



UNICEF UK RIGHTS RESPECTING SCHOOL AWARD ASSESSMENT REPORT LEVEL ONE

School:	North Petherwin and Werrington Federation
Headteacher:	Jo-Anne Callow
RRSA coordinator:	Janine King
Local authority:	Cornwall
Assessors:	Jilly Hillier and Stella Muirhead
Date:	30 th June 2015

1. INTRODUCTION

We would like to thank the leadership team, staff and children for their warm welcome to the school, for the opportunity to speak with adults and children 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 combined planning form and an 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 Headteacher has placed a high priority on developing North Petherwin and Werrington Federation as rights respecting schools and the journey has been effectively planned and led by the RRSA Lead. Training and consistent messaging across both schools have ensured children and staff have a good understanding of the Convention and what it means to be a rights respecting school.

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

2. THE ASSESSMENT IN DETAIL

2.1. The school context

North Petherwin Primary School and Werrington Primary School were federated in 2012. The schools have one headteacher and one governing body. Both schools are much smaller than the average-sized primary school: North Petherwin has 64 pupils and Werrington 44. The schools have different catchment areas and priorities. The majority of pupils attending both schools are from White British backgrounds. At Werrington Primary School 6% of children have English as an Additional Language and in North Petherwin 0%. The percentage with special educational needs is 32% at Werrington and 18% at North



Petherwin. The proportion of pupils who are known to be eligible for free school meals and the pupil premium is 39% at Werrington and 8% at North Petherwin.

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 its Recognition of Commitment in April 2014

2.2. Assessment information

Self-evaluation form received	Yes
Impact evaluation form received	Yes
Attendees at SLT meeting	Headteacher; Assistant Head and RRSA Coordinator.
Number of children and young people interviewed	45 children
Number of staff interviewed	Across both schools: 7 teaching staff 3 teaching assistants 1 HLTA 1 office staff 3 parents 3 governors
Evidence provided	Learning walk in both schools Written evidence 8 classes visited Nursery

Standard A: Rights-respecting values underpin leadership and management

Standard A has been achieved

It was clear to the assessors that rights respecting values underpin North Petherwin and Werrington Federation’s vision for school improvement. Recent whole school consultations involving staff, governors, parents and children have resulted in a new mission statement: ‘Expectation, Aspiration and Respect for all.’ This is communicated to the wider school community via the federation website which states, ‘At our federation we encourage our



UNITED KINGDOM

children to take ownership of their own learning and to participate in school life by placing important rights at the heart of every decision.'

Achieving the RRSA is included in the federation's school development plan and is clearly seen as a whole federation approach. Resources have been allocated for training and materials, and opportunities have been taken to work with Unicef UK on e-safety and campaigning. Policies are being reviewed to include reference to the CRC e.g. SMSC (articles 2, 12 and 29) and RE. The Behaviour Policy is under review as the school moves away from golden rules to rights and respect. The Headteacher has made sure that joint staff meetings, joint training sessions, joint steering group meetings and Skyped sessions mean that both schools develop together on their rights respecting journey.

The school effectively promotes the RRSA and the Convention. The senior leadership team have a good understanding of the Convention and provide opportunities for children, parents, teaching and non-teaching staff to increase their knowledge and understanding through training and whole school activities. RRSA features prominently on the federation website and the Article of the Week and the Rights Child of the Week are both included in the school weekly newsletter. Weekly assemblies raise awareness of rights and a rights event is held at both schools to inform parents about the Convention and RRSA, with children running rights activities..

Actions taken by the senior leadership team ensure that the Convention influences work with local schools and the local and global community. Work on the RRSA began at North Petherwin and was then implemented at Werrington with support from the RRSA Lead. As the school moves to a Multi Academy Trust three other schools are interested in working towards the award. The Assistant Head said, 'The whole point is to work collaboratively and they want to become rights respecting schools.' The Headteacher attends parish council meetings and informs the local community about their RRSA progress through the parish magazine. Other work, such as working with a local artist on the school's Rights Tree, has meant children have influenced others by telling them about children's rights. The school is actively developing its global citizenship work. A member of staff has achieved the Global Teacher Award and the school is part of the Global Learning Programme. Through this, other schools have expressed an interest in RRSA and the RRSA coordinator will lead a presentation to them. CADE, the local development education centre is also leading training on looking at critical thinking in relation to global citizenship. The RRSA impact form states 'We are moving away from the idea of providing charity, towards one of social justice and sustainability.'

