1. INTRODUCTION

We would like to thank the school's pupils, RRSA co-ordinator, Executive Headteacher, governor, parents and staff for their very warm welcome and opportunity to hear of the rights respecting work that is taking place at St Paul's CofE Primary School. Prior to the assessment visit comprehensive self-evaluation and impact evaluation documentation were submitted. A very well evidenced and organised portfolio of evidence was also presented on the day.

It is particularly notable that:

- there is a clear strategic commitment to the school's rights respecting work founded upon the Convention
- inclusion and pupil participation are valued within the school community with good opportunities for 'pupil voice' to be heard
- pupils know a wide range of articles within the Convention
- there is a strong global dimension to the work of the school with pupils encouraged to have an outward looking perspective and understanding that many children in the world are being denied their rights

Standards A, B, C and D have all been met.
2. REQUIREMENTS BEFORE ATTAINING LEVEL 2

No requirements noted.

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:

- Review the curriculum to identify additional areas within topics where specific knowledge of rights can be explored and incorporated into schemes of work. This will complement existing curriculum links that have already been identified.

- Review the use of the word ‘responsibilities’ in charters as ‘respect’ is a more accurate way of describing the charter suggestions of how rights will be met. This will avoid any potential misunderstandings.

- Look to further develop the school’s outreach work about children’s rights and the Convention by networking with other local schools.

- Continue to develop global citizenship work with reference to the United Nations Sustainable Development Goals.

4. THE ASSESSMENT IN DETAIL

4.1. The school context

St Paul's CofE Primary School is a voluntary aided Church of England co-educational school with 208 children on roll aged 4 to 11 years. The proportion of pupils eligible for the pupil premium is 6.6%. 29.5% of pupils have English as an additional language and 2.4% of pupils have an EHC plan.

The school was last inspected by Ofsted in October 2011 and was graded ‘good’ and in November 2011 was graded ‘outstanding’ by SIAMS. St Paul's has a range of accreditations including the silver level ‘Eco Award’, the ‘Heathy Schools Award’ and silver level ‘STARS’ (Sustainable travel). It has also been recently awarded the British Council’s ‘International School Award’ foundation level.

The school registered in July 2013 and gained the RRSA Level 1 accreditation in November 2014.
4.2. Assessment information

<table>
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<tr>
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<tr>
<td>Self-evaluation form received</td>
<td>Yes</td>
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<td>Impact evaluation form received</td>
<td>Yes</td>
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<tr>
<td>Attendees at SLT meeting</td>
<td>Executive Headteacher and Assistant Headteacher (RRSA co-ordinator)</td>
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<td>Number of children and young people interviewed</td>
<td>12 pupils (Y1-Y6) as part of the learning walk</td>
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<td>Approximately 58 pupils in classes (Y1 and Y6)</td>
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<td>25 pupils (Y1-Y6) in two focus groups</td>
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<td>Number of staff interviewed</td>
<td>1 parent governor, 3 parents, 1 teaching assistant, the site manager and the Reception &amp; Y4 teachers.</td>
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<tr>
<td>Evidence provided</td>
<td>Learning walks, lessons, feedback from meetings and written evidence.</td>
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**Standard A:**
Rights-respecting values underpin leadership and management

**Standard A has been achieved**

It is very clear that school leaders are strongly committed to rights respecting work and the principles of the Convention. As the Executive Headteacher’s welcome statement on the school website makes clear, underpinning all that the school does is its Christian faith and commitment to the Convention. The school’s values which include Christian service and respect are interwoven into four mission statements one of which is to ‘[we] understand ourselves and seek to understand others’. The Executive Headteacher explained that the rights respecting work is ‘a shining light within the school’ and the RRSA co-ordinator described how the school’s rights respecting work was ‘completely embedded’ and since achieving Level 1 the children are now ‘far more aware’. The school has evaluated their rights respecting work as ‘significant’ across all eight impact criteria and cite examples such as improved behaviour in the playground, good rates of attendance with improvements on ‘lates’ and pupils having a strong voice in what affects them. As the Executive Headteacher explained ‘we have seen an impact across the school’ and ‘children have more of a voice’.

The school development plan contains four key priority areas. Each priority is referenced against several criteria including the school’s values and rights respecting principles. For example, the ‘Personal Development, Behaviour and Welfare’ priority includes reference to ‘pupils demonstrate positive attitudes towards inclusivity and diversity in society’ and one of the outcomes is ‘that the children have a better understanding of where they fit in locally, nationally and globally’. In a March 2016 leadership report to the governing body reaching
Level 2 RRSA was listed as a priority for the coming term. Several policies link to rights respecting principles and articles of the Convention. For example, the behaviour and anti-bullying policy contains detailed information about charters which is referenced to article 12, the Child Protection policy references articles 19, 34 and 37, the RE policy cites articles 13, 14 and 30 and the International Global Dimensions policy, article 29. The latter includes providing opportunities to ‘develop skills that will enable learners to identify and challenge injustice, prejudice and discrimination’. Staff are regularly kept up-to-date with rights respecting work and as the Executive Headteacher described there is a lot of ‘shared learning’.

