

UNICEF UK RIGHTS RESPECTING SCHOOL AWARD ASSESSMENT REPORT LEVEL TWO

School:	The Federation of North Petherwin and Werrington Community Schools
Headteacher:	Jo Anne Callow
RRSA coordinator:	Amy Sharpe
Local authority:	Cornwall
Assessors:	Jilly Hillier and Stella Man
Date:	26 th June 2017

1. INTRODUCTION

The assessors would like to thank the children, the leadership team, staff, parents and governors for their warm welcome to the school, for the opportunity to speak with adults and children during the assessment, and for the detailed evidence provided to support the process. Prior to the assessment visit, the school provided a comprehensive self-evaluation form and impact evaluation form.

It was clear during the visit that respect for rights and promoting the school's rights-respecting ethos is fundamental to the federation of North Petherwin and Werrington.

Strengths of the school include clear leadership from the Executive Head for developing RRSA across the two schools and within the Multi Academy Trust, careful planning and monitoring of the journey by the RRSA Lead and the participation of young people in the development of RRSA and other priorities 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

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:

Continue to embed Global Citizenship and Sustainable Development across the school and help children to understand what this looks like at a local and global level.

Expand/ revisit training about the UNCRC to include all adults within the school community, both teaching and support staff so everyone understands their role in helping to embed a rights-respecting ethos. Support teachers to have a deeper understanding of the Convention so they are able facilitate learning about an even greater range of rights across a range of contexts.

Consider developing your ambassadorial role even further to include other primary schools (beyond the Trust) and Launceston College.

4. THE ASSESSMENT IN DETAIL

4.1. The school context

North Petherwin Primary School and Werrington Primary School are located in rural Cornwall. They were federated in 2012 and have one Headteacher, one governing body and share some staff. Both schools are much smaller than the average-sized primary school with North Petherwin having 64 pupils and Werrington 43 pupils. They both became part of the An Daras Multi Academy Trust in 2016. The two schools have different catchment areas, different priorities and different levels of parental engagement and support. This is reflected in the higher percentage of children receiving pupil premium support (42%) and having special educational needs (21%) at Werrington. Werrington also draws children from a wider catchment area such as the town of Launceston and includes children moved from other schools. The proportion of pupils who are known to be eligible for pupil premium support at North Petherwin is 8% and children with special educational needs is 11%. The majority of pupils attending both schools are from White British backgrounds and few have English as an Additional Language.

The last Ofsted for North Petherwin was in July 2013 and the school was rated as Good

The last Ofsted for Werrington was in July 2012 and the school was rated as Good.

The Federation achieved RRSA Level 1 in June 2015.

4.2. Assessment information

Self-evaluation form received	Yes
Impact evaluation form received	Yes
Attendees at SLT meeting	Executive Head and RRSA Lead
Number of children and young people interviewed	53 in focus groups and classes
Number of staff interviewed	5 teaching staff 3 teaching assistants 3 parents 1 Chair of Governors
Evidence provided	Learning walk in and classroom visits on both school sites Written evidence

Standard A: Rights-respecting values underpin leadership and management

Standard A has been achieved

It was clear to the assessors that rights-respecting values are fundamental to the Federation's vision of 'Expectation, Aspiration and Respect for All' and underpin practice on a daily basis. The Executive Head explained how the impact of RRSA has been particularly significant at Werrington because of the starting point of children in 2013-4 when "*children were not in 'the right place' to learn.*" The challenges included persistent absence, challenging behaviour and child protection concerns. She explained that RRSA has "*hugely helped and supported staff, pupils and parents to share a common language and approach.*" Now, all pupils are making good progress and some making more than expected. Attainment between those in receipt of pupil premium and others is diminishing and in maths, at Werrington, pupil premium pupils are out-performing others. Results in EYFS and at KS2 are expected to be above the national average this year. Now, there are few if any behaviour incidents recorded at both schools and children are often complemented on their behaviour by visitors. Attendance and the number of unauthorised absences have improved over the period of the RRSA journey: North Petherwin 96% and Werrington 94%. In 2013-2014, unauthorised absences at Werrington numbered 227, this was reduced to 140 in 2014-2015 and fewer still this year. Global Citizenship and Sustainable Development has been recognised as a priority and as such there has been on-going training and support for staff by Cornwall Association for Development Education (CADE) and the RRSA Lead

attends regional Global Learning Meetings (GLAM). This is having an impact on the curriculum, school practices and children's understanding of the world. One parent commented that the UNCRC and global learning was a "*great tool for helping children to understand society.*"

