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## RIGHTS RESPECTING SCHOOL AWARD ASSESSMENT REPORT LEVEL TWO

<b>School:</b>	Eleanor Palmer Primary School
<b>Headteacher:</b>	Kate Frood
<b>RRSA coordinator:</b>	Sally Hill
<b>Local authority:</b>	Camden
<b>Assessors:</b>	Will Jackson and Zaitun Virani
<b>Date:</b>	22 <sup>nd</sup> May 2014

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 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 completed the impact evaluation form. It was clear to the assessors during the visit that everyone places a real importance on developing a rights respecting ethos.

It was particularly notable that there is strong commitment to raising awareness of rights with others locally, nationally and globally.

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



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## What is required before attaining Level 2

If any requirements are made, these are listed below. The Accreditation and standards committee will be asked what additional evidence is required. This may be written evidence or a follow-up assessment, usually within the next six months.

- No requirements are made

## How we recommend Level 2 standards are maintained

These actions are those that have proven valuable in other schools and settings in helping them to maintain and build on their practice at Level 2. The recommendations made by the assessors are listed below:

- Continue to develop links to the CRC across the school environment e.g. outdoor timeline display
- Continue to develop links and share the school's excellent practice on campaigning and global awareness underpinned by the Convention with others to support them on their rights respecting journeys



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## THE ASSESSMENT IN DETAIL

### The school context

Eleanor Palmer Primary School is a one form entry school with a nursery. Just over 230 children are on roll. The school serves a small catchment area in the London Borough of Camden which is socially and culturally diverse. Currently, 20% of children are eligible for free school meals with 24% eligible for the pupil premium. 52% of children are of white British heritage with 20 other cultural and ethnic backgrounds represented among the remainder of the children. 10% of pupils have special educational needs and 3% of those children have a statement of special educational needs.

The school registered to work towards becoming rights-respecting in June 2011 and attained Level 1 in July 2012.

In October 2011 Ofsted graded the school as outstanding.

### Assessment information

<b>Self-evaluation form received</b>	Yes
<b>Impact evaluation form received</b>	Yes
<b>Attendees at SLT meeting</b>	Headteacher / RRSA coordinator
<b>Number of children and young people interviewed</b>	28 children
<b>Number of staff interviewed</b>	3 teaching staff 2 support staff 5 parents 1 governor
<b>Evidence provided</b>	Learning walk Written evidence



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## Standard A:

### Rights-respecting values underpin leadership and management

#### Summary

**Standard A has been met. There is strong leadership to develop and embed a vision based on the principles of the United Nations Convention on the Rights of the Child. Good practice has been shared with a range of communities.**

The Headteacher described the school vision in terms of rights respecting values: 'It's helped children's understanding of where they fit in the great scheme of things. It has given children a hook into the wider world.' The school has noted that over the course of the rights respecting journey, attendance has continued to improve from 95.44% in 2010/2011 to 96.92% in 2014. The work done on rights with a targeted class of Key Stage Two children has seen a marked improvement in attitudes, relationships and attainment where previously there were challenges in these areas.

Rights Respecting Schools is clearly referenced in the School Development Plan and has been a key priority for the past three years. The Parents Pupils and Community (PPC) Governing Body is involved in monitoring and evaluating progress on RRS and has a clear remit to ensure continuity to Level two and beyond. Policies support the principles of the Convention including the Equalities and Behaviour Policy. There are plans to include explicit reference to the Convention in future policy review.

There is a strong inclusive and participatory ethos at Eleanor Palmer. This is evidenced by the school's work around article 23 which has facilitated children on the autistic spectrum feel confident to talk about their experiences in assembly and feel supported by their peers. The school has shared its good practice with other schools in Camden. The school is a member of the nationwide Global Learning Programme and the RRS Lead has shared the school's journey through this network.

Africa Evenings have been held where parents of African heritage helped to facilitate the event. Through the school's Teaching School status, the Headteacher has shared good practice on RRS with schools in Jersey who are now beginning their own rights respecting journeys. A school in Sierra Leone has been introduced to the UNCRC through exchange visits as part of Eleanor Palmer Primary's international link with them. Children from a school in Camden who visited as part of a project between two classes wrote to express their gratitude that Eleanor Palmer children had introduced them to the UNCRC.

The SLT has ensured coverage of global citizenship and sustainability across the year groups and across the curriculum as part of a local community project topic in each year group e.g. Year 1 campaigned to encourage people to use fewer plastic bags in Sainsbury's and Year 2 campaigned to reduce food waste in school and local shops. There are other explicit links made across the curriculum e.g. Year 4 work on South Africa and elections, Year 6 work on farming and food.

## Standard B:

### The whole school community learns about the CRC



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### Summary

**Standard B has been met. Children are able to name a range of rights from the Convention and can identify how they can take action to uphold the rights of others. There is a structured approach to the involvement of parents and governors in the rights respecting journey.**

Children were able to name a range of articles from the Convention. These included the right to accessible medical care, to meet and join groups, to play and to be heard. Children could identify ways they could support the rights of others through their actions: 'We could tell others or find a website to protest against something. You shouldn't give up!' Children in Year 3 shared a rights song with another local school and children have raised questions around ethical purchases - as one parent explained: 'My daughter asked me: "I want to buy something in Primark. Are children making the clothes and what rights do they have?"'

