



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

<b>School:</b>	Christ Church Primary School Hampstead
<b>Headteacher:</b>	Katy Forsdyke
<b>RRSA coordinator:</b>	Katy Forsdyke
<b>Local authority:</b>	Camden
<b>Assessors:</b>	Maura Hayes and Zaitun Virani-Roper
<b>Date:</b>	17 <sup>th</sup> June 2015

### 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 extensive portfolio of evidence detailing the work towards a second reaccreditation as a Level 2 rights-respecting school. Prior to the assessment, the school provided a comprehensive combined planning sheet and an impact evaluation form. It was evident to the assessors that everyone places a real importance on sustaining and embedding a rights respecting ethos.

It was notable that the school has particular strengths in the following areas:

- A strong lead provided by the head who leads by example.
- A strong pupil voice and an understanding by pupils that there were a variety of ways they can make a difference to children's rights both within and beyond their school community.
- Committed teachers and support staff who are passionate about the value of rights respecting ethos.

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



## 2. REQUIREMENTS BEFORE ATTAINING LEVEL 2

No requirements are made

## 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:

- Investigate the opportunities presented by the Global Learning Programme to access resources
- Host visitors to explain the concept of RRS and its demonstrated impact
- Continue to develop further opportunities for parents to contribute to school's RRSA work

## 4. THE ASSESSMENT IN DETAIL

### 4.1. The school context

Christ Church is a voluntary aided one form entry Church of England Primary School in Camden. There are currently 183 children on roll. 4% of pupils are eligible for FSM and 8% are identified with SEN both of which are significantly below the national average. The school has 53% White British pupils and the rest are from a wide range of ethnic backgrounds including 40% EAL and 8% pupil premium.

In 2009, Ofsted rated the school as outstanding.

The school registered to become rights respecting in 2008, achieved Level 1 in April 2008, Level 2 in July 2009 which was revalidated in June 2012. This assessment is their second reaccreditation.



## 4.2. Assessment information

Self-evaluation form received	Yes
Impact evaluation form received	Yes
Attendees at SLT meeting	Headteacher
Number of children and young people interviewed	21 children
Number of staff interviewed	3 teaching staff 1 support staff 2 parents 2 governors
Evidence provided	Learning walk Written evidence Assembly Lessons

### Standard A:

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

**Standard A has been achieved and is a strength of the school. The head who is also the RRSA lead is passionate about the impact of RRSA and has consistently provided an outstanding lead in sustaining a rights respecting ethos**

At Christ Church, their Christian values and ethos sit seamlessly alongside the UNCRC. RRSA complements the Christian foundation of the school. The Head said, *'Rights Respecting relationships are the key to our success. Our curriculum can be broad and offer opportunities because our behaviour is so good. We are proud of making a difference to every child.'* Global citizenship and sustainability are a key part of the school's work and teaching. This had had a significant and sustained impact on children's wellbeing and achievement. Attendance levels at the school are maintained at high levels since 2012 from 96.05% to 96.8% at the last count in February 2015. Attainment too is consistently maintained at high levels in Reading, Writing and Maths: For example, percentage of pupils attaining level 4+ in both reading and writing has been 100% since 2012. The percentage of pupils attaining level 4 in Maths has also been 100% since 2012. The percentage of pupils achieving level 5+ in reading writing and maths in 2014 was 67% which was well above the Camden (31%) and national average (24%). The school reports no exclusions in 2014/15 compared to 3 one day fixed term exclusions of 2 pupils in 2013/14 thus demonstrating a high level of improvement in pupil well being.

The school improvement plan makes explicit reference to RRSA and the CRC. Personal development and pupil well-being is high on agenda and this is a specific target in the



2104/15 School Improvement Plan. There is allocated time and budget for RRS development every year; this has been used for resources and training and other RRS development in consultation with the children. Succession planning is firmly in place as RRS has been embedded in the school ethos over several years. The head is confident, “A number of my staff lead on different aspects of RRSA and any one of them can take a lead at any time.” The whole SLT has a deep understanding of RRSA and all recruitment adverts requires commitment to CRC. Policies are reviewed on a three year cycle. These make explicit reference to and are in the spirit of the convention. Children were consulted about the Sex and Relationships Education, Equal Opportunities, Anti-bullying and Behaviour policies. The school is open to taking on board children’s views as and when they arise with regard to policy review.

