

UNICEF UK RIGHTS RESPECTING SCHOOL AWARD ASSESSMENT REPORT LEVEL TWO (Reaccrediation)

School:	Brettenham Primary School
Headteacher:	Stewart Humphreys
RRSA coordinator:	Joanne Brown
Local authority:	London Borough of Enfield Council
Assessors:	Paul Harris
Date:	15 th November 2017

1. INTRODUCTION

I would like to thank the school's pupils, RRSA co-ordinator, the leadership team, staff, governors and parents for their very warm welcome and opportunity to hear about the 'rights respecting' work that is taking place at Brettenham Primary School. Prior to the level 2 re-accreditation assessment visit, comprehensive self-evaluation and impact evaluation documentation were submitted. A well evidenced and organised portfolio of evidence was also presented on the assessment day. It is particularly notable that:

- The school has a highly inclusive ethos underpinned by a rights respecting culture
- The principles and values of the UN Convention on the Rights of the Child (CRC) are embedded in everyday practice
- Pupils know their rights and that all children around the world have these same rights
- Brettenham has engaged with other schools and taken an ambassadorial lead in promoting the RRSA and CRC

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

2. REQUIREMENTS BEFORE ATTAINING LEVEL 2

No requirements noted.

3. MAINTAINING LEVEL 2

- Consider 'threading' the CRC throughout the school development plan and when policies are reviewed look to include specific Articles of the Convention, as appropriate.
- Build on existing good practice where learning about rights is an implicit part of the curriculum by ensuring that named Articles of the Convention are explicitly included, where relevant, in curriculum and planning documentation.
- Continue to develop global learning within the school by engaging with the UN Sustainable Development Goals.

4. THE ASSESSMENT IN DETAIL

4.1. The school context

Brettenham Primary School is a community school for children aged 4 to 11 years with currently 470 pupils on roll. The proportion of pupils eligible for the pupil premium is 32%. 71% of pupils have English as an additional language and 2% of pupils have a statement of special education needs or an EHC Plan. The school was inspected by Ofsted in September 2014 and was graded 'good' in all areas.

Brettenham Primary School achieved the RRSA Level 2 in October 2014.

4.2. Assessment information

Self-evaluation form received	Yes
Impact evaluation form received	Yes
Attendees at SLT meeting	Headteacher, Deputy Headteacher and the RRSA co-ordinator.
Number of children and young people interviewed	2 pupil focus groups (total of 20 pupils from years 2 to year 6) and discussions with 2 classes (years 2 and 6) & the Unicef pupil ambassadors group. A learning walk with 4 Unicef pupil ambassadors (year 6) and the RRSA co-ordinator.

Number of adults interviewed	3 teachers (including a Deputy Headteacher), 1 member of support staff, 4 parents and 2 governors (including a parent governor).
Evidence provided	Learning walk, feedback from meetings and written evidence.

Standard A: Rights-respecting values underpin leadership and management

Standard A has been achieved

Since gaining RRSA level 2 accreditation in 2014, school leaders were able to describe how Brettenham's rights respecting work has continued to develop and progress within the school. The Headteacher explained how the '*confidence of the children*' has increased with this '*filtering down*' to the young children in the school and the Deputy Headteacher described how a focus on speaking and listening has helped pupils '*to articulate what their rights are*' and that when talking with the pupil ambassadors it was '*good to hear that they feel really empowered*'. Similarly, the RRSA co-ordinator explained how the pupils have a '*sense of ownership*'. Another key area of development for the school through its rights respecting work has been a focus on global learning and Brettenham is now an 'Expert Centre' with the Global Learning Programme (GLP) and has trained its own staff and those from other schools in the Enfield area. Part of the welcome page on the school's website says 'We are proud to be a Rights Respecting Level 2 community. We are a successful, cohesive and inclusive school that strives to develop each child academically, socially and physically'. This very much encapsulates how the school's rights respecting work through the principles and values of the UN Convention on the Rights of the Child (CRC) has helped to underpin these aims. In the school's self-evaluation of the impact of its rights respecting work, six of the eight areas were identified as having 'significant' impact.

The school improvement plan for 2017/18 includes a section with the aim 'to embed the work of global learning throughout the school and successfully renew the RRSA level 2'. Policies seen as part of the portfolio of evidence also referenced the CRC. For example, the safeguarding policy included Articles 2, 3, 18, 19, 27, 28, 29 and 39 and the marking and feedback policy included Articles 3, 12, 28 and 29. The RRSA co-ordinator ensures that staff are kept up-dated, new staff are supported with the creation of charters and the visible presence in the school about rights, through displays and a Brettenham version of the CRC, all help to ensure that the school's rights respecting work is well embedded and sustainable.

