



UNICEF UK RIGHTS RESPECTING SCHOOL AWARD ASSESSMENT REPORT LEVEL ONE

School:	Manor Fields Primary School
Headteacher:	Jo McMorrin
RRSA coordinator:	Sally Tedd
Local authority:	Wiltshire
Assessors:	Jilly Hillier
Date:	9 th November 2015

1. INTRODUCTION

I would like to thank the leadership team, governors, parents, staff and young people for their warm welcome to the school, for the opportunity to speak with governors, parents and pupils during the assessment and for the portfolio of evidence detailing the work towards becoming a Level 1 rights-respecting school. Prior to the assessment visit you provided a Progress and Evaluation form and Impact Evaluation form. It was clear to the assessor during the visit that everyone places a real importance on developing and embedding a rights respecting ethos.

It was particularly evident that the wellbeing of every child is at the heart of the school's rights-respecting journey. Positive relationships are nurtured and based on mutual respect.

Standards A, B, C and D have all met the necessary criteria.

2. THE ASSESSMENT IN DETAIL

2.1. The school context

Manor Fields Primary School is smaller than the average sized primary school with 222 children on roll. The school is situated in Salisbury and the majority of pupils (90 %) are from White British backgrounds with 6.8 % having English as an additional language. 25% of children receive the pupil premium/ free school meals. The proportion of children with SEN is 20 %.

The school was last inspected by Ofsted in December 2012 and was rated as Good. The school also has the International School Award.

The school achieved its Recognition of Commitment in July 2015.



2.2. Assessment information

Self-evaluation form received	Yes
Impact evaluation form received	Yes
Attendees at SLT meeting	Headteacher, RRSA Lead, Governor
Number of children and young people interviewed	24 children
Number of staff interviewed	3 teaching staff 2 support staff (including office, catering, volunteer, Teaching Assistants, Breakfast club/Playmakers) 1 parent 2 governors (including Chair of Governors)
Evidence provided	Learning walk Written evidence 3 classes visited

Standard A:

Rights-respecting values underpin leadership and management

Standard A has been achieved

The Headteacher described how being involved with the Rights Respecting School Award gave a clear message to the school community that “the school puts children first” and that “enabling children to know they have rights and deserve respect... is what we believe in.” The RRSA Lead reports that data indicates that children are more engaged in their learning with learning behaviours being “purposeful and positive” (Impact Evaluation Form).

Achieving RRSA Level 1 is part of the school’s strategic planning. It is referred to in Governor’s meetings and is included in the School Development Plan under Personal Development, Behaviour and Welfare. The RRSA is led by the ELSA coordinator. Policies show an awareness of the UNCRC and are in the process of being reviewed with explicit reference to the Convention. For example, the school’s Pupil Premium Policy states, “In keeping with our rights- respecting ethos, we believe that the “Government should provide extra money for the children of families in need (Article 26 of UNCRC).” The Child Protection Policy states that it should be read alongside article 19 of the UNCRC. The School council was involved in contributing to the Anti-bullying Policy.

The Headteacher and RRSA Lead show a good understanding of key articles and promote rights-respecting values. The Deputy Head has led staff meetings on RRSA and the RRSA Lead has provided training for teaching assistants. Parents have been informed and the



website has recently been updated to include information about RRSA and the UNCRC. The pupil Speak Out team are proactive in promoting children's rights in school.

An understanding of children's rights enhances work within the school and local community. For example, the school works with the Trussell Trust; it supports local foodbanks, Wiltshire Air Ambulance and has worked with the NSPCC on the Stay Safe project. It has also worked with local football clubs as part of the British Council Football Remembers WW1 project to honour those who died in WW1. This particularly engaged reluctant learners and raised awareness of the different nationalities involved in WW1. Manor Fields is also involved in working with a cluster of eight local primary schools to share good practice.

The global context of learning has been developed through involvement in the Comenius project and the International School Award with links being made with countries such as Poland, Tenerife, Greece and Turkey. There is evidence that a systematic approach to global citizenship underpinned by the Convention is developing, for example, through the whole school project Multi-Cultural Me and in teaching about British Values. The school takes part in the Sustrans Bike It Award promoting safe and green ways of travelling to school. The Headteacher explained, "Children think about the impact of their actions of others."