Achieving RRSA Level 2 is a priority on the Academy Improvement Plan and linked with Global Learning with clear action points and resources. It is also detailed in the SEF for both schools. Policies are underpinned by the UNCRC when reviewed. The Behaviour Policy is firmly rooted in the UNCRC and aimed at enabling children to know their rights and create the conditions which allow learning to take place. The schools also have a Visitors' Policy that refers to the UNCRC. RRSA is firmly part of the ongoing development of North Petherwin and Werrington with staff meetings planned throughout the year on RRSA and global learning. RRSA is also now part of the development of the three other schools in the Multi Academy Trust, led by the North Petherwin and Werrington.

The Executive Head explained that "*inclusion is our strength*" and this was clearly apparent to the assessors. The school has an open door policy and accepts pupil managed moves from other schools. During lunchtime, incidental conversations with two pupils revealed that one pupil had moved to Werrington because he "*had been bullied*" at his previous school and the other because he'd had "*no friends*" at his previous school. Both children said they now felt safe and happy and had lots of friends. Children's participation is part of the culture of the school with children contributing to such things as topics learnt, the policy on healthy packed lunches, sharing RRSA good practice, children teaching each other and the revision of the School Council into the School Parliament to strengthen pupil voice. It was clear that children felt it was part of their role to "*help us achieve our Level 2*" (Year 5 pupil).

The Executive Head and RRSA Lead have learnt from the good practice of another Level 2 school in Cornwall and have also acted as ambassadors for the UNCRC encouraging the sharing of good practice by staff and children with other schools and the wider community. For example, the Executive Head has promoted RRSA at Academy staff meetings and three other schools have now started the RRSA journey; the Academy schools join together for special events with North Petherwin and Werrington leading on global learning and rights; the Federation frequently celebrates and promotes its rights-respecting work to the community through the community magazine, local newspaper, radio and television – one newspaper article described the schools' work of '*Raising awareness of children's right to education the Gambia*' and another stated '*Children from North Petherwin and Werrington led a Rights Respecting Schools Roadshowpromoting putting the UNCRC at the heart of every school.*' Workshops at the Roadshow were delivered by children to all the children from two other primary schools. The Nursery has also embraced the RRSA ethos. RRSA is well-promoted on the school website with information about RRSA, copies of the UNCRC, photos of rights work and steering group minutes.

The Executive Head and RRSA Lead have ensured that ongoing CPD training needs regarding global citizenship and sustainable development are addressed by specialists from the regional Development Education Centre and through local global learning meetings. This has resulted in children having opportunities to campaign on local and global issues, raise money for different charities and understand the importance of fair trade. Curriculum development includes a focus on topics that enhance global learning and assemblies link to topical and global themes using the Global Dimension Calendar. Work on the Sustainable Development Goals is linked to rights. The school has also taken part in projects to

encourage learning about environment such as the Global Gardens Project and Learn to Grow.

Standard B: The whole school community learns about the CRC

Standard B has been achieved

From Nursery through to Year 6, children had a very secure and embedded understanding of children's rights and are enthusiastic and empowered to make changes in their school and be ambassadors for rights. Children named a range of articles and described situations when not all children enjoyed their rights. This included "*when a country is at war,*" when children don't have access to clean water and if someone is homeless. They understood rights were universal and unconditional. All staff from both schools received training at the beginning of the RRSA journey and those interviewed felt confident and comfortable teaching about the UNCRC. Some teachers talked about how they learnt from the language children used daily in class. One teacher described the RRSA Lead as a "*fantastic inspiration*" who gave support and ideas to develop their teaching about rights. She also described how children "*were really good at making links and referring back to learning*" showing how learning was embedded. One teacher commented that RRSA was "*a journey we all keep learning from.*"