The school’s inclusive ethos reflects the importance given to every child. Support staff and small group work are used to help EAL and SEND pupils as appropriate. In addition lessons are differentiated to support pupils with their learning. Where necessary ‘Team Around the Child’ meetings are also held and the school has access to a range of outside agencies which can provide additional support and intervention when these are needed. Specific examples demonstrating the school’s inclusive approach include the SENCO making a preparatory visit with the parents and their child prior to a school residential trip and a pupil with special needs being supported to access a club by re-arranging the teaching assistant’s timetable to enable this. Pupil participation in the life of the school is valued and a range of opportunities exist for pupils to be involved including through the School Council, as Eco warriors, Junior Travel ambassadors and through the provision of different activities and clubs. With the latter, an example was given of how the French club was run over several days so that this could be accessed by more children. A key initiative to help pupils have the confidence to express their views has been the use of English Speaking Board programmes for years 2 to 6 along with an in-house version ‘discover and discuss’ for year 1 pupils.

The school worked closely with Unicef UK in 2014 in connection with the ‘Stop Child Trafficking’ campaign which included a special photo shoot to help raise awareness about trafficked children in the UK. The assessors saw an outstanding newly created video featuring a song written and sung by the School Council with supporting graphics about pupil voice. This will be added to the school’s website and alongside an existing video about Unicef will help to promote the rights respecting work of the school to the wider community. The school has found it more challenging to engage other local schools but this continues to be a work in progress with for example the Executive Headteacher planning at the next headteacher’s network meeting to highlight the school’s use of the International Primary Curriculum and how this fits within the context of the school’s rights based work and values. The Executive Headteacher has also begun to share the school’s rights respecting journey with its sister school, Millbrook Park.

School leaders have placed a strong emphasis on the global dimension which is reflected in the school’s development plan, use of the International Primary Curriculum and in the appointment last November of a lead person to further develop global citizenship work. St Paul’s is a Global Learning Partner school and has been accredited with the ‘International School Award’, foundation level by the British Council. The school has also recently set up a link with a school in Malaga with the aim of developing some collaborative projects and St Paul’s children in years 1, 4 and 6 have sent letters.

In addition to curriculum links, the school helps to promote sustainability values through its Eco warriors and Junior Travel Ambassadors. The latter for example, have an excellent video on the school’s website promoting different ways to travel to school with the aim of ‘let’s reduce pollution today’. St Paul’s has several flower boxes and vegetable plots where
pupils can learn more about growing plants and the environment. In March this year, Year 3 and 4 pupils performed the play 'The Peace Child' with an African themed stage set made from recycled materials.

Standard B:
The whole school community learns about the CRC

Standard B has been achieved

Pupils showed a good knowledge of a wide range of rights including the right to privacy, to play, to an education, to shelter, to have an opinion, to have access to clean water, to practise one's own religion, to be protected from abuse, to have a name and not to be discriminated against. They clearly understood that rights were universal but that for some children in the world, including the UK, their rights are being denied. Nearly all pupils were aware that rights were unconditional and as one child said ‘there is only one thing to get your rights ....to be born’. Occasionally, a pupil in emphasising (correctly) the importance of respecting other pupil’s rights appeared less sure about unconditionality but with further discussion this was clarified. Staff showed good awareness of the Convention and were able to explain how rights respecting work is an integral part of the school’s ethos and practice. Members of the school council have been ambassadors for rights by for example giving an assembly presentation to pupils about changes to the school’s behaviour policy which they had helped to shape.

Parents are kept up-to-date about the school’s rights respecting work through newsletters and emails relevant to particular activities and events. There is also a dedicated section about Unicef on the school’s website. Parents are sent copies of policies, many of which contain reference to particular articles and school displays also reference the Convention. Parents are also kept informed through conversations with their children at home. As one parent explained she can see that her child is ‘emotionally engaged’ with the issues and had been asked ‘did you know that some children are not able to go to school’? Another parent described how a joint parent and pupil homework task researching one particular right allowed her to talk with her child (year 2) about the safe use of the internet. Parents play an active part in the life of the school including taking assemblies to talk about different faiths and cultures and helping to arrange eco-events such as clothes re-cycling. The governing body is fully committed to the school’s right respecting work and receive regular up-dates through the headteacher reports. As a link RRSA governor explained he is ‘convinced it underpins everything to do with the school’ and that the children have ‘such an understanding of rights’ which is reflected in the high levels of respect they demonstrate in their attitudes and relationships with other young people. Two members of the governing body are linked to the RRSA and have recently participated in a learning walk with the RRSA co-ordinator with a particular focus on areas such as charters, positive behaviour and appropriate language.

