



UNICEF UK RIGHTS RESPECTING SCHOOL AWARD ASSESSMENT REPORT LEVEL TWO

School:	Brettenham Primary School
Headteacher:	Deborah Hall
RRSA coordinator:	Jo Brown
Local authority:	Enfield
Assessors:	Will Jackson and Jon Hart
Date:	21 st October 2014

1. INTRODUCTION

We would like to thank the leadership team, governors, parents, staff and children for their warm welcome to the school, for the opportunity to speak with governors, parents and pupils during the assessment and for the extensive portfolio of evidence detailing the work towards becoming a Level 2 rights-respecting school. Prior to the assessment visit the school provided a comprehensive self-evaluation form and impact evaluation form. It was clear to the assessors during the visit that everyone places a real importance on developing and embedding a rights respecting ethos.

It is evident that the school has notable strengths in the following areas:

- the school ethos was firmly rooted in support for rights and children demonstrated inclusive attitudes in their interactions with each other

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

Standards B and C have exceeded expectations.

2. REQUIREMENTS BEFORE ATTAINING LEVEL 2

No requirements



3. MAINTAINING LEVEL 2

Our experience has shown that there are actions that have proven useful in other RRSA schools and settings in helping them to maintain and build on their practice at Level 2. Here are our recommendations for your school:

- Continue to develop charters where the link between rights and responsibilities is removed
- Consider ethical procurement policy when purchasing resources for the school
- Act as a rights respecting beacon school for other schools in the locality
- Make the links to articles in policies more obvious to reflect the explicit links already made in planning and other school documentation

4. THE ASSESSMENT IN DETAIL

4.1. The school context

Brettenham Primary School is located in the London Borough of Enfield in a catchment area with high social and economic deprivation, which is among the highest in London. There are 480 children on roll including the Nursery. 42% of children are eligible for the pupil premium and one quarter of children have special educational needs. The school has a diverse population with the biggest number of children of Turkish and Somali heritage and a growing number of children from Eastern Europe. The school registered to become rights respecting in March 2011 and gained level one in December 2012.

The school was visited by Ofsted in October 2014 and graded as good. Safeguarding was judged to be outstanding.

4.2. Assessment information

Self-evaluation form received	Yes
Impact evaluation form received	Yes
Attendees at SLT meeting	Head teacher, RRSA coordinator, two deputy head teachers.



Number of children and young people interviewed	34 children
Number of staff interviewed	4 teaching staff 3 support staff 3 parents 2 governors
Evidence provided	Learning walk Written evidence Assembly Lessons Playground observation

Standard A:
Rights-respecting values underpin leadership and management

Standard A has been achieved

The school has shared its rights respecting work extensively with other schools, the local community and at national level.

Senior leaders explained how the school vision was supported by rights respecting values: “Our original school vision has been built on by RRS. It is about harmony and cohesion across our school community. RRS promotes global awareness and sustainability and gets us away from just sending money”. The school has noted that on the journey from level one to level two, Year 6 children are now achieving better than ever SATs results at level four and five. Behavioural incidences have reduced by around three quarters from 2013 – 2014. The school’s recent Ofsted report confirmed this: “Pupils are great ambassadors for the school. They behave well, are polite and courteous and work hard”.

RRS is a clear priority in the School Improvement Plan under Behaviour and Safety and feeds into other areas of the SIP including SMSC and Quality of Teaching. There is an established steering group made up of a range of members of the school community and led by RRS Lead Jo Brown who is supported in this work by two deputy heads. Policies such as Learning and Teaching, Marking and Feedback and Child Protection have been reviewed to include the principles of the UNCRC and embed rights respecting language and attitudes.

Active Lunchtimes ensure that all children are included in a range of activities which they self-select. Cultural evenings enable children and adults to celebrate the diversity of the school community. It was noticeable to assessors how inclusive attitudes were demonstrated by children’s interactions with each other. Ofsted commented that pupils “develop positive attitudes towards learning because adults provide good quality care and sensitive support to individuals”. The school has shared good practice with other schools



through hosting meetings for Rights Respecting schools across Enfield and involving visiting teachers on child led learning walks.

The school is supporting three local schools with their work to become rights respecting and has passed information on RRS to their secondary feeder school. As a result of visiting Brettenham, another school has now gained level one. Child ambassadors from the school attended the Enfield Anti-Bullying Conference and presented to local police, councillors and schools on the impact of rights respecting work on bullying. The school entered the national 'Speakers School Council Awards' and shared their work on 'Day for Change'. Children invited Amnesty in to inform them about education for girls in Afghanistan and Pakistan and children in Year 5 then wrote to world leaders on this issue.

The school uses its link with a school in Cameroon extensively in curriculum work including pen portraits and different years exploring themes such 'Food' in Year One and 'Gender Equality' in Year Five. Teachers have been on exchange trips and the school provided a full container of practical resources for the Cameroon school. The RE and SMSC curriculum has been revised to encourage higher order thinking and exploration of the principles of the Convention through questions such as 'Why is there suffering in the world?' and 'Is money a measure of success?' During a lesson on reasons for suffering, children were able to link the issues being discussed to the right to shelter, nutritious food and water. There is also a 'Right of the Month' which is regularly linked into discussion time in lessons.

Standard B:

The whole school community learns about the CRC

Standard B has been exceeded

Children had secure knowledge of rights and could link them to global issues. Parents have been informed and involved in a variety of ways.