North Petherwin and Werrington have different levels of parental engagement, but it has increased in both since the school's involvement in RRSA. Parents interviewed from both schools were very supportive of RRSA, valued it and felt included in the journey. They described how they were kept informed through weekly newsletters, the website, displays and by talking with teachers and their children. The schools also communicate regularly with parents and carers via the Dojo app. 83% of parents at Werrington and 97% at North Petherwin subscribe to the app and parents interviewed said how helpful Dojo was in supporting them to engage in their child's progress and education. Praise for rights respecting actions is included in the app. Some parents took part in a Rights Respecting Challenge to raise awareness of the Convention e.g. by making cupcakes that spelt out Article 12 'You have the right to be heard,' and knitting a doll with a country flag representing Article 30. Parents were also invited into school to help make posters on the Global Goals. One parent described how talking about rights was part of the language she used at home – for example when monitoring her child's use of Messenger she explained it by saying "*I am responsible for your right to be safe.*" Governors are regularly invited to pupil RRSA steering group meetings.

Prominent displays throughout the two schools were clearly linked to the Convention and monitored by the School Parliament. These ranged from a Global Learning Board that displayed children's work on Fairtrade, Martin Luther King and the Red Hands Campaign (stopping child soldiers) to the 'Rights Child of the Week' board as well as the School Parliament display board. Children of all ages talked confidently about the displays. One Year 1 child described how Martin Luther King "*had a dream about making the world fairer*" and a Year 5 boy described how "*Fairtrade helped others to earn more money.*" Unicef's First Steps to Rights resource is introduced in the Early Years to systematically embed the language and learning of rights in an age appropriate way. In the Nursery, in North Petherwin, children were clearly excited about their rights and keen to share them with the assessor without prompting. Learning about the Convention takes place through weekly

assemblies, through topic work and discussion. Evidence of planning referring to rights included weekly assembly timetables, topics linked to key articles such as the Victorians and Country focused topics. One child explained how at North Petherwin they had a 'washing line' of articles that they used to link rights with their learning e.g. Article 20 was linked to a topic on Russia.

To help staff and children make the link between rights and global citizenship there is a timetable that links rights, the Sustainable Development Goals and global learning. This ensures staff explicitly reference articles and children understand the focus. Training from the local Development Education Centre has included critical thinking and global citizenship and Oxfam's global citizenship guide is used to support Early Years lesson ideas. One parent commented that the UNCRC was "*a great tool for helping children to understand society and their wider world.*" Teachers also talked about using the Global Dimension Calendar to plan topics such as Ocean's Day and Refugee Week.

Standard C: The school has a rights-respecting ethos

Standard C has been achieved

Charters were present in classrooms in both schools and reflected the different choices and ideas of children in each class. Teachers talked about how they have adapted them during the school year to reflect staff and pupil changes to ensure everyone has involvement in their creation. Teachers felt they were a "*useful reference point,*" and children valued them and felt they were an important part of RRSA. One child explained, "*They are useful for showing what we need to demonstrate.*"

Rights-respecting language and attitudes are well-established across the two schools and have had a significant impact particularly at Werrington where it was really important to support children to establish a positive learning environment. The Executive Head explained how the Federation needed a "*language that would work for all children and staff*" and RRSA provided the framework. A number of interventions relating to RRSA and Thrive encourage children to recognise their own rights-respecting behaviour and that of others and this is celebrated in assemblies and through the Rights Tree display. Children's questionnaires show that they feel adults treat them with respect and it was clear to the assessors that children and adults work together in a caring way based on a mutual respect for rights. The improvement in behaviour, attendance and progress that has occurred during the RRSA journey reflects the impact. One parent who was unable to attend the assessment meeting wrote a letter saying, "*I was a little unsure whether the children would really grasp the principles involved but it wasn't long before the language was heard at home ...It is also a fantastic way of making the children more globally aware ...I believe that this award has made a positive impact on both my children and the school as a whole.*"

The right to an education is a key focus in every class and engaging children in their own learning and progress is an important way this is demonstrated. One Year 3 boy was keen to explain to the assessor how the Visible Learning Programme works and how he knew

what to do when if he was in the 'learning dip.' He also described what he did when he taught younger children 'Island Survival training' saying it was *'like wants and needs.'* Pupils choose topics linked to the National Curriculum and staff feel this has increased pupil engagement in their learning. Children also monitor their progress against success criteria and make decisions about their level of challenge. One boy explained, *"In Maths, we work at our own pace ...you decide on what you do for your learning."* Parents are supportive of their children's learning with 95% of parents from North Petherwin attending the last parent's evening and 81% from Werrington.

