012.

### 4.2. Assessment information

Progress and Evaluation Sheet received	Yes
Impact evaluation form received	Yes
Attendees at SLT meeting	Headteacher, Deputy headteacher (RRS Lead), and PSHE lead and ICT Coordinator (members of RRS Steering group)
Number of children interviewed	4 tour guides, 10 in interviews, 70+ in classes and on the playground.
Number of adults interviewed	5 teachers, 2 learning support staff
Evidence provided	Learning walk, assembly, class and playground visits, and written evidence.

#### Standard A:

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

Standard A has been achieved

The headteacher explained that her decision to apply for her current post was strongly influenced by the knowledge that John Bramston was a RRSA accredited school. She explained that *‘being a Rights Respecting School balances with the school values of aspiration and achievement; creativity and enjoyment; and respect and responsibility, which are key to developing future citizens.’* She described her vision for the school as *‘a personalised approach that educates the whole child and was in the child’s best interests’.*



She spoke of her belief in the importance of *'teaching children to be compassionate and to understand issues in the UK and abroad'*.

Data for attainment shows an upward trend with reading, writing and maths above the national averages for all phases. The action plan for narrowing the gap is linked to rights; during 2014 – 15 pupils working at, below or well below the expected levels in reading writing and maths made either 2 or 3 levels of progress. In addition, attainment in phonics has made a steady increase year on year, with a rise from 33% in 2012 to 81% in 2014. The improvement in learning behaviour has been attributed to pupils' increased awareness of the Convention and their right to develop to their full potential. There have been no external exclusions this academic year, a reduction from two exclusions for one child in the previous year. There has also been a 70% drop in the recording of behaviour incidents on reflections sheets.

RRS is central to the school development plan. All four priorities have success criteria referenced against articles of the Convention. School policies refer to rights; the behaviour reflection policy is linked to a range of rights, although perhaps too broadly, and behaviour reflection sheets link positive learning behaviours with rights. Suggestions were made for making references to the Convention more precise. It was clear that succession planning is in place: candidates are asked about their understanding of RRS at interview and pupil voice is sought in the recruitment process. RRS is linked to job descriptions and included in induction for new staff.

John Bramston School is strongly inclusive. A person centred approach ensures the views of all stakeholders are heard. Children's participation in clubs and pupil voice groups is monitored and new opportunities provided to target those who are less engaged, for example, Tibby's Haven and the Curiosity Club. Working groups of staff have been established to look at how to streamline planning and develop a more manageable marking system in order to improve work-life balance. A recent audit conducted by the local authority SENCO lead stated that John Bramston is 'an outstanding and inclusive school.' Narrowing the gap in attainment is a key priority. In the light of the Convention, the school has adapted teaching styles and introduced strategies such as *Talk for Writing* and *Learning Without Limits* to enable all children to access the curriculum and make progress. The achievements of all are celebrated in assemblies, newsletters and displays, and the school recently achieved the Artsmark Gold award.

John Bramston has promoted RRS through hosting visits from local schools and from the Deputy Mayor as part of a project, 'If I were London Mayor for a day.' The use of IT has also provided a platform for promoting RRS. For example, as part of a video conference between school councils Article 12 ambassadors prefaced their presentation with articles from the Convention, and pupils have taken part in 'quad-blogging' on a range of topics with other schools. The school has developed links with the local businesses, the local church and the food bank to further support its rights respecting work. Sainsbury's funded the addition of a wooden pirate ship in the play area in support of article 31.

International links are being developed with two schools, one in rural South Africa, and the other in Uruguay, enabling pupils to learn about other cultures. Eco Rangers are proactive in promoting sustainability linked to article 24, and access to the school allotment and chickens enables children to learn firsthand about growing and cooking their own food and caring for the environment. Children have also been involved in projects such as Switch Off Fortnight, Redbridge in Bloom and the Big Tidy Up. A link with Fairlop Heritage enables pupils to find out about their local environment and how it is cared for. Pupils and parents have been encouraged to travel using more sustainable ways through the promotion of a cycle to



school challenge for pupils and parents. The school has also achieved the Eco School Silver award (2014), Bronze Primary Geography Quality mark (2015-18), and STARS award (2014).

### Standard B:

The whole school community learns about the CRC

Standard B has been achieved.

