

UNICEF UK RIGHTS RESPECTING SCHOOL AWARD

ASSESSMENT REPORT

LEVEL ONE

School:	Churchfield Church of England Academy
Headteacher:	Kate Hardwick
RRSA coordinator:	Toby Mills-Bishop
Local authority:	Hertfordshire
Assessor:	Paul Harris
Date:	28 th March 2017

The school context:

Churchfield Church of England Academy is an academy for pupils aged 3 to 11 years. The academy was established on the 1st March 2017 as part of the Diocese of St Albans Multi-Academy Trust. There are currently 328 pupils in total on roll. The proportion of pupils eligible for free school meals/pupil premium is 36%, 24% of pupils have English as an additional language and 21% of pupils are currently given additional support for special educational needs.

First registered for RRSA: September 2015
Recognition of Commitment: November 2015

Assessment information:

Progress and evaluation form received	Yes	Impact evaluation form received	Yes
Attendees at SLT meeting	Headteacher and Deputy Headteacher (RRSA co-ordinator).		
Number of children and young people interviewed	2 pupils during the learning walk and a range of classrooms visited (reception, year 1/2, year 3/4 and year 5/6) with discussions held with a year 3/4 class (approximately 26 pupils) and a year 5/6 class (approximately 25 pupils). 20 pupils (years 2 to 6) from the focus group.		
Number of staff interviewed	2 teachers, 1 support staff (separate interview) and 2 parents. Written information from the Vice Chair of the Regional Executive Board was also provided.		
Evidence provided	Learning walk, visits to a range of classrooms, written evidence and meetings.		

The Assessment Judgement:

Churchfield CE Academy has met the Standards for Unicef UK's Rights Respecting Schools Award at LEVEL 1

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

- School leaders are strongly committed to the rights respecting principles and values of the UN Convention on the Rights of the Child. This is reflected within the 2016/17 school development plan and through supporting an ethos of respect and inclusion within the school community. Commenting upon the impact of the school's rights respecting work, the headteacher explained that it has '*given children tolerance towards each other*' and the deputy headteacher (RRSA co-ordinator) confirmed that '*children know their rights*' which has enabled them to engage better with news and current affairs.
- The RRSA co-ordinator explained that the work is a '*priority of the school*'. Staff have been provided with training and receive regular up-dates. 'Termly planners' reference RRSA work and the work of Unicef is actively promoted within the school community through displays, posters of articles from the Convention, newsletter items and 'parent voice' meetings. Further afield, both the headteacher and deputy headteacher have shared the school's rights respecting work at local network meetings.

Standard B:

The whole school community learns about the CRC

- Pupils were able to cite a range of rights including the right to be safe, to have healthy food, the right to an education, to rest and play, to privacy, to shelter and the right to be heard. They were clear that rights are for all children around the world and that rights are unconditional and do not need to be earned. Pupils learn about rights in a range of ways including through displays, assemblies and specific school events such as a 'house day' last month with a focus on rights and through aspects of the curriculum. Each term, three articles from the Convention are chosen to provide additional opportunities for the whole school to explore more about these. Last term for example, the articles were 3, 41 and 42 and for the current term they are articles 18, 24 and 31. Within the curriculum, the PSHE scheme of work has been mapped out with each termly topic (for this academic year and the next) linked to particular articles. For example, the current topic 'living long, living strong' is linked to articles 14, 16, 19, 24, 29 and 31. Links to rights have also been made in other parts of the curriculum such as in year 1/2 when pupils studied the local area both in the past and present, the Victorians topic in year 6 and in reading the book 'Street Child' in year 5/6. Pupils also understood that in some parts of the world, including the UK, children are being denied their rights. For example, they were able to explain the impact of the war in Syria on children's rights including the right to an education, to shelter and protection from violence. School events such as 'Red Nose Day' and regular opportunities for older pupils (years 3 and above) to watch 'Newsround' provide further ways to help pupils explore the global dimension.
- Parents spoke very supportively about the school's rights respecting work and described how it has had a positive impact upon their children including developing their understanding of the wider world. RRSA work has been discussed at 'parent voice' meetings and referenced in headteacher reports. A statement from the vice chair of the regional executive board who regularly visits the school also gave examples of the impact of its rights respecting work. Staff showed a good knowledge and understanding of rights and were also able to link this to their everyday pedagogic practice.

