



UNITED KINGDOM

UNICEF UK RIGHTS RESPECTING SCHOOL AWARD ASSESSMENT REPORT LEVEL TWO

School:	St Fidelis Catholic Primary School
Headteacher:	Mark Hannon
RRSA coordinator:	Christine Kirby
Local authority:	Bexley
Assessors:	Will Jackson and Anita Haigh
Date:	3 rd July 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.

The assessors were impressed with the strong ambassadorial role taken by the school to develop awareness of the Convention and Rights Respecting Schools locally, nationally and globally.

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:

- Make more explicit the links between the Convention and the school's mission statement and strategic plans and policies
- Broaden the range of articles children know and how they apply in various contexts
- Deepen children's understanding of the foundational principle of justice in campaigning for change with respect to rights.

4. THE ASSESSMENT IN DETAIL

4.1. The school context

St. Fidelis is a large primary school with 470 children on roll including 51 children in the nursery. The school serves an urban catchment area in the London Borough of Bexley but the school population also includes children from a much broader catchment. The number of children eligible for the pupil premium is 17% and the number of children who have English as an additional language is 22%. 60% of children are of Black African or Black British heritage with 30% from White British backgrounds and 10% from other groups. 5% of children are currently at School Action, 5% at School Action Plus and 1% have a statement.

In 2010 Ofsted graded the school as good with outstanding features. The most recent Diocesan inspection in January 2012 graded the school as outstanding.

St Fidelis registered to become rights-respecting in March 2011 and achieved Level 1 in June 2012.



4.2. Assessment information

Self-evaluation form received	Yes
Impact evaluation form received	Yes
Attendees at SLT meeting	Headteacher / RRSA coordinator / deputy Headteacher, RRS link governor, staff steering group member
Number of children and young people interviewed	34 children
Number of staff interviewed	3 teaching staff 1 support staff 2 parents 2 governors
Evidence provided	Learning walk Written evidence

Standard A:

Rights-respecting values underpin leadership and management

Standard A has been achieved

There is a strong ambassadorial role taken by the school within its locality and beyond.

The school mission statement expresses the commitment to ‘educate the whole person to their full potential...and respect, love and value ourselves and others.’ The Convention is seen by the Senior Leadership Team as key to supporting this vision. The Headteacher explained: ‘Articles are all very well but it has to start here. RRS makes links between personal experience, the global view and faith.’ The school has identified a rising trend of achievement with progress in reading and maths in the top 20% nationally for similar schools. The school data dashboard confirms that attendance is high. The school has identified these results as benefits of an enhanced climate for learning supported by its ethos underpinned by the Convention.

RRS is a distinct priority in the SDP with the aim to ‘embed the principles of a rights-respecting agenda across the curriculum and children will be able to give examples of articles and how they apply in a range of contexts.’ The school has identified the need for succession planning and a staff member is now shadowing the current RRS lead for the next twelve months. The Headteacher explained: ‘RRS is harder to define. It goes beyond just sharing some files. We don’t do that length of induction for anything other than RE.’ Policies are being reviewed on a rolling programme e.g. the Behaviour Policy makes explicit links to RRS and how the charters inform development of the ethos. There is a robust induction programme for new staff to ensure they are fully briefed about the rights-



respecting ethos. The Headteacher commented: 'Teachers need to understand what it means to be teaching in a Catholic rights-respecting school.'

There is an inclusive and participatory ethos at St. Fidelis. There is a counselling room available for children. One child commented: 'There is a room next to the kitchen where you can talk to a teacher...if something is really bugging you.' The Turnaround programme supports closing the gap in attainment for groups of vulnerable children enabling them to see themselves in their role as learners accessing their right to education. The school has welcomed a delegation of headteachers from France and has been part of the Bexley Schools Partnership involved in the RRS programme across the borough. They have offered support to other schools wishing to embark on the rights respecting journey.

The school took its rights ambassador children to present at a local training session in Bexley for schools working on RRSA. They have been involved in the IF campaign and took their plates to the Prime Minister as part of the national hand in at Downing Street. The school has hosted a visit from a Japanese Professor and rights ambassadors took him on a tour of the school to share the rights respecting ethos. His findings have been taken back to the Ministry of Education in Japan.

The school has reviewed its geography curriculum to develop a stronger focus on the global dimension and develop understanding of issues such as climate change, sustainability and eco-tourism underpinned by the values and principles of the Convention. The school has attained the International Schools Award and has links with partner schools in South Africa, Nigeria, Uganda and Tanzania. These links have been made across the year groups. The school has promoted Fairtrade at parent consultation evenings.

Standard B:

The whole school community learns about the CRC

Standard B has been achieved

Rights have been built into curriculum planning and international links support children's understanding of equality.

Children were able to name a range of articles from the Convention and knew these were universal and unconditional. Children identified articles such as the right to be heard, to be treated fairly, to practise your religion, to play and relax and to have shelter. They were also aware of rights denial through situations such as the abduction of school girls in Nigeria and the effects of regional conflicts. One child commented: 'In some countries people are walking around with weapons and children are not having their right to play.' Children had talked about rights to friends outside school and identified a positive impact on their friends' attitudes as a result.

Parents were engaged in the rights respecting journey and described how rights had deepened the dialogue with their children and promoted negotiation and an understanding of the balance of rights. One parent said: 'It is important for solving conflicts at home. It has helped change the way I deal with it.' Another parent commented on his own childhood experience of rights being denied to him and how knowing about rights had helped his



daughter: 'As an ambassador she has gained confidence and stood up for right against wrong.' The link governor is also responsible for the curriculum and has been the rights respecting governor since the beginning of the school's journey to ensure consistency.