Children and adults showed a broad knowledge of the Convention and understood that rights are universal, unconditional and inherent. Examples cited (often with the correct numerical reference) included the rights to education, privacy, the best interests of the child, survival, health, a clean environment, freedom of expression, freedom of religious belief, protection from harm, play and relaxation and knowledge of rights. During an assembly, children listened to a talk by champion UK wheelchair athlete and coach, Richard Ciassaro, and were able to identify how he supports children with disability to realise their rights to achieve their potential, engage with cultural activities, join groups and have a voice. They could give examples of rights denials in the UK and in other parts of the world: *'Syrian refugees have had to leave their homes'*, *'Some people have been shouting racial abuse after the EU vote.'* At the end of the assembly, children joined in with a song penned by the Article 12 Ambassadors to help them remember a number of articles in the Convention.

A governor confirmed that RRS is a standing item at governor meetings, that updates are given in the head teacher's report, and that the governing body aims to ensure all stakeholders' views are heard. Governors were aware of how rights linked to their specific roles of safeguarding and restorative justice. Speaking about the school's diverse community one governor said, *'We understand that rights, regardless of who you are, are vital to keeping a close knit school community.'* Parents described various activities that have taken place in school to encourage them to be involved in supporting the rights of others. This has included participating in workshops (such as E-Safety linked to articles 17 and 19), sharing assemblies, providing healthy food, fundraising activities and supporting their children with homework related to rights. A parent said that by learning about rights through her daughter and how other people's rights are sometimes limited *'has made us [the family] feel more humble.'* She went on to say that she felt her child is more socially and politically aware. In addition, Article 12 ambassadors have quizzed parents on their understanding of rights and written about it in the student voice newsletter.

Several colourful displays throughout the school celebrate the Convention and the school's rights respecting work, including a large rights wheel in the assembly hall, a healthy eating display in the canteen linked to article 24, a 'Celebrations' display showcasing children's individual achievements in and out of school (linked to article 29), and the Article 12 Ambassadors board. Some topic displays include references to the Convention. Teachers gave many examples of how they incorporate rights into the curriculum. Year 6 pupils had identified rights denied to William in Michael Morpurgo's novel *Goodnight, Mr. Tom* as part of a World War 2 topic; Year 3 pupils discussed historical inequality issues between different social classes when learning about the Titanic; and Year 4 pupils have explored the impact of a lack of access to clean water on health and education as part of their 'Precious Water' topic. Examples of planning were available for a range of subjects showing links to the Convention. Suggestions were made about how these could be more focused and precise.



There is a weekly focus article. During Friday sharing assemblies, different classes have the opportunity to share what they have learnt about this article during the course of their lessons.

Assemblies often have a global dimension. Each class has a dedicated weekly circle time to watch Newsround and discuss current affairs while eating a healthy fruit option. Pupils exchange letters with a rural school in South Africa, founded by the great grandfather of a member of teaching staff, comparing school life and how they all enjoy their right to an education. Plans are underway to establish links with a school in Uruguay, enabling pupils to practise each other's language, and to appreciate cultural similarities and differences. Positive attitudes to diversity are reinforced through celebrating different religious festivals and focusing on a different language each term. Some EAL children are involved in the 'Teach a Friend a Language' scheme.

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

**Standard C has been achieved**

All classrooms visited had unique charters on display based on the principles of the Convention, which had been created by the children. Some referenced specific articles. Corridor, play and lunch charters were also seen. It was recommended that all charters make explicit links to the Convention. Children and staff described how the charters supported their rights respecting ethos. Year 2 children had discussed which articles they felt were most pertinent to the classroom and then identified what respect for those rights looked like, and in Year 6 circle time and PSHE, issues under discussion are related to the charter: *'They are asked to consider what is or isn't happening and what should we do...'* (teacher). Children expressed how they felt charters differed from rules: *'With school rules, it's what you have to follow. It's not agreed by everyone. Charters are agreed by everyone and they are more colourful.'* (Year 4 pupil)

The school has a strong community feel. One staff member said, *'We're a family, a team. We look after each other.'* It was clear to the assessors that relationships between adults and children are mutually respectful. Children are open both to share and listen to viewpoints, and confident to converse with adults. All staff wear lanyards with prompts for supporting children using rights respecting language, and training has been provided for all to ensure consistency and to build confidence.