A wide range of displays can be found throughout the school. There is a Unicef display board which includes examples of campaigning and fundraising, a target board display which shows the school’s involvement with charities and campaigns at local, national and international levels, an article 28 display of various pupil achievements and a year 6 display exploring wants and needs. In the playground there is a large ‘playground rules’ sign which
includes the summary text of article 31 and many of the classroom have child friendly versions of the Convention in addition to class charters. Of particular note are 'reflection areas' for each class which contain displays and prayers written by the children. These areas provide opportunities for children to have times of quiet reflection and to think of others. A year 2 reflection area included reference to article 29 and the year 3 area included articles 14 and 30. Pupils learn about rights through a variety of curriculum activities. These include regular (at least once a month) 'Unicef' lessons for all year groups which include topics such as the 'right to play' in the Reception year and refugee journeys in year 5. In addition, other curriculum areas provide opportunities to explore rights. For example in year 6 pupils study Siddartha in RE including within the context of rights, in year 1 pupils learn about the right to have access to clean water, in year 3 a topic about ‘chocolate’ includes reference to fair trade and in the reception class, children learn about ‘if we are hurt, who can help us’?

Opportunities exist for pupils to explore the global dimension through a range of curriculum based topics. For example, a year 3/4 ‘active planet’ topic includes learning about organisations that work after natural disasters and as a year 4 teacher explained this has been linked to the right to access clean water. Special events such as the World Cup have been used to look at particular parts of the world such as Rio and for pupils to learn about the issues affecting children in this area of the world. Links to sustainability include a year 4 topic about rainforests which includes ways of trying to protect such habitats and year 3 pupils in the previous month had completed a Konflux ‘Play in a day’ activity looking at ways of the reducing carbon footprint in travelling to school.

**Standard C:**
The school has a rights-respecting ethos

**Standard C has been achieved**

Charters were seen for all of the classes visited. With the exception of the reception class, pupils had chosen a particular set of rights at the start of the academic year and decided how these were to be presented. In the case of the reception class, the charter was produced over time starting with one right and then adding another and so on to give the final version that linked rights to food, water, rest and play. A range of rights were represented in the charters. For example, the year 2 charter included the right to be listened to, to learn and to develop talents and abilities, the year 4 charter referenced articles 16, 23, 28, 30 and 39 and the year 6 charter had articles 1, 2, 12, 13, 15, 28 and 37. It was clear that pupils had ownership of their charters as evidenced for example, by each pupil ‘signing it’ by drawing their face in year 2 or including ‘hand cut-outs’ in the year 4 charter. Child friendly copies of the Convention were seen in the majority of rooms viewed as well. Charters also often referred to ‘responsibilities’. In fact the responsibilities related more to how pupils would respect the rights of others rather than suggest rights were conditional but this is something that could be amended when the charters are next reviewed. Pupils were able to explain how the charters had been created and were able to describe how the charters help in a variety of ways including as a year 6 pupil explained to be in the ‘right frame of mind for learning’.
St Paul’s has a strong ethos of respect which was evident to the assessors during their visit with pupils and staff working well together in a positive learning environment. A member of the support staff explained that ‘when they [pupils] have an argument they sort it out themselves more’. A year 4 teacher explained in producing the charter for the class this had been a ‘joint process’ with the choice of the articles and design of the charter coming from the pupils but with everyone signing the charter including the adults for the class.

Nearly all class charters refer to the right to an education or the right to learn and pupils understand that all children have this right. Pupils are encouraged to respond to teacher marking, both verbally and with written comments; as the RRSA co-ordinator explained pupils are ‘more actively involved with their learning’. One year 5 pupil explained that ‘sometimes you can choose which target to focus on’. For International Primary Curriculum topics, pupils consider what they would like to know and assess themselves against the rubrics to identify strengths and areas to develop their learning further.

Nearly all pupils who were asked said they felt safe (two pupils gave qualified answers but these were explained by the school). Pupils were able to explain how the school kept them safe including fences around the playground, fire exits, locks, being able to speak to a teacher and having access to clean water. Pupils understand that they have a right to be safe and when talking about the charters one year 5 pupil said ‘I have the right to be helped if I’m hurt’ and a year 4 pupil explained ‘I have the right to be safe and not mentally or physically hurt’. The St Paul’s Children’s Charter also makes it clear that pupils have a right to be safe and that ‘We believe in keeping you safe. Everyone in our school will help you to feel safe, and we will help you’. Online safety is explicitly taught in all classes at least once every half term, there is an annual ‘Safer Internet Day’ and older pupils have received an assembly about ‘netiquette’. St Paul’s provides a counselling service for any children that have worries- a ‘time to talk’ box is available for pupils to use to arrange an appointment. The school’s Community Support Officers have visited the school and talked to individual classes about ‘stranger danger’. Year 5/6 pupils also receive ‘bikeability’ training.