Standard B:

The whole school community learns about the CRC

Standard B has been achieved

There has been a planned programme of training and support to ensure staff have a good understanding of RRSA and the Convention and can see how to incorporate learning about rights in the curriculum. Both schools had a joint Unicef led federation training session for



UNITED KINGDOM

all staff at the beginning of their journey and this has been supplemented with further meetings with teachers and support staff particularly to develop rights respecting language. Children interviewed had a good understanding of rights and how they affect children's lives. For example one child said, 'Without rights you might be treated badly, you might not have food or a nice home and family.' They could name a range of rights including the right to an education, to play, to be safe, to be heard, to know about your rights and to practise your own religion. They understood the universality of rights and that not all children have access to their rights. One Year 6 child commented, 'Some children don't get their right to education and have to stay at home and help their families or go to work.'

Parents, carers and governors have been given information about RRSA and the Convention and form a key part of the steering group. There is information on the website, RRSA is commented on in blogs, they have received a letter and have been invited to Parent Forums and encouraged to participate in events when they can learn more about rights with their children. Those interviewed were very engaged in the process and saw a real positive benefit of RRSA and said they had seen a difference in opportunities for student participation; children's respect for each other and their teachers; understanding of world events within the framework of rights; and in their behaviour and 'understanding of basic living together and playing well.' As part of the RRSA monitoring process, governors had been involved in interviewing children and have seen progress in their understanding and behaviour.

Both schools provide effective opportunities for learning about rights. When asked when they learn about rights, one child said 'Every day, really!' A programme of rights based assemblies using Unicef resources and introducing a Right of the Week takes place at both schools. A range of rights are introduced in this way e.g. articles 24, 31, 28, 30 and 42. Children also referred to the Rights Child of the Week. Displays about work connected with the Convention are prominent in both schools. For example, a large display in the main corridor at North Petherwin headed Article 42 captures an overview of the milestones of the school's rights respecting journey and the activities children have been involved with. It includes children's writing on rights they feel are most important and the process of making charters. A textile Rights Tree is also displayed in both schools. This was facilitated by an artist in residence and each child made a leaf or a fruit that represents them 'telling everyone that we have rights.' A teacher explained, 'Children told the artist all about rights. She hadn't heard about it before and was really impressed.' Children also learn about rights in PSHE through a planned rolling programme using First Steps to Rights in EYs and KS1. The new Inspire curriculum developed in Cornwall is also being reviewed with links to the CRC. The assessors saw evidence of learning about rights in Literacy, ('I can write an extended paragraph about children's rights'), RE and Geography.

The Convention is included in teaching about Citizenship and the school is making a conscious effort to develop global citizenship and sustainability underpinned by rights particularly through the Inspire curriculum. It was evident through conversations with children that they are beginning to see the links. The RRSA Lead is attending the Global Learning Programme meetings and the school took part in Unicef's Outright campaign and the Send My Friend to School campaign, linked to the right to education. One member of staff pointed out, "Cultural awareness is really important here because they don't see other cultures and this is a big part of what we are trying to do... It's been a journey and we don't plan to stop here. We're asking ourselves 'What next?' How do we move on?" " The school has achieved the Woodland Trust bronze award and the children have a growing awareness of man's impact on the environment with one Year 6 girl saying, 'If you throw rubbish in the



wood, it could kill an animal. If you throw plastic bags in the sea, fish might get trapped and die. That's not right for the world.'

Standard C:

The school has a rights-respecting ethos

Standard C has been achieved

Charters based on the Convention were displayed in the classrooms visited including the Nursery where they had focussed on the rights to learn, play, be safe and to be heard. A visitors' charter has also been created and a lunchtime charter is being used at Werrington Primary School. Children interviewed were clear about the purpose of charters with one Year 2 girl saying they helped 'everyone to remember to respect rights. If we forget, we can go up there and find it. We use it every day.' Children talked about how they created their charters by thinking about which rights were most important to them in school. They appreciated that the charter was an agreement between children and between children and staff with one child saying 'The adults promised to teach us and to be fair.'

Staff at North Petherwin and Werrington Federation form a cohesive team who work together to embed the language of rights across the two schools. Teachers have had support with modelling rights respecting language and behaviour and children interviewed felt that teachers respected their rights. One child said, 'They explain about rights a lot – they listen to you.' Rights Thinking Cards have been introduced for support staff as a way of promoting restorative justice through rights respecting language. The Deputy Head explained that the aim of the cards was to give prompts and questions to change the way support staff dealt with behaviour and to 'embed the language' of rights. She added, 'This really helped to make it a whole school language.'

