

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

<b>School:</b>	Caversham Primary School
<b>Headteacher:</b>	Ruth Perry
<b>RRSA coordinator:</b>	Annie Hanson
<b>Local authority:</b>	Reading
<b>Assessors:</b>	Paul Harris and Gill Roberts
<b>Date:</b>	28 <sup>th</sup> November 2016

### 1. INTRODUCTION

We would like to thank the school's pupils, RRSA co-ordinator and other members of the leadership team, staff, governor and parents for their very warm welcome and opportunity to hear of the rights respecting work that is taking place at Caversham Primary School. Prior to the assessment visit, self-evaluation and impact evaluation documentation were submitted. A well evidenced and organised portfolio of evidence was also presented on the day.

It is particularly notable that:

- there is strategic commitment to the principles of the Convention which underpins a strong rights-respecting ethos where all members of the school community are valued and diversity is respected and celebrated;
- through one of the school's key values, compassion, pupils are encouraged through their understanding of rights to have a greater awareness of the global dimension and children's rights across the world;
- significant opportunities for 'pupil voice' exist within the school.

Standards A, B, C and D have all been met.

## 2. REQUIREMENTS BEFORE ATTAINING LEVEL 2

No requirements noted.

## 3. MAINTAINING LEVEL 2

Audit and review the curriculum to identify areas within topics where specific knowledge of rights can be explored and explicitly incorporate these links into curriculum documentation by referencing to the key articles concerned. Whilst it is recognised by the assessors that pupils' knowledge of rights is good this will help to ensure that there is a systematic overview in place.

In conjunction with [Unicef UK RRSA charter guidance](#) look to review format and content of charters so that articles of the Convention are always clearly referenced. Similarly, for subject displays, continue to develop making links with particular articles.

Further develop networking opportunities to promote rights respecting values and principles of the Convention with both local schools and more internationally through the school's global citizenship work.

Look at additional ways to celebrate the 'pupil voice' that exists within the school by, for example, use of pupil council 'impact' boards.

## 4. THE ASSESSMENT IN DETAIL

### 4.1. The school context

Caversham Primary School is a community co-educational school with currently 453 children on roll aged 4 to 11 years. The proportion of pupils eligible for the pupil premium is 5% much lower than the national average. 15% of pupils have English as an additional language and 6% of pupils have a statement of special education needs or an EHC Plan.

The school had a reduced tariff inspection by Ofsted in February 2009 and was graded 'outstanding' in overall effectiveness and effectiveness of the Early Years Foundation Stage.

The school registered for RRSA in 2010 and achieved RRSA Level 1 in February 2012.

## 4.2. Assessment information

Self-evaluation form received	Yes
Impact evaluation form received	Yes
Attendees at SLT meeting	Two assistant headteachers (one of whom is the RRSA co-ordinator). The assessors also met with the Headteacher at a separate meeting later in the day.
Number of children and young people interviewed	Learning walks (2): 7 pupils Focus groups (2): 22 pupils Classes visited (4): approximately 56 pupils (for class/small group discussions)
Number of adults interviewed	3 teachers, 1 support staff, 3 parents and 1 governor.
Evidence provided	Learning walks, lessons, feedback from meetings and written evidence.

### Standard A:

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

**Standard A has been achieved.**

**There is a strategic commitment to support a rights respecting ethos underpinned by the principles of the Convention and to help pupils develop a global outlook.**

The headteacher and senior leaders have a strong commitment to the principles of the Convention. During the school's rights respecting journey, the headteacher explained how it had helped with '*building better relationships between teachers and children*' and supporting '*respect of less fortunate pupils and less fortunate people in [the] world*'. It is clear that there is a real desire to encourage Caversham pupils to have a global outlook and an understanding of rights has been to key in helping to bring this about. The RRSA co-ordinator described how pupils '*have a voice for themselves and for other people*' and that since achieving RRSA Level 1 there has been a shift from '*inward thinking to outward thinking*'. In the school's evaluation of its rights respecting work, seven out of eight areas of school life were graded as having 'some noticeable' or 'significant' impact. The latter includes 'across the school children demonstrate positive attitudes to their peers' and 'children are aware of their own rights and those of others- they are able to refer to these when resolving conflicts and in general discussion'. The headteacher described how '*children were using more of the language [rights respecting] on the playground*' and one of the assistant headteachers said that with the parents of reception children it is explained that the school has moved away from rules to '*everything is done through the rights*'.