A prominent display in the reception area celebrates 'our rights respecting school' and shows children's work based on rights. Corridors and classrooms gave a high profile to the Convention and rights work with most displays linked to an article e.g. Year 3's Prayer Corner on the Pentecost linked to article 14 and Year R snack tables linked to article 24. Topic plans were linked to rights for every year group e.g. Year Two plans on Victorians (articles 27, 28, 32) and Year Five plans on Science: Life Processes (article 24).

Children identified rights issues which had been addressed through the curriculum and assemblies. One girl commented: 'In geography we looked at Sri Lanka. A girl had to get water and fill a cup from a river which might have had dung in it. That is about the right to clean water.' Staff had linked understanding of equity and reciprocity into international curriculum links. One teacher explained: 'Planning looks at equality. It looks at what is the same and what we can gain. Correspondence with children in those countries is done with this in mind.' To this end children had shared ideas for keeping livestock with their partner school (St Fidelis has its own chickens).

Standard C: The school has a rights-respecting ethos

Standard C has been achieved
Rights respecting behaviour and attitudes were evident across the school

Charters were present in all classrooms and were unique and age appropriate e.g. in Foundation Stage children had developed promise trees and adults had signed duty bearer pledges. The playground charter outlines children's and adults' actions to uphold rights. One child said: 'The playground charter shows how adults can support children with their rights.' Charters were used in the curriculum as well as to promote positive attitudes. One child commented: 'In RE we were looking at a verse in the Bible and our teacher asked us to use the charter to help figure it out.' Year 6 children had decided to draft a charter for themselves during a residential visit to the Isle of Wight.

Children identified how teachers modelled respectful behaviour: 'We have lunchtime supervisors and if we ask them something they show us respect; teachers give you direct eye contact.' They identified how they respected the rights of others: 'We let people join in our games; you have to remember that others have the same rights as you.' Adults agreed that lunchtime behaviours had improved 'In the conversations children are having on the playground, they will refer to rights and how to respect each other.'

Children were clear about how to respect the rights of others to learn. One child said: 'We help each other if we are stuck on something.' Another commented: 'If the teacher is talking and you talk, you are not respecting others' right to learn.' Children were well versed in strategies to develop themselves as independent learners such as the 'Brain, Book, Buddy, Boss' strategy which identified steps to go through before asking for adult help. The



Excellent Learners attributes were used to promote children’s understanding of mind sets for effective learning. Children talked about assessment strategies such as ‘what went well and even better if’.

Pupils overwhelmingly felt safe at St Fidelis and this was supported in a parents’ survey where 96% agreed that school kept their children safe. Children identified how the school’s rights respecting ethos supported this: ‘It means that I can expect to be treated fairly and be safe and we all get along as we all signed the class charter.’

Pupils identified that there was a fair and democratic ethos at the school: ‘To be a rights respecting school is to treat people fairly and play with them if they are lonely.’ During pupil interviews one rights ambassador commented on how she had helped two people who were arguing ‘to tell their story and think what they could do to improve and how they could stop it happening again.’ Ambassadors quoted their role as being ‘a role model in the class and helping others to understand others’ rights.’

Children were able to talk about global issues in terms of rights respecting values. One child commented: ‘Every fifteen seconds a child dies from not having clean water or food – I found this out in assembly’. When asked about the best way to support those affected by poverty and environmental disaster, a Year Four girl said: ‘I would say not just to give food but to give seeds as well so they can grow vegetables. Then they can keep it going for longer.’

Standard D:

Children are empowered to become active citizens and learners

Standard D has been achieved

Children’s voice has played an important part in developing learning strategies in school and children have taken action to raise awareness of climate change

Children interviewed were confident that their views were acted upon. One Year Three boy described giving feedback on his Tudors topic: ‘We were given a post-it note to write what we would like to learn next time and we said Tudor sports. And the next lesson we did Tudor sports.’ The Learning Council has been involved in developing ways to develop teacher pupil dialogue e.g. following a visit to another school they have initiated the introduction of a learning challenge in classes. Pupil surveys have canvassed pupils’ views on marking and feedback, homework provision, enjoyment of lessons and what it means to be in a rights respecting school. This has informed strategic planning such as the marking and feedback policy.

Children were clear about e-safety and one child explained how to use the dolphin icon to block unsuitable websites. Aspiration Day enabled children in Key Stage Two particularly to talk to a range of visitors about career pathways. The green pen system, initiated by Learning Council, enables an effective dialogue between teachers and pupils about how to improve work to meet learning objectives. Apart from Learning Council, children also have roles as Sports Leaders, Prefects and Rights Ambassadors.



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Children invited the local MP into school to discuss climate change and she took away with her some of their suggestions about reducing carbon emissions in the local area. Members of the Learning Council took part in a discovery day at the local woods to consider improvements and their ideas are being considered for the next phase of the project. The school is an active member of UNICEF UK's School's campaign network currently being piloted nationally. Children have given feedback to UNICEF UK on the campaigns pilot and made suggestions for improvement. Children from Year 5 and 6 have initiated fundraising activities for CAFOD and UNICEF based upon the principles of the Convention: 'I had a lot of toys that I didn't need which I took for granted. Some children in other countries don't have so much.'