



UNICEF UK RIGHTS RESPECTING SCHOOL AWARD ASSESSMENT REPORT LEVEL TWO

School:	Selby Community Primary
Headteacher:	Ian Clennan
RRSA coordinator:	Lindsey Hobson
Local authority:	North Yorkshire
Assessors:	Beverley J Noble & Kath Hull
Date:	24 th June 2014

1. INTRODUCTION

We would like to thank the children, staff, governors and parents for their warm welcome, and for giving us the opportunity to sample a day in the life of Selby Community Primary. Prior to the assessment visit, you provided an extremely comprehensive SEF and Impact Measures Evaluation, and arranged a full and interesting programme to illustrate the extent of RRSA and its impact in a range of contexts.

It was evident that the CRC and RRS permeate all areas of leadership, governance, learning and development, whilst everyone is committed to maintaining a strong focus on the CRC, and extending all aspects of a Rights Respecting School as an integral aspect of school improvement in the foreseeable future. RRSA is recognized as a vehicle for school improvement which has proved highly successful in measurable terms such as school attendance, and increased academic achievement as well as children's improved behaviour and attitudes, levels of confidence and the value they place on the many opportunities to contribute to decision-making and promoting children's rights generally.

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



2. REQUIREMENTS BEFORE ATTAINING LEVEL 2

No requirements are made

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 support other schools as they progress towards RRS accreditation, including at a strategic/leadership level and through the MEA Hub Team
- Attempt to develop a transition project, focused on the CRC, with local secondary schools, so that children can continue to feel empowered in promoting and campaigning for Children's Rights beyond the primary school
- Continue efforts to extend the role of parents e.g. as members of the Steering Group with an input into the strategic leadership, monitoring and evaluation of RRSA
- Further empower the UNICEF Champions to lead/chair their meetings, since they already influence the agenda and, to some extent, measure impact of RRSA actions
- Involve more children in a wider range of leadership roles e.g. producing child-friendly versions of pertinent policies, developing their own version of a School Improvement Plan and evaluating the extent to which Selby Community Primary continues to be a Rights Respecting School
- Make some kind of provision for all Mid-day Supervisors to be included in negotiating/reviewing lunch-time and playground charters in collaboration with children, thus developing their own knowledge and skills, and encouraging joint 'ownership'



4. THE ASSESSMENT IN DETAIL

4.1. The school context

Selby serves a community with a high level of social deprivation, currently ranked 9th out of 328 schools in North Yorkshire, a factor which historically has had an impact on attainment, achievement, behaviour and the personal development of pupils. The number on roll, including Nursery, is currently 305, the majority of whom are White British (93.8%), though 57 children speak English as an additional language. However, this profile is changing, as an increasing number of children from diverse ethnic backgrounds are entering nursery. This year, 70% of nursery children speak English as an additional language. It appears that parents from different nationalities are making a deliberate choice in selecting Selby Community Primary as their preferred school. Well over 70% of children have been identified as having some kind of vulnerability, as many families are involved with Social Services and 28.4% of children are living in poverty, with approximately 43% entitled to free school meals. On entry to nursery in September 2013, a majority of children were assessed as being below or significantly below national expectations. Furthermore, the school has a high level of social mobility (28.7%) which includes some children whose families have been evicted, but who later return to the school.

In their most recent inspection, (October 2011), Ofsted rated the school as 'good' overall, though pupils' contribution to the school and the wider community was recognized as being 'outstanding'.

Selby Community Primary registered for RRSA in October 2009 and was awarded Level 1 in July 2011.

4.2. Assessment information

Self-evaluation form received	Yes
Impact evaluation form received	Yes
Attendees at SLT meeting	Head teacher and RRSA coordinator
Number of children and young people interviewed	8 children from KS1 (formal focus group) 8 children from KS2 (formal focus group)
Number of staff interviewed	5 teaching staff 2 support staff 3 parents 1 governor Inclusion Leader Specialist Teacher for Minority Ethnic Achievement (MEA) RE Lead



Evidence provided	Learning walk Written evidence KS1 lesson observation Observation of UNICEF Champions' meeting School website Most recent Ofsted report(October 2011) Contextual information, aims and values from School SEF
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Standard A:
Rights-respecting values underpin leadership and management

Standard A has been achieved

Discussion with members of the SLT, and data analysis, identify a significant impact on outcomes for children as a result of the UNCRC being embedded in policies and practices across the school.

School aims, produced as the result of a consultative process with members of staff, parents, governors and pupils, place Children’s Rights and ‘the best interests of the child’ at the heart of every aspect of school development. According to the SLT, “At a strategic level, the SMSC strand and RRSA are the drivers to success”. The impact of RRSA is described as ‘significant’ in all eight areas monitored e.g. there have been no exclusions since 2012; an improving trend in end of Key Stage 2 test results; children are more tolerant; midday supervisors report increased cooperative play; and children think of others, not just themselves.