In the school's development plan reference is made in the 'Big Rock 3' target to continue to embed rights respecting work. The RRSA co-ordinator's brief is also linked to supporting the school on its journey to Level 2. 2016 self-evaluation documentation also refers to the rights respecting work that has taken place and how this has been embedded at the heart of the school community. Several policies include reference to rights-respecting principles and values. For example, in the teaching and learning policy one of the aims is to ensure that children 'see themselves in a positive light and as a person of worth and value; taking pride in their achievements and that each child feels that their culture and language are valued'. In some policies specific rights are included. For example, in the Global Citizenship and Community policies the text includes 'we support and uphold the UNCRC' and then goes on to refer to articles 7, 14, 15 and 30. In the school's 'Promoting British Values' statement articles are also included such as article 12 in connection with 'democracy' and articles 2 and 30 in relation to 'mutual respect'. Staff have been given copies of the Convention and new staff are made aware of the school's rights respecting work as part of their induction.

Part of Caversham's vision is 'We aim to be an inclusive school, where all are valued within an atmosphere of mutual respect and trust and we strive to make each child's time with us, purposeful, challenging and enjoyable'. The school's values include respect and compassion. Current equality objectives include pupils making the same progress as their peers irrespective of their ethnicity or gender. An SEN and Inclusion Leader oversees a wide range of support and intervention strategies that are used to help pupils with special educational needs. In addition, external agencies are engaged to support pupils as part of 'wave 3' provision, as appropriate. It is clear that there are several opportunities for pupils to participate in the life of the school including the provision of four pupil based councils. Other examples include a video on the school's website in which pupils explain about the UNCRC and another video also on the website where pupils give a commentary for a virtual tour of the school.

School council members have given a tour to pupils from a local primary school and discussed Caversham's rights respecting and global goals work. Similarly, teachers from two Finnish schools who visited Caversham in connection with global citizenship have met with members of the school council who talked with them about the UNCRC and rights. The headteacher and RRSA co-ordinator have also visited a RRSA Level 2 school to discuss the journey from level 1 to 2 and to share good practice.

The school has taken part in the 'World's Largest Lesson' in 2015 and 2016. In May 2016, the UN global goals were explored through 'off timetable' activities for the whole school with each class focusing upon a particular global goal and then sharing their work with the rest of the school. A series of timetabled assemblies have also been run linked to the global goals and sustainable development. The school is also participating in a British Council Commonwealth Science project with a school based in India and previously had connections with a school in Nigeria.

## **Standard B:**

**The whole school community learns about the CRC**

**Standard B has been achieved.**

**Pupils have a good knowledge of a range of rights and the wider school community is very supportive of the school's RRSA work and values its outcomes.**

Pupils and staff demonstrated a good knowledge and understanding of rights. Examples of rights cited by pupils included the right to an education, to be safe, to have your own opinion, to be able to rest and play, to have an identity, to have access to nutritious food and clean water, a right to privacy and the right to religious belief. Pupils showed very clear understanding that rights were universal (*'everyone has them'*), inherent (*'when you're born you get them'*) and unconditional. The RRSA co-ordinator explained that the school has a virtual learning environment (the VLE is for pupil and parent access only and was not seen by the assessors) with a rights respecting page with links to a 'child friendly' version of the Convention and some of the videos used in assemblies connected with the 'world's largest lesson' and global goals. There is also a year group page where for example work about 'Outright' can be accessed and a forum where pupils can share information with their parents about rights and the global goals; views can be written and shared with others in the school community.

The governor met during the assessment visit was also the link governor with the school council and had received feedback from them about RRSA. He confirmed that policies included mention of the Convention and articles, where appropriate and that the school's rights-respecting work was discussed at governor meetings. Parents explained that they had learnt about the RRSA and the Convention through year group induction meetings at the beginning of every school year where it was always mentioned, newsletters, the school's VLE, concerts such as the gospel choir concert where the songs chosen were linked to rights and through parent assemblies. They spoke very positively about the value and impact of their children learning about the Convention. Comments included that it *'makes them more inclusive, aware of what is going on and not always in their own bubble'*, that it *'acts as an inroad to bigger issues and global citizenship'* and *'their child always reminded them to put food in the box in the supermarket for the food bank (ReadiFood)'*. One parent said it *'shaped the way they think'* and gave an example of her (the parent) giving money to a homeless person when out shopping which led to a discussion with her daughter who then went on to raise money by setting up a group to make and sell bracelets.

