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## RIGHTS RESPECTING SCHOOL AWARD ASSESSMENT REPORT LEVEL ONE

<b>School:</b>	Caversham Primary
<b>Headteacher:</b>	Ruth Perry
<b>RRSA coordinator:</b>	Emily Dawkins
<b>Local authority:</b>	Reading
<b>Assessors:</b>	Gail Cheers
<b>Date:</b>	3 <sup>rd</sup> February 2012

I would like to thank the leadership team, staff and young people for their warm welcome to the school, for the opportunity to speak with staff 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 self-evaluation form and impact evaluation form. It was clear to the assessor during the visit that everyone places a real importance on developing a rights respecting ethos.

It was particularly notable that the Senior Management Team is committed to developing a rights respecting ethos within the school and this is reflected by the enthusiasm shown by all staff. Pupils are proud of their school and spoke confidently about their development as a rights respecting establishment.

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

### THE ASSESSMENT IN DETAIL

#### The school context

Caversham Primary School serves a predominantly White British population [76%] although there is a steady increase in pupils whose first language is not English [8.7% in 2011, 5.4% in 2010, 3.8% in 2008] There are 450 pupils on role. The proportion of children eligible for free school meals is below the national average at 1.8% and the number of children identified with learning difficulties is also below the national average.

The school is proactive and has achieved the new national Healthy Schools Award, Investors in People, Active Mark Gold and Silver Eco Schools Award.

Mrs Perry was appointed as permanent headteacher in May 2010, when the school began its journey towards RRS status.



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In February 2009 Ofsted rated the school as outstanding.

## Assessment information

Self-evaluation form received	Yes
Impact evaluation form received	Yes
Attendees at SLT meeting	Headteacher Deputy Headteacher/RRSA coordinator
Number of children and young people interviewed	6 children from KS1 8 children from KS2
Number of staff interviewed	2 teaching staff 3 other staff members covering the following roles: HLTA, TA, SEN, after school club, breakfast club, governor
Evidence provided	Learning walk File of evidence including: school Single Plan, policies, minutes of steering group meetings, curriculum planning, assembly planning, displays, photographs, pupil questionnaire.

### Standard A:

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

##### Standard A has been fully met

The school leaders are fully committed to placing the values and principles of the Convention on the Rights of the Child [CRC] at the heart of school life. I was told, *“it’s part of who we are.”* The school vision, devised by the whole school community is prominent in the reception area in a beautifully produced image. It promotes the five core values of compassion, enthusiasm, cooperation, determination and respect. The Rights Respecting School award [RRSA] fits comfortably within this ethos and vision, which underpins everything Caversham Primary stands for. Becoming a Rights Respecting School is part of the Single Plan and one of the “three rocks” within the plan is; *“to develop pupils into outstanding global citizens.”* Rights are highlighted on the medium term curriculum plans, policies have been reviewed with reference to the CRC and assemblies are used to good effect to develop an understanding of rights. There are structures in place to ensure the continued development of RRS so, *“staff understand what we’re doing and why we’re doing it. It wouldn’t be easy to get rid of it now.”*

The Deputy headteacher was responsible for setting up the “Deputy head Cluster.” This has been linked to rights when the initial question of, *“why are we doing this?”* was discussed. The group has worked together with its secondary school on joint projects. A Literacy festival involved visiting authors, artists and secondary pupils working with primary. The Caversham



Schools' Council, comprising of seven schools, was launched in Reading Council Chamber. They were asked to think of local issues and focussed on public transport, which resulted in a joint letter and posters to instigate change.

## **Standard B:** The whole school community learns about the CRC

### **Standard B has been exceeded**

Everyone to whom I spoke displayed a good knowledge of the CRC. The excellent displays in public areas of the school highlight rights in imaginative ways including; article of the week, star competition, where the stars to be found around the school highlight an appropriate article and laminated posters of Caversham children, illustrating a right. Governors and parents are kept informed and I was told, "*we tell our mums and dads and other people.*" An article of the week posted on the VLE together with the developing "chat forum" encourages children to discuss their thoughts and ideas with their family. Assemblies are used to develop rights and children have the opportunity to lead these to inform their peers. The news assembly is valued because; "*we have a right to know what's happening in the world.*"

The proactive steering group is representative of different sectors of the school with members from Yrs 3, 4, 5 and 6. These children have instigated many systems to promote rights including, an excellent anti-bullying leaflet related to rights and the lunchtime cards. There are four colour coded cards with an identified right, which lunchtime staff give to children when they are seen to demonstrate rights respecting behaviour. Children are very proud when they receive a card. The steering group approached the senior assistants with their idea beforehand and gained their support.

Children are aware of the need to protect their environment and there are opportunities within the curriculum and school systems to encourage positive actions. These include, "*cards for being environmental,*" and "*making stuff out of rubbish.*" A KS1 pupil told me that, "*trees help you breathe*" and "*it doesn't help by using too much paper, you should recycle it.*"

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

### **Standard C has been exceeded**

Caversham Primary is an honest, open environment where everyone is involved and valued. An understanding of rights underpins this; summed up by a pupil who said, "*rights are from when you live to when you die.*"

It provides a stimulating environment for learning. The classrooms are bright with interactive displays and the outside areas include; a trim trail, adventure playground, gazebo and a pond, which is both functional and attractive. Children reported they feel safe in school and knew what they could do if they needed help. Friendship Finders and the Friendship Stop support them in the playground.

There are charters in classrooms with a recognition of rights, replacing school rules as they, "*meant nothing.*" There is a mutual respect between children and adults; "*children understand we're working as a team.*" Children reported that, "*our school is well run and has better experiences now we learn about rights.*" Teachers feel that children are taking more



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responsibility for their learning and they are now more thoughtful. Children know that their teachers will support them in their learning. There are strategies to show if they are unsure about what they are learning and they are comfortable about asking for help.

## Standard D:

### Children are empowered to become active citizens and learners

#### Standard D has been met.

Children know that they have a voice and that their ideas will be taken seriously. The school has three very active councils: school council, charity council and eco council. The school councillors are democratically elected and all children felt they could have their say as, *“the councillor is just a rep – literally the intercom.”* The charity council decides which charities the school will support and organises events to raise money. With prompting children could tell me how this supports rights: *“It’s so other people in the world can get their rights and live their life properly.”* The eco council supports all the children with its ideas and its emphasis on recycling and conserving energy.

Children are involved in their learning. Lessons have clear objectives, success criteria and pupils are supported by targets. There are many active learning opportunities catering for different learning styles and encouraging independence skills. The excellent resources support learners.

Children gave examples of how they had been involved in their community including singing at a home for the elderly. The emphasis on global citizenship on the “single plan” and the target of developing an effective global link project will provide the opportunity to extend children’s perceptions of what it means to be a rights respecting global citizen.

## 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 assessor are listed below:

- Continue to establish the high profile of the CRC and reinforce the fact that rights are unconditional.
- Continue to embed the values of the CRC within the curriculum through relevant activities, linking specific articles to the excellent displays which support class topics.
- Consider refining the visually stimulating class charters through:
  - *focusing on fewer articles*
  - *using the model demonstrated by the Breakfast/After School Charter*
  - *emphasising rights and respecting the rights of others.*
- Provide opportunities for children to experience the range of ways we can support the rights of others in addition to fund raising, through an understanding that taking action locally has global implications, e.g. campaigning.
- Develop the role of children as ambassadors for rights within the community.