Standard C:

The school has a rights-respecting ethos

- Charters were seen in several classrooms. Each charter had a range of rights alongside a set of rights respecting actions. For example, a year 3/4 class charter had articles 12, 28, 29 and 39 and a year 5/6 class charter had articles 15, 16, 27, 28, 29 and 31. Pupils confirmed that charters are used during lesson time, as appropriate.

- Respect underpins the school's ethos and was evident throughout the assessment visit. Year 6 peer mediators receive training for their roles and as a year 4 pupil explained '*help to solve your problems out in the playground*'. Reception pupils have year 6 'buddies' and in half termly 'circle time' assembly groups where rights based themes are explored, pupils are vertically grouped. 'Respect cards' are used to reward pupils who show kindness and respect to others and 'rights respecter certificates' are given on an annual basis. When asked, pupils said they felt safe at school and also confirmed that they had received e-safety guidance. 'Reflection' areas were also seen in classrooms.

Standard D:

Children are empowered to become active citizens and learners

- Pupil voice is evident through the work of the school council who are also the school's RRSA steering group. Members of the council (years 1 to 6) are democratically elected by their peers and have helped to choose new playground equipment and plan the recent 'house day'. In addition, there are also house captains, sports ambassadors, reading ambassadors and charity representatives. Self-assessment also provides opportunities for pupils to provide feedback about their learning.
- Pupils are supported in learning about their health and well-being in a variety of ways including through PSHE based work, an assembly presentation from the NSPCC, road safety training in year 5 and personal safety training in year 6.
- The school has supported a range of charities including the local foodbank, 'Children in Need' and 'Red Nose Day'. Two children (from Bolivia and Zambia) are supported through a 'World Vision' scheme and the pupil charity representatives help oversee this work. The school also supports the charity 'ChExs' which provides educational support for local children and their families.

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 academy. (Criterion 1)
- Consider developing the academy's improvement plan to link most academy priorities and its vision to the relevant articles of the UNCRC. (Criterion 2)
- Ensure that most academy policies are explicitly cross-referenced to appropriate articles from the Convention. Consider pupil involvement in the policy review process. (Criterion 2)
- 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 D18)

Standard B

- Work towards deepening and widening the knowledge and understanding of the UNCRC across the whole school community. (Criterion 6)
- Further develop a structured approach to engage parents/families in learning about and understanding the UNCRC. (Criterion 7)
- Find creative ways of making rights even more visible and high profile around the school by particularly linking curriculum topic displays with specific articles, displaying copies of the Convention and through further information on the website and in newsletters. (Criterion 8)
- Further embed a focus on the planned learning about children's rights to ensure systematic and planned coverage throughout most aspects of the curriculum. Cross reference curriculum documentation with specific articles of the Convention. (Criterion 8)
- Continue to develop the focus on Global Citizenship and sustainable development. Consider further CPD in this area and engagement with [The World's Largest Lesson](#). (Criterion 9)

Standard C

- Use the [Unicef RRSA Charter Guidance](#) to review class charters and continue to promote the use of charters in everyday practice. (Criterion 10)
- Continue to support adults and children in the use of language which emphasises respect for rights. (Criterion 11)
- Enable the children and young people to look at global issues from a perspective of rights so that they develop a heightened sense of justice and equity. (Criterion 15)

Standard D

- Continue to further 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, including the role of the [steering group](#) in supporting rights respecting work, and for the impact of this work to be displayed and celebrated. (Criterion 16)
- Build on the good charity work already undertaken by enabling and empowering pupils to become advocates and campaigners for the rights of all children locally and globally. Consider joining in with Unicef UK's [Outright](#) Campaign. (Criterion 18)

In addition, the school might also consider:

- Attending Level 2 training to support your continuing RRS journey. Please see web link [here](#)
- Visiting a recently accredited Level 2 RRSA school to share expertise