Staff and children have been involved in role play activities to help everyone understand what rights respecting behaviour looks like. Children understand how they can show respect for the right of others to learn. One Year 5 girl explained, 'I would say can you stop talking because I've got the right to learn.' Introducing the Rights Child of the Week encouraged children to further adhere to the standards agreed in their charters and recognise positive behaviour. Children see Peer Mediators as playing a key role in helping them develop rights respecting language and behaviour. One Year 3 boy commented, 'Peer mediators help the teachers on playground duty. The teacher can sort out a lot and the Peer Mediators can talk to others.'

The right to be safe is a key focus right at both schools. Trained Peer Mediators play an important role in helping children to feel safe on the playground and in encouraging children to make their own reasoned judgements. Children can relate this to a rights respecting approach in their daily behaviour with others. One Year 4 girl explained she felt safe because teachers 'give us the right to privacy.' Another child talked about the band system which requires children to take a coloured band if they leave the class, 'If a band is missing the teachers know that you're not in the room if there's a fire drill' (Year 2 boy). Both schools have taken part in Unicef UK's Right Click internet safety project for teachers, children and parents. This includes exploring moral dilemmas relating to internet safety.



UNITED KINGDOM

The school is providing opportunities to help children see themselves as rights respecting global citizens. One boy explained, 'We live in the world, we were born in the world, we're part of the world – but not all of us have the right to an education.' The impact form states 'Through learning about global issues in class and weekly assemblies, children are beginning to become aware of the issues facing countries around the world.' The school supports local and national charities and the concept of rights and social justice is becoming an important part of global citizenship work.

Standard D:

Children are empowered to become active citizens and learners

Standard D has been achieved

All children interviewed knew that being listened to is a right and not a permission. They have been consulted on strategic matters such as the creation of the new school vision through a series of assemblies. The well-established School Council have opportunities to meet with the Headteacher and governors responsible for key areas of the School Improvement Plan. Children across the federation are encouraged to be involved in decision making and in making improvements to the school through the School Council. Children talked about their role and what they had achieved. One child talked about how 'the football rota is a bit of a problem' and how the school council helped to resolve it. Another explained that the school council helped get new play equipment. Children are part of the RRSA Steering Group and involved in the monitoring process. A Year 3 boy explained there was a 'Suggestion box if we want to improve the school.' Children also regularly contribute to pupil questionnaires about life in school.

Young people have access to information to help them make decisions about their learning and wellbeing. Visitors are regularly invited into school to inform children about a range of topics e.g. RNLI and beach safety. The school has been a keen supporter of Unicef workshops to improve internet safety and were involved in writing to the Children's Minister about rights. They are well informed and involved in their learning targets: 'We have targets in the front of our books, there are boxes for dates and we have to achieve it three or four times' (Year 5 boy). They are involved in peer assessment and described how they swap work with partners and use sticky notes to make comments and improve work. They have the opportunity to contribute to decision making in topic work. Peer mediators have been trained by the RRSA Lead so they are confident rights respecting role models learning how to give advice to younger children. This has clearly been empowering: 'If there was a little argument, they'd see if they could sort it out and just remind people about rights' (Year 6 girl).

Locally, children have been involved in raising money for the Children's Hospice and supporting the local food bank. They organised a Speedwatch event to promote the safety of local children and have informed the local Parish Council about road safety and the lack of places to play. The Federation takes part in national events such as Sport's Relief, Red Nose Day and Unicef's Outright campaign. North Petherwin was mentioned by the Children's Minister in his Outright video to rights respecting schools. Globally, children have



UNITED KINGDOM

been involved in the Send My Friend to School campaign and children have supported a school in The Gambia: 'We sent some books to the Gambia because they didn't have much for their education. We sent science books and maths books because these were the two main ones they needed' (Year 6 girl). The school intends to take part in Project Everyone in September to raise awareness of the new Sustainable Development Goals linked to rights. Governors and parents described how proud children were to be a rights respecting school.

2.3. 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 assessors are listed below:

Attend training to help the journey from RRSA Level 1 to Level 2.

Continue to explicitly embed learning about rights in curriculum planning and involve children e.g. in topic work ask 'What do you already know? What do you want to find out? What rights might we explore in this topic?'

Continue to review policies from a rights perspective and involve children in those reviews as appropriate.

Look for ways to increase student participation at different levels e.g. consider developing a child friendly School Development Plan so children know what the priorities for the school are, how money is spent etc. Consider having more 'groups' to lead in school e.g. a Global Group.

Continue to develop charters rooted in rights each year. Encourage classes to use a similar framework but take ownership of them in a creative way.

Continue to use local school networks to be ambassadors for the Convention.

Use the GLP and CADE to continue to develop global citizenship in school and the Sustainable Development Goals as a stimulus for exploring rights locally and globally developing children's as global citizens.