Brettenham is a diverse community with children from several different ethnic backgrounds and with more than 70% of pupils speaking English as an additional language. This diversity is respected and valued; an annual Summer Cultural Fayre is one way for example of how the school celebrates this diversity. The inclusive ethos of the school is an integral part of its everyday practice and in June this year the school was awarded 'The Inclusion Quality Mark' (IQM) for the third time and reference to the school's RRSA work was

highlighted in the IQM report. The school offers approximately twenty five or more clubs each term and pupil participation is monitored with between 75 to 80% of year 1 to 6 pupils attending at least one club during the course of the year. The Headteacher explained that *'we believe in the difference it makes'* with regards to developing pupil confidence and self-esteem. In their learning pupils can opt for different levels of challenge and as the Deputy Headteacher explained the school was *'not putting a ceiling on children's capabilities'*. Support and intervention for pupils with special educational needs is provided as appropriate but with pupils remaining *'in class wherever possible'*. The Headteacher described how they were *'very proud of what we have done'* in the support of SEN pupils and the inclusive approach that the school has taken.

The school has been a very active advocate and ambassador for the RRSA and CRC. This has included hosting visits for several schools and supporting them in their rights respecting journey. Visits and communications with other schools from the local area and further afield total over twenty! As a result of such commendable engagement, some of the schools that Brettenham has helped have achieved their RRSA level 1 or are progressing towards level 2. Additionally, as a result of being an expert centre with the GLP further opportunities exist when delivering training to teachers from other schools to help promote children's rights within the context of global learning. Through its 'Coffee Stop' programme parents are invited into the school to learn more about various topics and issues during the course of the year and this has also included the RRSA.

Assembly themes including the celebration of religious festivals, activities connected to fair trade and 'creative curriculum' topics such as 'An African Safari (year 1) and 'The Rainforest' (year 3) help to support pupils' understanding of the wider world. In RE and SMSC, the school uses 'Ultimate Questions' to help explore through different religions themes such as truth, meaning, identity and values. Questions include (depending upon the year group) 'what does it mean to be me?', 'why is there suffering?', 'why is there hate in the world?' and 'does aspiration have to involve money?' This also helps to support pupils in developing a global outlook and as the RE/SMSC policy on the website says to enable pupils to develop 'a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures'.

Standard B:
The whole school community learns about the CRC

Standard B has been achieved

Pupils were able to give examples of a wide range of rights including the right to an identity, to shelter, to an education and to learn, to have healthy food and clean water, to be able to practise their religion, to have an opinion and the right to be safe and protected from harm. They have a clear understanding that rights are universal and for *'every child in the world'*, inherent, inalienable and unconditional. Pupil ambassadors and the RRSA co-ordinator have ensured that RRS work in the school is kept at a high profile. A year 4 pupil

ambassador explained that *'sometimes we teach the younger kids their rights so that when they grow up they can have a healthy, happy life in the future'*. Similarly through engagement with other schools rights respecting work has also been actively promoted in the wider community.

Parents and governors are supportive and enthusiastic about the school's rights respecting work. A governor explained how Brettenham was *'a world school'* and was *'using an international convention'* as part of its work which also helps to give pupils *'self-discipline'*. The impact of the work was spoken of very positively, with children showing greater empathy for the world around them, high levels of respect and being inclusive with their peers- as one parent explained *'this school is fantastic'*! Lots of information about the schools' RRS work and the Convention can be found on its website and parents are also kept up-dated in newsletters as appropriate. An information leaflet with versions in both English and Turkish produced by the pupil ambassadors is given to parents when their children join the school and includes reference to Articles 7, 12, 19, 24, 27, 28 and 31. The RRS co-ordinator often sets up an information stall at parent evenings which promotes the school's RRS work and has also given a presentation to the governing body. A steering group made up of both parent and governor representatives from across the school community meets termly.

Pupils are able to learn about rights in a variety of ways including through assemblies, displays and curriculum activities. Assembly themes have included 'World Peace Day', 'Fair Trade', 'Martin Luther King Day' and 'Anti-Bullying'. Specific Articles are highlighted on displays with the use of black circles. Examples of displays included an 'Ultimate Question' display linked to Article 12, a parent-pupil homework display linked to Articles 12, 19 and 28 and a large 'rights respecting at Brettenham' display with photos of the ambassadors and links to Articles 7, 12, 29 and 31. Part of the display exhibited work from the ambassadors as to what it meant to be a rights respecting school and contained some very thoughtful contributions.