All children interviewed said they felt safe in school and 100% of questionnaires from parents agreed that their child felt safe in school. During the RRSA journey, an understanding of children's right to be safe has had a significant impact on children's awareness of safety in school and at home. There is an emphasis on healthy eating with children completing lunchbox questionnaires, there is also a Healthy Lunchbox planning tool for parents and healthy lunchbox competitions have been held.

Trained Peer Mediators support children on the playground to resolve problems in a rights-respecting way and parents interviewed described how playground issues are explained and *"connected together with the bigger picture"* of rights. Children interviewed clearly understood the role of Peer Mediators and linked their role to rights, helping them to enjoy their right to play. One boy described how *"Once, I was in the shelter feeling lonely and one of the Peer Mediators found someone for me to play with."* Children are clear about what problems they can deal with and when something needs to be referred to an adult. At Werrington, one class has been working a 'Persona Doll' to help children discuss situations that arise in an open and non-threatening way. Staff described how *"Great conversations came as a result of this, regarding gender rights"* (Progress and Evaluation form).

Staff, parents and children demonstrated their confidence in using rights-respecting language relating to global issues. The profile of Global Citizenship has been raised and as the language of rights has been embedded in the culture of the schools, issues and current events are explored from a rights perspective. Weekly assemblies now have a global focus based on a date/ theme from the global calendar. Parents are invited to these and hear the language; they are also able to contribute to discussions and activities related to the assembly such as buying Fairtrade products.

Standard D:

Children are empowered to become active citizens and learners

Standard D has been achieved

Pupil voice has been identified by the SLT as a key area that has developed significantly since the introduction of RRSA and children interviewed were confident that the school enabled them to participate in and instigate improvements in school. When asked what the difference was between a 'need' and a 'right' a Year 5 girl explained that *"Rights are what you are entitled to"* and it was clear that children at both schools felt they had many opportunities to exercise their rights, including the right to be heard and voice their opinions in various aspects of school life. Participation was strengthened further when the schools

changed from a School Council system to a School Parliament System which involves the whole school. Every child sits on one of the parties: Communications, Environment, Education and Health and Wellbeing and each party is linked to a relevant article from the Convention. This has enabled more pupils to have a greater voice in the overall running of the school such as: meeting with governors; developing the curriculum by contributing ideas about topics children want to learn about; evaluating learning; leading parts of lessons; voicing opinions through questionnaires; involvement in deciding which school meals provider to use; writing for the school and parish magazines; improving playtimes by organising football and suggesting a friendship bench and acting as ambassadors for rights by leading activities for 420 children from two local primary schools on a Rights Roadshow. One parent governor said she had noticed how empowered the children had felt coming from small rural schools to run activities on rights in bigger town schools.

Young people have opportunities to access information in a variety of ways. For example, the schools took part in Unicef's Right Click online safety workshops, RNLI lifeguards have provided information about beach safety; a trip to the River Tamar included learning about flood warnings and wildlife; visits to the town hall to learn about safety at home from the fire service and police; children have taken part in Farm to Fork workshops at Tesco's and have had opportunities to take part in visits beyond the locality of the school such as the trip to Stratford upon Avon as part of work on Shakespeare.

School leadership has ensured that children have many opportunities to engage in activities that support the rights of children locally and globally. For example, children enthusiastically described their involvement in Speedwatch and the campaign for children's right to be safe after a speeding car hit the school wall. The campaign led to the local MP taking a bill to parliament to enable parish councils to set their own speed limits. In the local newspaper, the local MP explained, *"I received a pile of letters from the children about this issue before my visit, and it was evident that the road outside the school needs addressing."* Children have also written articles for the local parish magazine, the North Petherwin Independent Flyer, raising awareness of such issues as the plight of child soldiers through the Red Hand day campaign. The article states, *"Can we all work together to achieve article 38 - protect children from conflicts and stop child soldiers."* Other activities include collecting books to send to the Gambia and taking part in Send My Friend to School campaign. One parent commented that learning about rights and global issues *"had made everyone at home more empathetic."*