Christ Church is a highly inclusive school where every single child we spoke to reported feeling safe, settled and valued irrespective of their language, culture, ethnicity or ability. Pupil voice is genuine and high quality. One child during the pupil focus interviews reported an example when she and her friends had an idea that she wanted to discuss with the head, “Mrs Forsdyke took special time out so we can talk properly about our ideas.” The head shares her passion about the value of the UNCRC and its impact and has spoken at Camden Head teachers’ meetings more than once. She also seizes opportunities to have informal discussions with other head teachers in other forums that she attends. The school has hosted RRS visit where several Camden schools as well as representatives from abroad attended to learn about good practice. In 2014/15 the school shared RRS principles, charters and resources with 5 trainee teachers from three schools who are training as part of Christ Church’s school direct partnership and are planning to continue doing this for 8 trainees across six schools in 2015/16.

All local and national charity work undertaken by school is explicitly linked to the UNCRC. Children’s involvement in the local community is wide-ranging: links with other local schools, links with parish – for example work is displayed in church, joint Harvest collection for local homeless charity; and the local dog fouling campaign. The children have participated in the Mayor’s letter writing competition, and were involved in the Outright campaign. At a national level the children collected for Save the Children so all children could enjoy Christmas in December 2014. Additionally the children participated enthusiastically in the annual Day for Change.

Subject leaders have identified links to UNCRC, global citizenship and sustainable development across curriculum areas and there was evidence of this in much of children’s writing provided in the portfolio. Global citizenship and sustainable development have also been covered in assemblies. The SLT have set aside time and resources to support the work of Christ Church Eco Warriors (CREW) who have been active in working with RSPB to help protect the birds of Europe by selling fruits and vegetables every Monday in the tuck shop. The school has forged international links with a number of communities overseas. During spring and summer 2014 the whole school fundraising project was linked to book week to provide resources for Amala children’s home and school in India. This was followed by a visit from a volunteer from Amala to talk about the difference the school’s resources had made to the children. Year 3 children have a link with a school in the Philippines; exchanging letters about similarities and differences in children’s lives.



### Standard B:

The whole school community learns about the CRC

**Standard B has been fully met. All the pupils and the full range of staff interviewed had a good knowledge of the Convention and could describe how their knowledge had changed their behaviours and the behaviour of children.**

The assessors found that the focus group children were very articulate and confident when discussing the CRC. Among rights identified were: be safe, have a registered name, access to health care, education, the development of talents, clean water, the right to life, equality of treatment, care by parents, protection from harmful drugs, trafficking and exploitation. Children were clear that rights are inherent beginning *“when you are born until you are 18”* and that they cannot be taken away, *“Every child in the world has right to be cared for, whether they are mean and unfair or kind and caring”* because they are unconditional. Pupils said that their rights are *“permanent, impossible to sell”*. Children readily explained that although rights are universal they are not enjoyed by every child as they should be... war, poverty, natural disasters and the plight of refugees were all given as reasons why rights might be denied. This sound knowledge and understanding of CRC both by children and staff is shared wherever opportunities arise outside school. For example children were ambassadors for RRS in events such as school council debates in Camden sharing their RRS work and encouraging other schools to become Rights Respecting. Staff seize opportunities to promote RRS in subject networks with teachers from other schools thereby encouraging other schools to become Rights Respecting.