The school has an 'Article of the week' (currently article 22) and the assembly programme is also linked to specific articles where appropriate. For example, assembly themes have included 'friendship' linked to article 15, 'hope' linked to article 22 and the story of Nicholas Winton linked to article 38. Other assemblies delivered by the RRSA co-ordinator include the Paralympics linked to articles 2 and 23 and the 'world's largest lesson' linked to a range of articles including 2, 3, 4, 17, 24 and 27. Rights and the Convention are displayed in a variety of ways in the school. Classroom door signage includes 'you are entering a rights respecting classroom' and a set of simple definitions about the nature of rights (such as universality and unconditionality). A year 5 display about refugees was linked to article 22, a display about the school newspaper to article 13, an eco-council display linked to article 12 and a display about the right to an identity in connection with the big question 'What's on your doorstep' linked to article 8. In the school library a range of books about refugees was on display. Curriculum examples included a year 3 computing lesson plan 'how do we communicate using technology?' linked to article 13, a year 1 PSHE lesson plan about family and friendships linked to article 15, a year 2 teacher describing a comparative study of Caversham a hundred years ago and today and a year 5 teacher explaining how a unit of literacy work based around war stories by Michael Morpurgo (a former Children's Laureate)

had included discussions about rights. A member of support staff explained how a reception year topic about identity had been underpinned by rights respecting principles and a year 5 teacher described how an RE topic about Hinduism had been linked to relevant rights. Curriculum maps for the reception year included reference to specific articles but these were not available for the other year groups. It is recommended that curriculum documentation is similarly cross referenced for these year groups to ensure that links between topics and specific articles are explicitly made. Feedback from staff made it clear that they felt rights based work was ongoing with links being made to topics naturally. Cross referencing topics to particular articles will also help pupils to make such connections. The RRSA co-ordinator explained that since Level 1 such work was '*more developed and included across more subjects*' and a year 2 teacher explained that it '*underpins all day, everyday*'. The headteacher provided a recent example where year 5 pupils visiting Reading Gaol and Oscar Wilde's former cell had generated a lot of discussion related to rights.

Whilst understanding that rights are universal, pupils also were able to articulate what may happen to rights under particular circumstances. For example, they explained how in the Syrian conflict, children's rights to be safe, to have an education, to be with their family, to have access to clean water and shelter and to be able to relax and play could all be denied. When asked about the UK context, homelessness was given as an example of how rights may be denied. A year 6 pupil was able to explain how Fair trade can '*give more money to the farmers*' and describe the logo which is seen on fair trade produce.

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

**Standard C has been achieved.**

**Respect is central to the school's culture, ethos and everyday practice; the language of rights has supported this with all members of the school community valued.**

Each class has their own charter which are pupil led agreements and these were valued by both pupils and staff. For example, a year 5 teacher described how they were '*so much part of the children's consciousness*' and a year 6 pupil explained that '*normally in lessons our teachers look up at the charters*'. Charters vary in style between classes. For example, a reception charter lists the rights to learn, to be healthy, to be safe, to aim high and to have responsibility along with rights respecting actions; a year 3 charter references a range of articles including articles 1, 2, 24, 28, 39 and 31 with rights respecting actions whilst another charter with a copy of the Convention nearby references articles 23, 24 and 29 along with responsibilities. In fact the responsibilities cited in the charters related more to how pupils would respect the rights of others rather than suggest rights were conditional and pupils were very clear that rights are unconditional. Whilst not specifically a school charter, Caversham has a logo of two hands (black and white) across the school's emblem with one hand stating pupils have the rights to be safe and secure, healthy and unique, aim and achieve, be responsible (other documentation indicates this refers to pupils being able to take up positions of responsibility) and to be equipped for tomorrow. The other hand has pupils' responsibility to show the school's values namely compassion, enthusiasm, co-operation determination and respect. A lunchtime and play charter contains a wide range of articles such as 3, 24, 28, 29 and 31 but in some instances the accompanying text relates

more to an action than the right itself. In due course the assessors suggest reviewing the charters and logo to ensure that the articles of the Convention are specifically cited alongside rights respecting actions.

The welcoming and caring ethos of the school was evident to the assessors during their visit with all members of the school community showing mutual respect. This coupled with the school's inclusive approach helps to create a supportive and positive learning environment. Classes have a 'right respecter' pupil of the week nominated by the teacher whose name may be put up alongside the charter. Reception pupils each have a year 5 'buddy' to help them make the transition into school life. There are 'friendship' helpers at play time along with a 'friendship' stop and bench. 'Worry boxes' are also available for each class and 'circle time' provides opportunities to explore rights respecting language and actions. There are over twenty different languages spoken at the school and a 'language of the moment' programme helps to celebrate this.

Pupils understand that they have a right to learn and that this right should be respected by their peers. They are aware of the 'next steps' in their learning with the help of targets and provide feedback to teachers about their progress through self and peer assessment. Staff use clear marking codes. In literacy for example, yellow highlighting indicates that a learning objective or target has been met or that the pupil has shown significant progress or outstanding achievement and green highlighting indicates the need for improvements or for an idea to be developed further.