Pupils were able to give examples of where they had learnt about rights in lessons. For example, the right to practise one's own religion in connection with the Henry VIII 'Tudors' topic in year 5 and the loss of freedom in Ancient Greece (year 3 topic) when people were *'forced to join [the] army'*. Pupils also drew upon other curriculum events to give examples of their knowledge of rights such as in 'Black History Month' in connection with civil rights and in a year 5 trip to the Tower of London it was noted that how in the past there was a lack of privacy with regards to toilets. A year 2 teacher explained how in the current creative curriculum topic reading the book 'Toby and the Great Fire of London' has *'opened up [the] opportunity to discuss rights'*. Also as part of a year 2 SMSC topic 'All about me' which explores sharing about different cultures and religions this was linked to the right to practise religion and children *'wanted to speak about their experience and to hear of others'*. In another example, a year 6 teacher commented how a topic on world war two linked to evacuation and the book 'Goodnight Mr Tom' was linked to rights. Some parent-pupil homework tasks have also been used to support learning about rights. These termly activities provide opportunities for both children and their parents to explore rights based themes from their different perspectives and have included 'what's in a name?' (linked to Articles 7, 8 and 30), how do you see the world? (Articles 12, 18 and 27) and a 'survival kit' for a family in a natural disaster (Articles 6, 8, 12 and 19). A pupil ambassador commented how this gave *'really good bonding time'* and that *'now they [parents] understand'* more about rights. Other examples of work seen in the evidence portfolio included a year 4 activity about writing a speech for an aspect of the world that needs changing (as part of

work connected with Martin Luther King and linked to Articles 12, 13, 17 and 28). The school describes in its application documentation that the 'planning at Brettenham is now of a paperless nature, so references are made directly onto resources or during whole-class discussions'. Bearing this in mind and whilst it is evident that learning about rights is well embedded in the day to day practice of the school and links between topics and rights are implicitly being made, the assessor would nevertheless also recommend that on curriculum maps particular Articles are added where relevant.

Pupils understand that in situations of conflict such as in Syria, children are being denied their rights such as the right to shelter, an education and their family. Similarly, they are aware that natural disasters such as earthquakes and in the case of the UK, flooding, can also affect access to rights. Additionally, pupils were able to apply their knowledge and understanding about rights within a global context. For example, when the effects of climate change were described they were able to make connections as to how this may affect childrens' rights to be safe, to have shelter and access to healthy food and clean water. Use of 'BBC Newsround' and 'First News' also support pupils with their learning about global issues.

Standard C:

The school has a rights-respecting ethos

Standard C has been achieved

Class charters were seen in all of the classrooms visited. For example, a year 6 charter referenced Articles 12, 19, 24, 28 and 29 with rights respecting actions alongside. The charters were displayed in prominent positions, were age appropriate and reflected pupil's creativity with a range of designs being used. Additionally, an impressive array of other charters have also been produced by the pupil ambassadors and can be seen in different parts of the school. These are the dining room, hall, ICT, library and playground charters all of which include specific Articles from the Convention and how both adults and children can help to uphold these rights. During the learning walk, a pupil ambassador explained to the assessor how they have had meetings to '*talk about the rights and what is relevant to the hall*' and that this helps everyone to '*understand what [they] should be doing*'. Pupil ambassadors have also worked with parents to produce a parent charter with Articles 12, 19, 27, 28 and 31 forming part of this.

A pupil ambassador explained how '*everyone has differences, if they didn't life would be very boring*'. This sums up well the inclusive ethos of the Brettenham school community which is underpinned by the importance of everyone showing respect. This was very evident during the assessment visit with pupils listening carefully to the contributions of their peers in discussions and rights respecting language being used by staff and pupils to support a positive learning environment. A support member of staff commented how reception year children are able to be introduced to the main playground at an earlier stage of the academic year because of the respect shown by older children. Similarly, a pupil ambassador during the learning walk explained how pupils would naturally help someone in the playground if they felt sad.

Pupils understand that that all children have a right to learn. In some of the charters seen and in pupil responses from focus group and class discussions, the right to learn has been referenced. Some of the displays also make links to this as well. For example, a 'London Horizon' artwork display was linked to Articles 28 and 29 and in the key stage 1 library, Article 28 was referenced alongside a reading display. A fast feedback marking policy supports pupils with the self and peer assessment of their work and informs learning. The Headteacher described how the high levels of respect towards each other means that pupil *'behaviour on the whole is excellent'* and consequently because of this *'pupils are ready to learn'*.