Standard B:

The whole school community learns about the CRC

Standard B has been achieved

The Speak Out group have a key role in working with the RRSA Lead to inform others within the school to learn about the Convention. They are involved in delivering assemblies on children's rights and contributing to display boards. Other children interviewed spoke confidently about key rights such as the right to be safe, to learn, to clean water, to express your opinion, to play and to "have all of the rights." They understood that rights were for all children around the world but that not all children had access to their rights. Examples they gave included when children are abused, are forced to fight in the army or don't have clean water. The RRSA Lead reported that all staff are aware of the Convention and include learning about articles in some lessons and assemblies.

Parents and carers have been informed that the school is working on the RRSA. For example, letters have been given out at consultation evenings outlining the school's rights respecting journey. A recently updated website also gives information about RRSA, the Convention and links to Unicef. Governors are informed at meetings and meet with children to discuss issues. A letter from one governor stated, "A rights respecting approach to School Council meetings is clearly evident."

Some assemblies have been linked to the Convention including those led by the Headteacher on British values and an assembly on children's rights led by the pupil steering group. Displays around the school such as the Rights of the Child board, Positive Play board and Festival of Light board make clear references to articles from the Convention. Children reported that they learnt about rights in circle time, in assemblies and in some



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lessons - for example in a topic about the Suffragette movement they learnt that “Every gender should get their rights” (Year 6 child). Staff confirmed they taught about the Convention particularly in RE and PSHE to help develop rights-respecting attitudes and behaviours. Visitors also contribute to children’s learning about rights e.g. through the Stay Safe project in which Child Line talked to children in years 5 and 6 about child protection issues in terms of rights and what to do if those rights weren’t being met.

International work at Manor Fields has been a priority as the school has worked towards its International School Award, establishing links with schools in a number of countries. A two year Comenius project also enabled links to be made with communities across continents to which included exploring experiences of involvement in WW1. As part of this Year 6 visited Ypres and laid messages from their Indian link school at the Menin Gate. Rights are also used to help teach aspects of global citizenship through such topics such as Multi-Cultural Me and fair trade. One child’s poster explained that fair trade “has the power to change the world” and a Martin Luther King quote states, “In a fair world everyone would have their basic needs and rights met.” Each year the school celebrates the Day of European Languages which is broadened to include cultures reflected by the school community e.g. exploring Ghanaian culture through Anansi stories.

Standard C:

The school has a rights-respecting ethos

Standard C has been achieved

Classroom Charters were present in all the classes visited There was also a School Charter and a Dinner Hall Charter. Some, but not all, were based on the Convention and some referred to school rules and responsibilities. Photographic evidence showed that children were involved in creating the charters and one child said the charter helped them to remember their rights “when they got stuck.” Reviewing charters using the guidance on the website is a next step.

It was clear to the assessors that rights-respecting attitudes are promoted at Manor Park. Children were polite and respectful and the Headteacher felt the school “embodied” the award and that everything the school did was “about creating a sense of wellbeing for children.” This included such actions as using pupil premium funds for music lessons and breakfast for disadvantaged pupils and running a counselling service to provide an effective way of supporting vulnerable children. Children are encouraged to think about the impact of their actions on others are supported to build resilience. Children felt that adults respected their rights and were kind and supportive if they got things wrong. ELSA support together with the language of rights and respect is building positive relationships.

Children interviewed said they felt safe in school and gave examples about how the school helped them to enjoy their right to be safe and healthy. These included locking the gates while they are in school and providing healthy school dinners “with lots of vegetables” and water rather than juice” (Year 3 child). One child said “Mrs Tedd (RRSA Lead) makes us feel safe.” Feeling safe in school was also confirmed by the results from parent and pupil questionnaires.



The RRSA Lead reports that children are empowered to recognise and respect the rights of others, demonstrating positive attitudes toward diversity and towards pupils with different needs. Children are involved in raising awareness about anti-bullying and Years 5 and 6 work with Child Line to build awareness of safety issues. Older children support younger children and recognise each other's achievements.