Parents, carers and governors were well informed about the convention through the school website which includes examples of Outright blogs; newsletters which always have an article, assemblies and family homework. They have been active in supporting the school journey by supporting a variety of school and community events – most notably the annual international evening to celebrate a range of backgrounds in school and linked to articles 14 and 30. The two parent governors interviewed had an astonishing passion and commitment to UNCRC and talked eloquently about the impact of RRS on their children at home. One Italian parent Governor said, *“I’m grateful to the school for helping me with my parenting. My 7 year old often says, “I’m a global citizen mummy” and another governor said, “Recycling is a big agenda for my son in yr 6 as is the protection of endangered animals; both my children watch out for one another and the environment all the time!”* Both parent governors spoke about how they have discussed RRS at governing body meetings on a number of occasions and gave an example when they discussed how British values and Rights link; *“Its part of the DNA of the school!”*

Display is of high quality throughout the school and rights are everywhere. Learning is supported through comprehensive visual displays which are owned and developed by the children and annotated with appropriate rights. The corridors and classrooms had engaging displays explaining the curriculum and school projects. There is a wall of rights in the hall and children reported that this was interactive and that they took different rights off the wall to use during assemblies. We saw an example of this during the assembly on the day of assessment. There is also a *“How can I make a difference?”* display in the hall. The children who were guiding the tour, in response to a question from one of the assessors said, *“Changing the way you live your life can make a difference.”*



Relevant links to articles are made in teaching wherever relevant and many examples of children's work were given as evidence. Examples included work from Digital citizenship-safety week, PSHCE curriculum, SMSC, and the children's prayer book. During the assessment visit, every class was working on a Rights lesson. For example in year 4, the lesson on slavery included modern slavery in the form of trafficking.

Nearly all pupils and all staff interviewed were able to articulate how rights are linked to global citizenship and sustainable development. Both staff and children talked about their work on "My Amazing Family" which heightened awareness about diversity and equality issues. Children during interviews demonstrated empathy with children of the world "*who are not allowed to enjoy their rights*" and "*we want to make a difference that is lasting.*" In reference to the statistics that they had learned about how many millions of children cannot access their rights to education or leisure or health care or family life etc, several children, on several occasions during the assessment said, "*We want the numbers to come to 0 from millions!*" Adults too talked eloquently and passionately about global citizenship and sustainable development. A governor in referring to his two children said, "*This concept of fairness has been carved in their brain due to the school's work on rights.*" A TA said, "*You [UNICEF/RRSA] enabled me! It has been life changing to have children now not wasting food at all and can choose what they wish to eat.*" The Year 2 class teacher said, "*RR makes the curriculum relevant to children's lives!*" Year 5 class teacher said, "*Children's enthusiasm about current events and taking action is amazing; and there is freedom within the topics to be child led.*" The assessors saw evidence for all the above in children's work from History, Geography, RE, PSHCE, Literacy and Maths. They also observed an assembly on saving water; "*the world has only got so much water. It's not infinite*" said the Head teacher during the assembly she led with children.

### Standard C:

The school has a rights-respecting ethos

**Standard C has been achieved: There is an integrated, inclusive, welcoming rights-respecting ethos across the whole school community**

Each class had a rights based agreement and children had real ownership of each of these, explaining with enthusiasm how they had been created and used. One Year 3 child said, "*Rules make it like a prison but the charter is there to protect you.*" There is also a well negotiated lunch time charter focusing on articles 14, 15, 24 and 31 which has had a significant impact according to a TA and mealtime supervisor, "*Treating people and equipment with respect creates a safe environment for all.*" There is also a whole school charter in the hall listing a number of rights and invites children to reflect: "What can you do to help children enjoy all these rights?" The children said adults and other children used their charters to reflect on their behaviour and they ensured consistency in practice and language.

Rights Respecting language is used in discussion about learning and behaviour throughout the school including in the playground and support staff. The behaviour policy aims for: "a place where all members of the community have a clear understanding of their rights, and how to respect the rights (UNCRC) of others." The impact of this consistent practice was made clear by a lunch supervisor who said; "*in my whole life as a TA, no one told me how to*



*talk to children so they'll listen, you have changed my life!*" A Year 2 child said, *"We know teachers are rights respecting because they put effort into us."* Throughout the assessment day, children and adults gave examples of how and when they have used rights-respecting language and explained how various charters throughout the school facilitate this.

