



# UNICEF UK RIGHTS RESPECTING SCHOOL AWARD ASSESSMENT REPORT LEVEL ONE

<b>School:</b>	St John’s Catholic Infant School
<b>Headteacher:</b>	Mrs M. S. Bulmer
<b>RRSA coordinator:</b>	Mr N. Muskett
<b>Local authority:</b>	Wirral
<b>Assessors:</b>	Mrs F. Parsonage
<b>Date:</b>	19.1.2015

## 1. INTRODUCTION

I would like to thank the Head teacher, Coordinators, staff and children for their very 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 during the visit that the whole school community places a real importance on developing a rights-respecting ethos. It was a pleasure to speak to so many children, who clearly had a good understanding of children’s rights and demonstrated a real pride in their school.

## 2. THE ASSESSMENT IN DETAIL

### 2.1. The school context

St John’s Catholic Infant School is a popular choice with parents and is situated in Bebington with a catchment area that also includes Rock Ferry, Port Sunlight and New Ferry. Currently there are 247 children on roll with 180 children between the ages of 4 – 7 and 67 in the pre-school. The main school is a two form entry Catholic Infant school with six single aged classes and standard admission number of 60. Over the last few years, applications for places at the school have been greater than the number of places available. The population is settled with a few movements in or out of school. Almost all the children are of White British heritage and the proportion of children eligible for Free School meals is well below the national average. The majority of children’s attainment on entry to school is below average. By the end of Key Stage 1 however, achievement is outstanding and above national average in all areas. The school has gained awards for Healthy School, Sports Active Mark and Financial Management in Schools Award.



## 2.2. Assessment information

Self-evaluation form received	Yes
Impact evaluation form received	Yes
Attendees at SLT meeting	Headteacher / RRSA Coordinator (Assistant Headteacher)
Number of children and young people interviewed	30 pupils
Number of staff interviewed	3 teaching staff 4 support staff 1 parent 1 governor Any other
Evidence provided	SLT meeting Learning walk Written evidence Meeting with Council/Steering Group Lessons

### Standard A: Rights-respecting values underpin leadership and management

#### Standard A has been achieved

The Head teacher and Coordinator describe the vision statement of St John's Infant School, a place of 'Loving, Learning and Laughter Together With God', as being created with regard to rights respecting values. Progress Report Action Plans are created each academic year to show impact and ways forward. RRS is a clear priority and cohesive part of the school curriculum underpinning all aspects of work. Since the initial staff training there has been considerable allocation of time and resources to the embedding of RRS practices into the school. As Policies and practice are reviewed reference is made to the appropriate articles. RRS is now part of the schools SMSC curriculum ensuring the articles are linked into relevant curriculum subjects. The Head teacher and SLT demonstrate a good understanding of the Convention and have taken steps to ensure the whole-school community learns about it. SLT have trained teaching staff, TA's, Governors, admin staff, midday supervisors, extended school club, parent helpers, and parents about RRS. It was evident when speaking to all staff that they were confident in their understanding.

There are many examples of planning and actions taken by the Head teacher and senior leaders within wider community, locally, nationally and globally which are underpinned by



the UNCRC. There is a very comprehensive planned list of events throughout the school year that are linked to articles, these include for example: Jan – Rights Respecting Day, Feb - World Culture Market Place, Nov – Friendship Day, Fundraising events - local, national and global. There are also other events planned into the school calendar which establish clear links between children’s rights and the global dimension. There is clear evidence that these events are part of a systematic approach to the curriculum development  
Staff spoke about the annual two week whole school themed event based upon global citizenship, underpinned by RRS. These areas reflect Geography, Art, PSHE, RE, Science, in all the planning articles are listed, and this is commonplace in all planning and commented on in lesson observation feedback. There are regular assemblies linked to RRS, staff and pupils made reference to these throughout the visit.

**Standard B:**

The whole school community learns about the CRC

**Standard B has been achieved**

Throughout the visit staff, pupils and parents had a clear understanding and were confident describing the Articles. A year 2 pupil referred to “the right to have healthy food”. Many pupils referred to the right to an education; to play; to be listened to; to feel safe; to have healthy food and water. There was a clear understanding of how these rights affected children’s lives. A year 2 pupil stated, “all children have these rights”. **All** staff have received professional development on UNCRC. Teachers are confident at planning activities based on RRS. Training also includes a programme for mid-day assistants. The senior mid-day assistant commented on specific rights, regarding healthy eating, safety and choice. She explained how the playground charter had been devised with the children and how valuable the training had been. She also commented on the positive impact with the children and other mid-day assistants.