When asked, all pupils said they felt safe at school. They were able to give a range of examples of how the school helps them be safe including the presence of adults, gates and CCTV. As one pupil explained *'if anything happens the adults will sort it out'*. Pupils also receive e-safety guidance from reception year upwards and the school holds an annual e-safety event for parents. A BT internet safety workshop was also held in 2015 for year 5 and 6 pupils and their parents. The school's ICT charter includes Article 19 and the right to be protected from harm. When the pupil ambassadors were asked about why rights were important, one pupil commented that it was a *'comforting thought, [that] I have all these rights protecting me'*.

The strong ethos of respect permeates the everyday life of the school and helps to support the resolution of any potential conflicts or disagreements. A pupil ambassador described how they were *'willing to work with anyone'* and a member of support staff explained how there was less argument and *'more time for learning'*. A parent spoke very powerfully about their child explaining about the importance of respecting other religions. This ethos of respect can also be seen in the dining room charter's reference to Article 30 and for adults to *'provide the option of Halal meat for children and adults of the Islamic faith'*.

In a 'fair trade week' earlier in the year, pupil ambassadors gave an assembly presentation to both key stages and there was also a 'collect the fair trade wrapper' competition. The focus on 'where does our chocolate come from?' was linked to children not going to school and child labour. The pupil ambassadors are currently working on a 'global day' in the New Year. They have identified particular global themes and linked these to specific year groups. For example, the focus for year 3 will be on deforestation, year 4 about wars and conflict and year 5 will explore climate change and global warming.

Standard D:

Children are empowered to become active citizens and learners

Standard D has been achieved

There are twenty Unicef pupil ambassadors with two representatives from each class (year 2 and upwards); one representative from each class is selected by staff (in an inclusive way) and remains in that role and helps to mentor a second pupil ambassador who is elected by the pupils in February of each year. The ambassadors meet with the RRSA co-ordinator on

a regular basis and outcomes of these meetings for this academic year have been published on the school website. In terms of rights respecting work, the ambassadors have been involved with a wide range of activities in recent years including the creation of a video about their work which can be found on the school website, producing a parent information leaflet about rights and the CRC, the creation of a wide range of charters and also checking displays and class charters. They have also recently given a presentation to staff about their work. The broader work of the ambassadors has included planning termly theme days, helping to successfully re-organise arrangements at lunchtime and in the past being part of the Headteacher interview process.

Recently the ambassadors have taken ownership of the school newsletter, deciding on its content and putting this into their own words. Brettenham has a creative curriculum where there is a history or geography based topic for each term. In the first lesson of a new topic, pupils identify what they already know and what they would like to find out; pupils therefore have a say in their learning. The school has also recently introduced a curriculum steering group of six pupils from years 4 to 6 who meet regularly to discuss curriculum ideas and how they would like the curriculum to develop in the future. The school also has a house system with year 6 team captains for each house.

Pupils are supported in their learning, health and well-being in a variety of ways. For example, external speakers who have visited the school include representatives from the fire service (year 2), the community police officer and 'Childline'. Year 5 and 6 have bike-ability lessons, a workshop about gangs has been presented to year 6 and as part of the PE curriculum pupils in year 5 have swimming lessons. The school libraries also enable pupils to take a book home to read with their parents. Educational visits have included Kew Gardens (year 3), the British Museum (year 4) and the Tate Modern (year 5).

The Brettenham school community has supported a range of charities including Children in Need, Macmillan and Comic Relief. Additionally, pupils have taken part in annual fundraising activities for Unicef's 'Day for Change' and in a Unicef 'Outright' campaign in 2015. The school comments in its impact evaluation documentation that 'our children have truly become extremely empathetic to the needs of others and have developed a very good understanding of the world around them'. This was reflected by a year 6 pupil ambassador who in talking about their work commented that there is a '*big difference between just giving money and being aware*' and '*I know that I am making a difference in the world*'. The school is active in the local community with 'singing' visits made by children to local hospitals and other organisations- singing heard at an assembly during the assessment visit was fantastic! Harvest festival produce has been provided in support of the local foodbank.

During the learning walk a stunning 'butterfly' display created by the pupil ambassadors was seen which included, along with a range of supporting Articles, the following text which sums up well the aspirations of children at Brettenham:

'Until you spread your wings you will never know how far you can fly'