The school has introduced a range of strategies to empower children to achieve to their potential and have a greater choice about how they learn. The *Learning without Limits* approach enables children to select their own level of challenge, and *Talk for Writing* builds their confidence in rehearsing the language required for a particular topic prior to reading or writing, and is a collaborative process. Children gave other examples of how they are involved in directing and evaluating their learning: *'In maths, if a teacher shows you a method you don't understand, you can choose your own way to do it'* (Year 4 pupil), *'We get to feedback on what we did and didn't understand ... we use traffic light colours... green means you really understand, amber means you understand most of it and red means you didn't really get it.'* (Year 3 pupil) In addition, Assessment for Learning strategies encourage pupils to respond to teacher feedback. Staff commented on the impact of RRS on their own roles, *'it's more person-centred and child-led, with less teacher-talk'* and, *'It's given the children a chance to be heard ... we involve them in the planning stages...'*



The school takes seriously its duty to keep children safe and healthy. Regular assemblies and a 'Right to be Safe' week focus on different aspects of pupil well-being including anti-bullying, road safety and healthy eating. A recent survey indicated that 98% of children feel safe at school. 'Niggle boxes' in each classroom enable children to flag up any concerns, and a family support worker and learning mentor work with targeted children in need of additional support. Last November, the school gained the London Healthy Schools Bronze award.

Several systems are in place to support children to make positive choices and resolve conflicts, especially during break times. These include peer mentors, playground leaders, active leaders, and the Bus Stop Bench. Staff and pupil ambassadors use rights respecting language to model a restorative approach when mediating. Staff reported that children are better able to resolve disputes and listen to different perspectives, *'They know there's two sides to every story'* (teacher). Tibby's Haven, run by the learning mentor, offers a quiet place for less socially confident children to spend their playtime.

Children have a developing global awareness. Adults spoke of their greater inquisitiveness and desire to discuss big issues, for example, concerns about the fate of some of their friends and family following the EU referendum. During Black History month, children learnt about Martin Luther King and Rosa Parks, and discussed the power of an individual to make a difference.

### Standard D:

Children are empowered to become active citizens and learners

**Standard D has been achieved**

John Bramston is a listening school where the voice of the child is highly valued. Children's views are routinely captured as part of circle time discussions, class observations and performance management of teachers. Pupil voice in SEND reviews respects children's views in determining future objectives and their feelings about any decisions made. A range of ambassadorial posts, including head girl and head boy, Article 12 ambassadors, junior travel ambassadors, peer mentors, eco rangers, free rangers (who care for the chickens), playground leaders and digital leaders, enable children to develop leadership and decision-making skills. Children understand the purpose of these roles: *'They are the voice of us.'* Adults model an openness to questions and are comfortable with debate, such that children are better able to handle differences of opinion and to think critically. Children identified occasions when they had made decisions and effected change at school, including; *'signs in the toilets not to leave a mess because everyone has a right to a clean and safe environment'*, *'better PE equipment so we could challenge ourselves more'*, and *'more playground stuff and we got the pirate ship'*. Children are also consulted about staff appointments and teaching and learning.

Pupils are empowered to be partners in their own learning, as demonstrated by the teaching and learning strategies outlined earlier. They are informed about matters of health and safety through visits from agencies such as the NSPCC, the London Fire Brigade and a local GP (who taught emergency first aid.) In addition, special workshops, days and lessons focus on a range of well-being matters such as e-safety, healthy eating and protective behaviours. As part of a Young Enterprise project to develop entrepreneurial skills and financial capability, children took part in the Fiver Challenge. Children also produce their



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own newsletter for their peers which includes topical articles, survey results, puzzles and interviews with staff.

Children have a growing sense of their role as global citizens and a '*sense of outrage when they see injustice*'. In discussion with the Article 12 Ambassadors, children have expressed their wish, in the autumn term, to campaign for children in refugee camps to have better access to education. They plan to write to their local MP. They have also been collecting for the local food bank. The school has adopted the global charity, *Free the Children* and Article 12 Ambassadors organise fund-raising activities on their behalf. For the last three years, they have participated in the associated WE days in London to learn how they can be agents for change. More locally, Year 6 pupils took part in a TfL sustainable travel project to encourage active travel behaviour and improve the environment around the school. They designed posters and leaflets that were delivered around the local area. A teacher noted, '*Their world is expanding from family to school, to community and the world beyond.*'