

# UNICEF UK RIGHTS RESPECTING SCHOOL AWARD

## ASSESSMENT REPORT LEVEL ONE

<b>School:</b>	Elmwood Infant School
<b>Headteacher:</b>	Zoe Harris
<b>RRSA coordinator:</b>	Helen Gilroy Chloe Carley
<b>Local authority:</b>	Croydon
<b>Assessor:</b>	Annie Eagle
<b>Date:</b>	24 <sup>th</sup> November 2016

### The school context:

Elmwood Infants School is larger than the average-sized primary school. NOR 411  
 The proportion of pupils supported by the pupil premium is above that found in most schools.  
 20% of children qualify for free school meals.  
 The proportion of pupils from minority ethnic groups is above average, as is the proportion of  
 pupils who speak English as an additional language. 70%  
 10% of children have special educational needs.

**First registered for RRSA: Summer 2015      Recognition of Commitment: Dec 2016**

### Assessment information:

<b>Progress and evaluation form received</b>	Yes	<b>Impact evaluation form received</b>	Yes
<b>Attendees at SLT meeting</b>	Headteacher Deputy Headteacher Assistant HT/Inclusion manager		
<b>Number of children and young people interviewed</b>	52		
<b>Number of staff interviewed</b>	4 teaching staff 2 governors	3 support staff	2 parents
<b>Evidence provided</b>	Learning walk Assembly	Written evidence	Class visits

### The Assessment Judgement

**Elmwood Infant school has met the Standards for  
Unicef UK's  
Rights Respecting Schools Award at LEVEL 1**

## Moving to Level 2:

Level 1 is an important milestone on the Rights Respecting journey. In the light of the assessment visit, the assessor has identified the following priorities for further progress. These recommendations, based on Unicef's experience with schools across the UK, will have been discussed in more detail during the assessment visit:

**In order for the school to progress successfully to Level 2, the following steps and actions will be required:**

### Standard A

Be more explicit in looking for correlation between improved outcomes for children and the implementation of a rights based approach across the school. (Criterion 1)

Enhance ambassadorial activity by enabling children and staff to promote and encourage Rights Respecting values and actions and knowledge of the UNCRC with other schools and in the wider community. (Criteria 4 and D 18)

### Standard B

Build upon the work already begun to promote the UNCRC within the focus on the planned learning about children's rights to ensure systematic and planned coverage throughout most aspects of the curriculum particularly with reference to global citizenship. Ensure that most curriculum plans refer to appropriate Articles of the Convention and are more explicitly linked to outcomes for children. (Criteria 8&9)

Continue to develop the focus on Global Citizenship and sustainable development, capitalising on the rich cultural heritage of the school. Consider further CPD in this area. (Criterion 9)

### Standard C

Continue to embed the Unicef RRSA Charter Guidance and focus on the language of 'respect for rights' to enhance children's understanding of the role of the charter in their daily lives. (Criterion 10)

Help the whole school community to develop a greater sense of critical enquiry, informed by the UNCRC when looking at the world and at global issues such as sustainable development. (Criterion 15)

### Standard D

Continue to strive for more creative and significant opportunities for the participation and decision making of children to influence and shape the life and work of the school, perhaps through further development of the school council and children's understanding of how this links to rights. (Criterion 16)

Seek to build upon fundraising activity by further developing a rights based approach and seeking more opportunity for pupil led advocacy and campaigning on local, national and global issues. (Criterion 18)

### In addition, the school might also consider:

Participating in RRSA training to support your journey to Level 2

Discussing the relationship between the concept of rules and charters and how these work side by side.

**The following good practice evident at the assessment contributes to the school's success at Level 1:**

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

- There is a clear and passionate vision strongly supported by staff and Governors. A rights respecting focus is evident in the 2015 - 2018 School Development Plan. The plan shows continued emphasis on the development of rights teaching within the curriculum. There is very good support for RSSA lead staff with time, resources and training. Policies are being updated to include reference to the UNCRC.
- The leadership team have identified several areas of significant impact since becoming a Rights respecting school. e.g. *"Children can now articulate about rights and learning in a constructive way."* DHT *"Writing standards have improved due to children's feelings of their own accountability and teacher feedback"* HT
- Assemblies play a large part in developing staff and children's understanding of the UNCRC.

**Standard B: The whole school community learns about the CRC**

- Children in all year groups know the basic rights and many can talk about more complex rights e.g. the right to privacy and to a name. *"If you are changing you have the right to be private"* YR1 boy. They know that rights are for all children in the world and are theirs from birth. They also know the terms for the concepts behind their rights, e.g. indivisible, unconditional.
- There is extensive ongoing CPD which includes all staff. Data in the staffroom about medical needs for duty bearers is headed by Article 3 which staff report is very powerful.
- The Governors have been fully involved in learning about the UNCRC and are excited about the work the school is doing. Staff speak passionately about the UNCRC. Parents have been well informed through the website, regular newsletters which contain references to articles from the UNCRC linked to issues such as attendance and workshops.

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

- There is a stimulating rights respecting environment which pervades the culture of the school. There are exciting displays linked to rights, posters about rights featuring photographs of the children displaying rights respecting behaviours and much celebration of the variety of cultures and languages in the school. There are charters in all classrooms, including the nursery and the children can talk about being involved in creating these. Some children can explain that charters help them to remember their rights. Evidence from lesson observations show that staff refer to the UNCRC and use the charters during lessons.
- Children are respectful to each other and adults. The school, playground and toilet charters support their understanding of this. Children say they feel safe and they can talk about how the school teaches them about their right to be healthy and how to take care of themselves and others.
- Inclusion and participation are high priorities and receive much praise from parents. *"The teachers are role models, they show the behaviour they want to see in the children"* Parent *"Stereotypes don't exist here, no-one is judged by where they come from"* Parent

**Standard D: Children are empowered to become active citizens and learners**

- Children know they have a right to give their opinion. There is a strong steering group who have been involved in gathering opinions from their class and meeting to make decisions, e.g. for the playground and school charters. In a recent questionnaire 100% of children reported knowing how to deal with bullying. Children can talk about when the school council helped to improve the lunches. Children talk enthusiastically about the choice they have in their learning with different levels of challenge and the traffic light feedback system they use to communicate their opinion on their learning experience.
- There are many opportunities for children to support children's rights both locally and beyond through for example fundraising and the harvest festival. Under the new RSSA leadership there are exciting plans in place to extend opportunities to learn about sustainability and to broaden the children's concept of global citizenship.