Talking with children showed that they are beginning to use the language of rights in relation to global learning and issues of equality and diversity e.g. when learning about Suffragettes and Nelson Mandela. Their involvement in supporting organisations like WaterAid and Oxfam show their commitment as global citizens.

Standard D:

Children are empowered to become active citizens and learners

Standard D has been achieved

Children interviewed felt they were listened to and gave examples of how young people can express their opinions in school and be involved in decision making. Year 6 pupils explained how pupil groups such as the School Council, Environment Group and Speak Out Group helped to "change our school" and "make sure everyone knows about rights." They understood that these groups are about exercising their right to have an opinion and be listened to. Children are also consulted through questionnaires, including an exit questionnaire for Year 6 children. The Headteacher made it clear that "We act upon what they say." Children talked about the changes they had brought about through the School Council such as improving the playground area for younger children and for wheelchair access to help their right to stay safe outside. One child talked about how she wanted to have a Shakespeare Day and she took her idea to the school council "and it's actually going to happen!" Another child talked about how they could choose their Challenge activity in maths.

Young people have access to information to enable them to make informed decisions and children spoke about visitors who come to school to help their learning. These included the nurse, dentist, police, local MP, NSPCC, the Learning Bus and the Road Safety Patrol. Health and wellbeing issues are explored in PSHE and there is a strong system of pastoral care and support. Children felt that learning about rights was important because "If you didn't know about rights, then you might not be treated fairly" (Year child).

Pupils interviewed were able to talk about a range of activities they had been involved with to promote children's rights on a local and global scale. These included supporting Children in Need, the Bulgarian Shoebox appeal and WaterAid. Work carried out as part of the International School Award and Comenius project provide opportunities to explore rights on a global scale. The school is also involved in this year's Unicef Outright Campaign in which children speak out and raise awareness of children's rights in emergency situations.



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:

*There is much good practice in place but as requested by the Headteacher and RRSA Lead a detailed list of recommendations are listed below. It has been agreed that the assessor will revisit the school 23rd February to talk with children and staff about the changes that have taken place since the assessment visit. **It would be helpful if staff training on the UNCRC and a review of charters could be carried out by then.** The other actions will be ongoing throughout the year.*

Consider attending RRSA training Moving from L1 to L2 training to ensure all staff deepen their understanding of the principles of the Convention and move from the language of rights and responsibilities to rights and respect. (The leaflet on the website needs replacing).

Consider replacing the current Golden Rules with Charters based on rights from the Convention that include both children's and adults' rights- respecting actions. Use this framework to underpin relationships and further develop rights-respecting language. This will help the Convention to be lived explicitly on a daily basis and ensure the whole school community understands the purpose of the Class, Dinner and Playground Charters as being at the heart of building a rights-respecting ethos. See guidance on the website

http://www.unicef.org.uk/Documents/Education-Documents/RRSA_guide_to_creating_charters.pdf

Aim for all children to have the same level of understanding about the CRC as the Speak Out Group which is doing a great job! Ensure all children have regular opportunities to explicitly learn about rights on the Convention at an appropriate level.

Raise awareness of the Convention by ensuring it underpins communications more explicitly e.g. displays, curriculum planning, assemblies, newsletters, home-school learning activities, school prospectus etc.

Involve children at a strategic level. For example, some schools involve children in creating a child friendly version of the School Development Plan so they are aware of the school priorities and vision.

Take opportunities to enhance your curriculum even further by exploring a range of relevant articles from the UNCRC to support children's learning to help them have a deeper understanding of topics and issues from a rights perspective. When starting a new topic encourage children to think about which rights they might be exploring in the topic.

Continue to review policies and involve children in appropriate reviews ensuring the UNCRC is at the heart of the policy and clearly referenced.



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Be ambassadors for the Convention by working with other schools and sharing good practice.

Some schools have an Article of the Week across the school to raise awareness of specific rights throughout the week. This could be displayed on your TV screen in the entrance.

Expand the Speak Out Group to include boys as well as girls and younger children and explore further opportunities to campaign on issues relating to children's rights.

Visit another L1 or L2 school to share good practice.

Use the RRSA website for ideas on the journey to Level 2 www.unicef.org.uk/rrsa