Selby Primary is extremely proud of being a Level 1 RRS, working towards achieving Level 2, evidenced by the many references to this fact in their SDP, SEF, website, and displays around the school. A ‘second coordinator’ ably supports RRSA, and all members of staff and governors to whom we spoke were committed to ensuring that RRSA and the CRC continue as a prominent focus within school. We were assured, “Today is not the end”. Numerous policies reference CRC and individual articles explicitly, as well as implicitly for example the Behaviour Policy and curriculum overview.

Within the region, Selby is a Leading School for Inclusion. Both the Head Teacher and RRSA Coordinator have delivered sessions on the creative curriculum and RRSA to students at York University. They have also attended a conference for UNICEF, held at the university. The school has a successful reciprocal relationship with Thorpe Willoughby (Level 2), and has hosted local cluster meetings. In addition, the school council has links with the local high school, whilst the MEA Hub Team promotes RRSA with other schools, as part of its role e.g. Community cohesion days and Gypsy Roma Traveller History Month celebrations. As testimony to its inclusive ethos, rights are displayed in at least 4 different languages.

Senior Leaders have been industrious in taking the RRSA and CRC into the community and beyond, involving children in promoting rights and identifying impact. Children are more



aware of similarities between their own and other cultures and religions, resulting from visits for example to a Gudwara in Bradford. Examples of rights-respecting work have been displayed in the Children's Centre, library and supermarkets, whilst fundraising has benefited the local leisure park and play park, Children in Need, Sports Relief, UNICEF's Day for Change and Madame Curie appeals. Due to their concerted efforts, Ofsted awarded the school a community grade of 'outstanding'.

The RRSA coordinator has worked continuously to ensure that curriculum coverage of the CRC is systematic and embedded. The RE champion (coordinator) set a precedent for other subject champions by making the CRC a central aspect of the RE syllabus, and training all staff so that the same process could be replicated. Many activities and extra-curricular clubs are based on RRS values e.g. World Book Day focused on the right to education and learning, encouraging children to share books with children in developing countries; children are introduced to a 'language of the month'; a TA teaches Polish songs and stories; and Polish Club is very popular. As the importance of sustainability is recognized, so the work of the Eco-Team is closely aligned with that of the RRSA Champions.

Standard B:

The whole school community learns about the CRC

Standard B has been achieved

The majority of adults and children interviewed demonstrated a depth of knowledge and understanding of the content of the CRC and could illustrate how important it has been in contributing to improved behaviours and attitudes, especially towards global awareness, acceptance of diversity and sense of justice.

During interviews, practitioners described their role as 'facilitators', having a definite "responsibility to teach children about their rights, to remind them of rights and ask pertinent questions" with regard to their actions and attitudes. In the Focus Group, a lesson observation and RRSA Champions Meeting, we heard pupils engage positively in discussions about the promotion of children's rights, demonstrating clearly how accessing rights could have a positive impact on behaviour and relationships; acceptance and celebration of difference; education and achievement; increased confidence; and improved health. Many children have acted as ambassadors for rights, within their own and other local schools. One member of staff commented, "Children have never been so impassioned" as when talking about rights.

Governors and parents to whom we spoke were knowledgeable, both about the CRC and the RRSA, and supportive of its continuation. An extremely well designed and easily negotiated school website provides detailed information and encourages further investigation via a link to the UNICEF website. In addition to an initial brochure and regular newsletters for parents, many have attended assemblies, and 'Learn together' events, engaged with their children in a 'design a mascot' competition and support their children with specific homework activities (related to rights). One parent observed how "Rights are everywhere", to which we can attest. A special RRSA/SDP link governor ensures that a high



profile is maintained with the whole governing body, and the impact is constantly monitored and evaluated.

Displays related to the CRC, and referencing specific articles (numbered), are prominent in all areas of the school, illustrating that children's rights are incorporated across the curriculum e.g. Christianity (Article 29); Different religions (Article 14); Eco-Warriors (Articles 24 and 29). Lesson plans include reference to the CRC, and some include specific learning objectives and outcomes e.g. 'to link the Millennium Development Goals to the Rights of the Child'. Children talked with conviction about how knowing about their rights could influence their lives and the choices they can make to promote their health and well-being e.g. admitting personal responsibility for healthy eating; seeking advice from adults when they are anxious; speaking out when they see injustice.

Practitioners have made great efforts to include the CRC in teaching about global citizenship and sustainability, particularly through MEA lessons, cultural diversity days and practical activities such as international cooking. Pupils in Y5 are using the resource Makutano Junction in order to explore aspects of life in Kenya at a deeper level. Nearly all pupils to whom we spoke could explain the significance of the CRC in terms of its application globally, and how, in certain areas of the world, access to rights is inconsistent. With regard to sustainability, some children realized that the world's resources are not distributed equally, and condemned this as unfair. Adults referred to children's growing awareness of social justice, citing how they looked for the Fair Trade logo on different products. Most children talked about the role of Eco-Warriors in school, and of every individual's responsibility in conserving resources e.g. not wasting energy or water and the recycling of mobile 'phones in association with O2.

Standard C:
The school has a rights-respecting ethos

Standard C has been achieved

The majority of adults and children displayed rights-respecting behaviours, and confirmed that relationships, between children and their peers, children and adults and practitioners and parents, have improved significantly as the school has progressed in its journey towards Level 2.