Behaviour is excellent with a purposeful learning atmosphere and respect for others' right to learn, allows all to achieve very well. Target reviews, pupil-teacher dialogue on children's work, self -assessment and pupil interviews/surveys provide opportunities for children to give feedback on their learning. This is then acted upon by adults in school. There was evidence of this in lesson observation notes as well as achievement data provided by the school.

Pupil survey evidence shows that pupils feel safe in school. One example from the survey read, "There is no one you cannot trust". During pupil interviews one Year 3 child said, *"Good friends are kind and respect each other; friends don't fight back."* School events/projects such as anti-bullying work (2014 and annually), digital citizenship/e-safety week (Jan 15), NSPCC workshops (March 15), junior citizen trip (annually, Year 6) are all linked to the UNCRC and help support children to feel safe.

Christ Church is part of the Stonewall school champions programme to support teaching and learning about diversity and there is a very wide range of teaching about those who are different and understanding of difference in RE and PSHCE lessons. All older children are trained annually in peer mediation skills to support minor conflict resolution. Children and adults understand the importance of attempting to resolve conflicts in a listening way - e.g. Y5 debate on playground games and year 6 circle times. A parent governor said, *"They have it carved in their brain; this concept of fairness."*

The language of rights is used in teaching and learning about global citizenship both in classes and during assemblies. For example, teaching on fair trade and fundraising events such as for Amala home in India, are linked to specific rights and articles. Children are encouraged to think about the wide range of ways they can 'make a difference' to others, not just through charity work, and link these different ways back to children's rights too. During the learning walk, while introducing a display in the hall, "Ways we can make a difference," two older boys identified writing to politicians or "important people," as ways this can be achieved.

### **Standard D:**

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

**Standard D has been achieved. There was considerable evidence of pupils being consistently involved in decision making in a range of different contexts.**

The assessors found that at Christ Church there are many different ways for children to make their views known at school. They influence their own learning through teacher/pupil feedback dialogues, review of learning targets, IEP reviews, annual reviews and self assessment. They expressed their feelings/concerns through open communication with adults, positive adult-child relationships, circle times and worry boxes.



The school also has an active school council with time, teacher resources and budget dedicated to it; outcomes are fed back to all children in assemblies/newsletters thereby extending participation. Children also input on the curriculum and topics – for example the Year 6 trip, Reception's 'week in the spotlight', whole school 'Be the expert' project 2013/14 and school journey activity choices. Children's voice is highly visible in monitoring activities: in observations in lessons, learning walks, post lesson interviews as part of lesson study and behaviour discussion groups. Children were consulted on the building project and pupil feedback planned into the deputy head recruitment. Evidence for all these was provided through documents as well as pupils explaining their participation eloquently.

Information is regularly shared through newsletters, assemblies and through the broader curriculum. A biannual careers morning is organised at the school where children can access information and advice at age-appropriate level, supporting their learning and well being. The school provided documentary evidence where pupil comments read, "it was fascinating....it was inspiring...it was fun..." Children are taught about road safety, home safety, rail safety, bike safety etc in their PSHCE lessons. The school also had a digital citizenship/E-safety week and children talked about it during conversations with assessors. Year 5 and school council children ran a healthy tuck shop project in 2014/15.

Children's involvement in the global community is established and developing all the time; charity work includes Day for Change and Save the Children. It was notable to the assessors that all children had complete ownership of CRC and a real awareness of social justice. Children had identified actions that they could take now and as adults of the future to promote and protect human rights. When asked, "What are you most proud of in global citizenship?" the Headteacher responded: "*Children's own ideas about how they can make a difference to others; for example tuck shop for RSBP or Nepal collection by selling poems to friends and family or posters for dog fouling , or Outright Campaign...etc. Children want these injustices to end and they have an "I can do" approach*". This assertion was clearly evidenced throughout the day both through documents and children's and adult's responses.