When asked, pupils said that they felt safe in school. They were able to explain how the school looks after them for example '*teachers [are] around to help you*', '*know[ing] the fire drill*' and about internet safety. The 'year 6 pupils' inspection report' for 2016 references 'bullying is dealt with well' and 'the school is professional at fire drills/evacuations'. Pupils also knew that access to nutritious food was a right and were able to give examples of such food like fruit and vegetables.

As part of the school's 'British Values Statement' it says 'At Caversham Primary we teach the children to value and celebrate diversity rather than merely tolerate it'. Assemblies provide opportunities to mark and celebrate religious events such as Ramadan and Diwali. Pupils also have opportunities to visit places of worship. They are very aware of the need to resolve any differences using rights respecting language and the school's RRSA impact report cites that 'across the school children demonstrate positive attitudes to their peers'. The development of an anti-bullying leaflet by members of the school council and the headteacher which includes reference to articles 14 and 16 is a good example of how the school community works together to achieve an ethos of tolerance and respect.

Unicef UK Outright work, displays about the refugee crisis and global goals work have all helped to develop pupils' wider understanding of the world and how children's rights may be affected. When asked what may happen if as a result of climate change, the weather became too hot, a pupil was able to explain children may not be able to play, access fresh water or their education. Similarly, in being asked why the school's rights respecting work is important a year 2 teacher explained how rights '*link them [the children] to everyone else in the world*'. As part of a weekly assembly, Key stage 2 pupils see BBC 'Newsround' and this is followed by further discussion about the issues raised.

## **Standard D:**

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

**Standard D has been achieved.**

**‘Pupil voice’ is nurtured, heard and respected. Pupils are empowered to become active citizens and learners.**

‘Pupil voice’ is a strength of the school. The school council has two representatives from each year group including the reception year. Ballot boxes are used to model the democratic process of elections. The council members meet with the headteacher on a weekly basis. Pupils in the council play an important part in the life of the school and this includes rights respecting work. Examples of school council work have been helping to develop the lunch and play time charter and providing input into the organisation and choice of playtime equipment and activities. One particularly impressive area of work is the ‘year 6 pupils’ inspection report’ which was carried out in July of this year by eleven members of year 6 who had served as a school council representative at some point during their time at Caversham. Their comprehensive report can be found on the school’s website and was based on approximately forty seven observations of lessons, assemblies and playtimes across the different year groups coupled with some interviews with pupils, parents, staff and governors. The focus areas of the inspection were pupils’ behaviour and safety in the school, quality of leadership and management, achievement of pupils and the quality of teaching and learning. The school also operates an annual pupil survey.

Pupils also have opportunities to represent their peers in other areas of school life. There is a school eco-council with two representatives from each year group whose role is to look at energy savings and promoting sustainability within the school. The school’s charity council has chosen two charities to support for 2016 which are the RSPCA and the ‘Babies in Buscot Support’ charity which helps to support babies and their families in the special care unit of the Royal Berkshire Hospital. There is a sports council which helps to organise sporting events within the school and these have included the ‘Sports Relief Mile’ and the ‘Run to Rio Challenge’. The school has also introduced ‘digital leaders’ this year to help other pupils with ICT matters.

Pupils are well supported in having information that will help them make informed decisions. In addition to curriculum based PSHE topics which cover aspects of health, safety and well-being they also have access to a library, computers and iPads. On-line safety guidance is provided through computing lessons, assemblies and outside organisations such as the NSPCC. The Local Community Police Support Officer also provides support in areas such as road safety.

Pupils have participated in the Unicef UK ‘Outright’ campaigns for 2015 and 2016. The former involved writing to the Prime Minister about the need for children’s rights to be met in the UK and around the world. Members of the school council have written to the local council about limited cloakroom space in the school and the received a visit in connection with this. A range of charities have been supported including Fairtrade Day, Jeans for Genes, the Unicef ‘Children of Syria’ appeal and Guide Dogs for the Blind. A pupil-led year 4 ‘Go-Givers’ project in the previous academic year supported a local charity for the homeless. A teacher explained that the project had been strongly linked to rights.



It is clear that Caversham Primary School has a very supportive ethos to nurture pupils' awareness of the wider world and to support the rights of all children. This is reflected in part of the school's vision statement which says 'the aim of education is to enable pupils to understand the changing world around them and to discover and nurture the talents they have so that they can become fulfilled individuals and active, compassionate individuals'.