Class charters, negotiated between pupils and practitioners and written in age appropriate language, were evident in every classroom visited. The Reception Class charter referred to 'the right to play, to have friends, to stay safe, to learn new things, and to have a snack and drink'. Adults and children acknowledged that there is no longer any necessity for rules, and one practitioner commented on the ease of transition from rules to charters. All charters are written in accordance with UNICEF's current guidance and refer to the actions required of adults in respecting children's rights. In addition to class charters, pupils have also been involved in the production of a Lunch-time Charter and charters for the library and ICT suite. Pupils have ownership of the charters, which are regarded as 'working documents'.



Throughout the visit, we observed rights-respecting language and behaviours in all areas and contexts. Pupils agreed unanimously that adults respect their rights. Reception class children exemplified a rights-respecting ethos when they approached a collective task of describing their classroom in terms of their rights being met on a daily basis. The purpose of this task was introduced by the practitioner as helping the new September intake 'to understand what a rights respecting classroom is like'.

The vast majority of children identified 'the right to an education and learning' as being hugely important. Whilst it was not historically "cool to be clever", practitioners described "a sea change" in attitudes, resulting in improved academic attainment as children and their parents place greater value on education. Children's work is marked with sensitivity and feedback is "respectful", allowing children to maintain dignity. Pupils are aware that adults will support their learning, especially when they have difficulties, and are confident in asking for further explanations when they don't understand content or process. Lesson observations, conducted by the SLT, note a "calm and purposeful learning atmosphere".

Questionnaires conducted by the school, and responses to our own questions, indicate that children feel safe in school, assured that their rights are respected, and that they are valued as individuals, by their peers and adults alike. The Head Teacher attributed a rise in the number of children on roll as testament to their RRS status, as prospective parents realize that children are likely to enjoy school life and thrive in a Rights-Respecting environment.

Practitioners reported that children are better equipped to resolve minor conflicts and disagreements themselves, without recourse to an adult, because they are conversant with Restorative Justice and are utilizing the language of "rights and respect for rights", promoted in the charters. As an aid to reflection, children can refer to the following questions (observed from the playground): "Are you playing safely? Are you being respectful? Are the adults on the playground helping you to be safe?" Parents confirmed that relationships, even in the home, were calmer, with fewer incidents escalating. A phrase which appeared to be helping was noted as "That's not fair – that's against my rights".

All children to whom we spoke expressed an understanding of the universality and unconditionality of the CRC, agreeing that any denial of rights is wrong. Thus, they recognize the concept of social injustice and are very keen to support the rights of others, locally, nationally and internationally. Children realize that there are many more similarities than differences between individuals, groups and nations, and know that by upholding and promoting the rights of children everywhere, they are acting as Rights-Respecting citizens. UNICEF Champions in particular, elected by their peers, have a responsibility to ensure that the work of UNICEF is disseminated across the school, and that everyone understands the link between the organization and the CRC.

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

Standard D has been achieved



A considerable body of evidence confirmed that children are developing the confidence and skills, and are provided with a range of opportunities, which allow them to become advocates for the rights of children, in and beyond their school.

All children interviewed agreed that they have a strong voice in decision-making, and furthermore, that their opinions are valued and are acted upon, in accordance with Article 12. Children explained the rationale for a school council as being “to make changes to the school”, whilst membership of groups such as the Eco-Warriors and UNICEF Champions are highly sought after. In order to include as many children as possible in the decision-making process, a new child is invited each week to observe the democratic proceedings of the school council (a suggestion made by the school council). Similarly, guests are invited to meetings of the UNICEF Champions, representing the whole school demographic. During the meeting we observed, children were deciding what actions could be taken to ensure that all visitors to the site are immediately aware that Selby is a Rights Respecting School. Recently, children have been involved in making new staff appointments, contributing ideas for the creative curriculum and rewards in the achievement system.

An area for improvement, recommended in the last Ofsted report, was to “raise the confidence of older pupils to put forward their ideas and act independently on what they know”. Our observations support the school’s own assessment that most pupils are now confident in making decisions about their learning, health and well-being because they are given information which enables them to make informed choices, in accordance with Article 17 e.g. Assessment for Learning, E-Safety, cookery and healthy eating, visits from community police and fire service, appropriate newspaper articles and information related to the work of Childline. More importantly, as children themselves declared, “We have the right to be heard”.

Every pupil in Selby Primary has been given a range of opportunities to be directly involved in promoting the rights of others who may not be able to access all of their rights, all of the time. For example, through their comprehensive charters and various pupil groups, children support their peers in school, and within the family, parents provided examples of children sharing information of the CRC with siblings. Many children have shared their knowledge of the CRC with practitioners and pupils in other schools, whilst in the community, displays of their rights-based work (in supermarkets and other local amenities) has reached a much wider audience. Significantly, children know that national fundraising initiatives and campaigns such as Children in Need, Sports Relief, World Book Day and UNICEF’s Day for Change and IF Campaign, will impact on the lives of children in very difficult and sometimes volatile circumstances all over the world.