Children were able to name a range of rights including the right to relax and play, to be protected from sexual abuse, the right to privacy, to be protected from war and to have a good standard of living. Children understood that rights are for all children and are unconditional. Children wrote to parents to tell them about the Convention and how important it was to them. Children also helped during parents evening to explain elements of the UNCRC to families and organise games.

Parents were informed about the UNCRC and RRS through the school website. The school held parents' coffee stops where they labelled a street scene on rights. Parents have also been informed through assemblies, cultural fairs and Cameroon days. There are two governors who have responsibility for supporting the school's RRS work and they have taken learning walks around the school and worked closely with the RRS Lead. The steering group includes both parents and governors as active members.



Displays labelled by the UNICEF Ambassadors were prominent and included a 'We Respect Our Rights' display. The right to join groups was linked to a school clubs display and children's RE work on Ultimate Questions was also linked to rights. There were a range of lesson plans covering the UNCRC across the curriculum including a Year Three topic on 'Families' linked to articles 9 and 29, a Year Two topic on 'Judaism' linked to articles 6, 8, 14, 19, 27 and 31 and a Year Five topic on 'New Beginnings' linked to articles 1, 3, 6, 19, 32 and 33. Creative curriculum topics such as 'Africa' and 'World War Two' have been used to focus on the language of the UNCRC.

Children gave a range of reasons why rights could be denied: "You can be taken away from your family because they cannot look after you as they have had to go to war; governments can't provide the rights sometimes because there is not enough money or the wrong person is in power". Children confirmed that curriculum work had been linked to rights: "In RE we learned about a girl who had been shot in the head and didn't enjoy the right to education; we looked at children who had to go to work and do digging in Cameroon". 'Fairtrade Day' has been used to raise global and international awareness among children, who brought in labels from Fair Trade products. Children understood that money would be more fairly distributed to the farmers producing the goods as a result of buying fairly traded goods.

Standard C:

The school has a rights-respecting ethos

Standard C has been exceeded

Robust structures to promote inclusion and a lived rights respecting ethos were evident throughout the school. Safeguarding is highly effective.

Charters in classes based on the UNCRC were highly visible, creative and accessible to all children. Whole school charters identified adults as duty bearers and children as rights holders. Children confirmed that they had agreed the charters with the adults and that they were consistently used. Staff explained their importance to upholding the school ethos for the whole community: "I direct parents to look at the charter on parents' evenings so the parents can understand the idea of what we are trying to do".

Rights-respecting behaviour is often used to influence the weekly 'Star of the Week Award'. Children explained how their classes were rights respecting: "We all respect each other and help each other. We use our class charter to remind us what to do and teachers use them to talk to children if there is a problem". Children are confident that teachers listen to them and are approachable if they have a problem. The new marking policy encourages extensive and meaningful dialogue between teacher and child through a structured question and answer method.



Pupils feel overwhelmingly safe in school and Ofsted graded safeguarding as outstanding. Children commented how “teachers protect us from harm and care about you”. Children also identified how they felt there were fewer disputes as a result of knowing about rights and how to respect them.

Children were able to identify how to solve problems in a rights respecting way. They explained how to ensure that everyone could have their right to play if children followed a rota or took turns when using equipment. ‘Active Lunchtimes’ encourage children to exercise their free choice of play and interact with a wide variety of different children. Teaching assistants commented: “There’s a lot more of older children having time for the younger ones. In the playground they check on the others”.

Children talked about rights with a firm understanding of the global picture: “There’s the Fair Trade campaign and we buy things so the money goes to the farmers. That way they have enough for their families”. During a lesson on creative writing children suggested that, if they were in power, they would “set up a food bank, help poor countries with food and medicine and build more schools”.

Standard D:

Children are empowered to become active citizens and learners

Standard D has been achieved

Children have actively promoted awareness of children’s rights and global equity with a range of external stakeholders. There is meaningful dialogue between senior leadership and the Ambassadors.

Children felt overwhelmingly that school gave them a voice in decision making. For example, they introduced suggestion boxes and devised the new healthy breakfast club menu when a concern was raised about this. Children have been involved in the evaluation of teaching and learning through regular surveys and children determine the areas of study they want to pursue for each new topic in the school’s creative curriculum. Teachers then develop their lesson planning based on what the children have decided. There is regular dialogue between the UNICEF Ambassadors and the Headteacher around new school initiatives where each Ambassador acts as a spokesperson for their class.

Children were well informed about making healthy choices in their diet and exercise regimes: “The Change For Life Club gives us lots of different activities we can do related to sport”. Accreditation for the AfPE Award ensures all children have a good awareness of their own health and well-being. They understand the importance of internet safety: “Teachers tell us not to send information about ourselves because you don’t know who is on the other side”.



UNITED KINGDOM

Children have written leaflets on RRSA and the UNCRC which have been translated into community languages so the school's diverse community can access the Convention and the concepts of RRSA. Children have written to First News, the London Mayor, the Mayor of Enfield, local councillors and the local MP about increasing the awareness of the Convention and the importance of children's rights. Children have contacted the local council on the right to a safe and clean environment and the issue of traffic and dog fouling in the area. Children have supported a range of charities e.g. MacMillan, Sport Relief and Amnesty International. The school regularly supports 'Day For Change' and is involved this year in UNICEF's 'Outright' campaign to celebrate and raise awareness of the Convention in its 25th year.