The PPC Governing Body oversees development of RRS and comprises pupils, governors and parents. The Chair of Governors explained: 'The RRS has provided a framework to make our ethos explicit in a structured way.' Parents confirmed they had seen the Convention on billboards, displays and the school website. Rights had also formed part of parents' evenings through video and discussion. Homework around rights enabled parents and carers to discuss issues with children. RRS was included in induction for new parents in Reception. One parent commented: 'We've talked a lot at home about rights in South Africa. I feel my son has a greater awareness now. He has a greater sensitivity and empathy.'

There were a range of displays around school and in classes that made reference to rights e.g. a Year 4 maths display on hunger and undernourishment was cross referenced to article 24 and 27; a display on a school election campaign was linked to article 12. Lesson plans across the curriculum showed evidence of rights work e.g. Art work to produce banners in Reception focused on rights to home, family and food; Year 5 PSHCE work explored how bullying was an abuse of rights.

Children were able to link rights with justice and global equity: 'In maths we talked about Fair Trade and non-Fair Trade food. We are helping people who grow that food to get more money for it. Non-Fair Trade they only get 4 per cent.' The teachers have linked rights with global citizenship. One teacher explained: 'Each class has taken an awareness raising issue and shared with others. In creative writing, Year 1 has written to Sainsbury's, David Cameron and their parents on sustainability.' Herbs grown by the children have been shared with the local fruit and vegetable box scheme.

## Standard C:

### The school has a rights-respecting ethos

#### Summary

**Standard C has been met. Class charters and the playground charter were in line with current UNICEF UK guidance. Rights-respecting language was modelled effectively by adults.**

Charters were present in all classrooms visited. There was also a playground charter. These were in line with current UNICEF UK guidance. Children and staff confirmed that the charters were agreed through a collegiate process of consultation and that they were used



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to discuss positive rights respecting behaviours in class. Charters were also used to promote awareness of global issues. One child explained: 'We looked at the school in Sierra Leone and looked at which rights from our class charter they were enjoying and not enjoying.'

Staff confirmed that they used charters to model rights respecting language and behaviour. One Midday Supervisor explained: 'When I ask a child to stop climbing and come down. I say: I'm not taking your right to play away, I just want you to play safely.' Other staff members commented: 'It's made a massive difference to children's maturity around fairness; children have taken it on board and they care about other children's feelings based on their rights.' Lunchtime supervisors explained how attitudes and behaviours in the playground had improved among some pupils who experienced challenges in this area.

Children identified how they respected the right of others to learn and achieve their full potential. One Year 3 girl commented: 'We encourage other children to push their boundaries and try something new they hadn't done before.' Children identified ways they share their learning journey and self-assess: 'We write comments in our books for the success criteria. We have green for improvement and yellow for sunshine.' Pupils' achievements were regularly shared by class teachers to promote class wide aspirations in terms of learning. Support staff in Year 5 identified a positive impact on attainment and attitudes: 'It's straightforward now because the language of rights and respect is there.'

Children interviewed overwhelmingly feel safe at Eleanor Palmer. They identified how respect for rights has made them feel safer: 'In a rights respecting school, I know pupils and teachers will always respect your rights and always make the best for you,'; 'If you didn't know about your rights, you wouldn't know if people were disrespecting your rights.'

Children were able to identify how they would resolve conflict in a rights respecting way. One Year 3 girl explained: 'If two groups of people wanted to play a game in the same bit of playground, then they could all solve it by playing a game together.' Other children added that this solution supported the right to have your say, be included and to play. Children identified how school wide elections had captured their imagination. Staff confirmed this: 'We didn't make a big deal of it. We didn't remind the children but they still went and voted.'

Children were able to talk about a number of issues using a rights lens: 'Situations that aren't safe like war or a bad relationship between parents can stop children being able to enjoy their rights,' said a Year 6 girl. When talking about global inequality another girl commented: 'You can help people set up an accessible school in a place where they need help in that area.'

## Standard D:

### Children are empowered to become active citizens and learners

#### Summary

**Standard D has been met. Children are confident in giving their opinions and are involved in a range of decision making contexts including staff appointments and lesson evaluation.**

Children were confident that they were listened to. Pupils sit on the PPC Committee, there is a robust school council structure and Rights Respecting Champions make formal



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applications for their roles. Power Rangers support sustainable action around school. The Headteacher commented: 'I came back to my office to find a red note telling me to switch off my lights!' Children have been involved in feeding back on potential candidates for teaching posts and in the case of senior leadership applicants children will sit on the panel. Children have been involved in evaluating teaching and learning through the development of the Wow lesson evaluation sheet which identifies what constitutes good teaching and learning at Eleanor Palmer.

Year 6 visit parliament and the Royal Courts of Justice to learn about justice and democracy and the fire brigade visits Year 1 to help them understand fire safety. E-safety providers work with children to explore issues around safe internet usage. Children identified how assemblies informed them about making right choices in terms of getting the most out of their learning experiences. Children were very well versed in the school's assessment and marking procedures and teacher-pupil dialogue.

Children have a highly developed social conscience. They have written to individuals and organisations at local and national level. As a result of a Free the Children assembly, children ran a school wide fund raising project to help children in Syria. Children have supported Send My Friend to School, UNICEF Day for Change and Starlight. Year 5 children have shared their rights respecting work with other local children through a Right to Play Project. The Eco Committee have taken part in an air quality study with scientists from the Royal Institute.