It is school policy to begin each new academic year spending two weeks introducing RRS. The RRS Coordinator gives presentation to new F2 Parents on Articles and School ethos. And all children take home the Home School Agreement which has been re-written in line with language of RRS, this can also be found on the school website. Through PSHE curriculum and regular themed days, children meet new Articles relevant to their understanding. Governors have received training on RRS. Termly oral updates are given at full Governing body meeting from the RRS coordinator. The Governor interviewed explained all governors have a clear understanding and see evidence when visiting the school and the classrooms. The Annual Action Plan Progress Report is presented to Governor’s.

Displays around the school are of an excellent standard and are updated regularly there is evidence made to articles and language of the CRC on numerous displays. One commercially printed display of the school vision statement is illustrated with photographs of pupils enjoying their rights, the photographs were taken by the children. Lesson plans make reference to the CRC, staff are confident in making reference in their planning. There are termly Assemblies planned by SLT which include reference to RRS. A



number of pupils referred to school assemblies. The whole school topic fortnight ensures different rights are linked with global citizenship and sustainable development, for example; Year 2 completed a project on Fair Trade based on Belize Cocoa Farmer. Recently the school has introduced new Cafod Teaching material on social justice.

### Standard C:

The school has a rights-respecting ethos

**Standard C has been achieved**

Class charters are created and shared with families, they are taken home and there is a competition held to see how many adults they can tell. Results are and celebrated and shared at RRS assembly. All classes share their charters in assembly. A year 1 pupils said "I feel very proud doing the assembly" A year 1 pupil was able to explain "the charter is about your rights and responsibilities" The displays of charters in each classroom reflect the age of the pupils, a year 1 pupil explained "we put our handprints on the charter to show we share it". In each classroom pupils were able to show their charter and explain how they came up with their ideas. RRS / class charters received high praise from the Diocesan RE Inspection July 2014. The Playground charter was created by the school council and each class, they worked with the mid-day assistants, the senior mid-day assistant recognised that working with the children was very beneficial and greatly contributed to its success. The school council led an assembly on the playground charter to the rest of the school. All adults use rights-respecting language and model rights-respecting behaviour to create a very positive learning environment.

Pupils and staff interviewed said that they act according to the standards agreed in their charters or agreements to create a rights-respecting environment; that it supports the ethos and vision of the school. A year 1 pupil said "we must respect". There are clear behaviour systems in place which are understood by children and all adults, the consistent use of RRS language supports these systems. This is evidenced in the school questionnaire to children / parents. An established feature of lesson observations is to monitor language / ethos of RRS. The PSHE long / medium term plan has been adapted to incorporate RRS into a cohesive plan. Teacher's value children's ideas and opinions and model correct language, their ideas and interests are incorporated into curriculum.

All pupils interviewed said they feel in a safe and healthy environment at school, A Year 2 pupil said, "Yes we feel safe in school". A 'Candy Club' has been created to support less confident children in helping them articulate opinions. One pupil explained talked about the activities that takes place in the club. Another pupil in year 2 said "we can talk to the teachers if we are unhappy." Children were able to describe the work they had done in the World Faith Fortnight and the World Culture Market Place, they explained about the art work and displays around school. There was a clear understanding that all children have the same rights.



**Standard D:**

Children are empowered to become active citizens and learners

**Standard D has been achieved**

Pupils and staff interviewed gave examples of how children can express their opinions and have been involved in decisions about their learning and well-being. The school has a well-established School Council, pupils are confident and understand about their roles and responsibilities. They conduct termly school council assemblies and are known to other pupils in the school. They are proud of being involved in putting together the playground charter and feel they have a voice in school, a year 1 pupil said "the teachers listen to us", a year 2 pupil said "we told the teacher we would like more paint" The members of the council talked about many aspects of school life and genuinely expressed a strong sense of belonging.

Children have a voice in designing the curriculum that interests them, and raise questions they would like to find answers to. A teacher explained that they ask children about their previous learning, what they would like to learn, take their ideas and create a topic. Pupils feel safe in school and have an understanding of internet safety, the school has funded 35 iPads and trained children on safe internet searching. The school nurse and other visitors regularly attend school to support topics and themes.

Pupils are involved in many types of fundraising to improve the lives of children locally and globally; they have supported communities in Pakistan, India and Kenya. The Lent fund raising supports Mission Together which supports children globally. The school community has also supported a local homeless shelter The Ark through collections.

### 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:

To further develop promotion and celebration of the schools Rights Respecting ethos actions including the use of the school website

To work with, and share good practice, with other schools in promoting the UNCRC and to support them on their Rights Respecting Journey

To develop an ambassadorial role whilst working towards level 2. To involve children in activities with the local community so that they become ambassadors for children's rights

To ensure that in the future the language of charters has shifted from 'responsibility' to 'respect' in line with the recent RRSA guidance