Pupils felt that were treated fairly and were able to explain how if there was a conflict or problem they could go to the head boy or girl, school council or an adult for support as necessary. Pupils understand the need for respect and to support each other. For example, the year 6 charter produced by the pupils includes the words ‘Life in school can be a rollercoaster with ups and downs. As a class, we support each other and do our best to uphold everyone’s rights’.

Pupils show good global awareness and understand that some children have not been able to access their rights because of conflict such as in Syria which one year 4 pupil described as ‘not a safe environment to live in’. In the year 6 class, pupils who had been using the Unicef UK refugee resource were able to describe to the assessors the rights that had been denied refugee children like Amal, such as the right to a good education, to a home, to privacy and to rest and play. As one child said ‘Unicef provides them with things that they need’. Assembly presentations about different faiths and cultures and as part of ‘Black History Month’ also provide pupils with a valuable experience and understanding of global diversity.
Standard D:
Young people are empowered to become active citizens and learners

Standard D has been achieved

St Paul’s has provided pupils with a range of ways in which their voice can be heard, listened to and respected. The school council also known as the school campaign council has two members from years 1 to 6 elected by their peers through a secret ballot. Feedback from pupils confirms that they know that the council is there for them and that the school listens. An excellent example of the impact of the school council’s work has been the revision of the school’s behaviour and anti-bullying policy to include two types of behaviour reflection sheet (one for each key stage) both of which are headed ‘maintaining the dignity of the child is paramount’ with the Convention referenced. The sheet for older pupils also comes with a list of several articles which pupils can use to reflect upon the possible impact of their behaviour on the rights of others. The original sheets were yellow but pupils requested that this be changed to blue and as a year 6 pupil explained this ‘helps people to be more calm’. Each school council meeting has an article assigned to it for discussion and minutes of each meeting are put on the Unicef display board. Changes to the organisation of the school council are planned for September 2016 and will involve all pupils from year 1 upwards being part of the council and joining class meetings based on vertical grouping. Current school council members have been involved in discussing these changes. Year 1 to 6 classes also each elect two Eco-warriors who work to further promote and enhance the school environment which has led for example, in the improvement of the toilets. Year 5 and 6 pupils along with staff also elect a head boy and girl following on from pupil’s applications and presentations. Junior Travel Ambassadors play an active part in promoting sustainable travel and achieved the ‘silver travel award’ last October. Pupil voice is also heard through pupil questionnaires, by opportunities to talk with school leaders during their learning walks, to assist in the selection process of new staff and offer opinions on lessons (‘lesson study’).

Pupils are given access to reliable information and guidance in several ways. There is an ICT suite and class computers, learnpads and iPads to assist with learning. E safety is emphasised and the school hosted a BT ‘Right Click’ workshop in March 2015. The school subscribes to ‘First News’ which enables older pupils to receive a weekly up-date on current affairs. Each class also has a designated book area which pupils can access. St Paul’s has a ‘healthy eating’ week and in addition to PE activities, pupils have access to after school clubs such as gym, football and dance. Year 6 pupils attend junior citizenship training sessions run by the Metropolitan Police.

During the learning walk, pupils were able to explain the charity and campaigning work of the school through the ‘target board’ display which gives a very visual overview of what has been done. Pupils have walked a mile for sport relief, given produce from the harvest festival to ‘Homeless Action in Barnet’, participated in the Christmas shoe box appeal, taken part in a non-uniform day for ‘Children in Need’, designed and sold Christmas stamps to raise money for Cancer Research and year 6 pupils on their own initiative fund raised to buy a Unicef UK ‘school in a box’. St Paul’s has taken part in the 2015 Unicef UK ‘Outright’ campaign and written letters to the Prime Minister and the Department for International Development, receiving replies from both. The children have also been involved in a campaign to keep a local library open.
It is clear that the school is committed to giving pupils a voice both for themselves and for other children around the world. The use of democratic processes in making views known has been modelled and encouraged to help the children be active citizens both now and in the future. This commitment can be seen in the leadership board displayed in the headteacher’s office which includes the text ‘Each girl and boy is born free and equal in dignity and rights. As duty bearers it is our role to uphold this and to create a learning environment fit for all children that equips them for tomorrow’. 