



RIGHTS RESPECTING SCHOOL AWARD ASSESSMENT REPORT LEVEL TWO

School:	Saint Norbert's Catholic Primary School, Spalding
Headteacher:	Mrs L Yarnell
RRSA coordinator:	Mrs I Wyles
Local authority:	Lincolnshire
Assessors:	Sara Gregory and Liz Neal
Date:	21 st March 2014

We would like to thank the leadership team, governors, parents, staff and pupils 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 you provided a very comprehensive self-evaluation form and impact evaluation form. It was clear to the assessors during the visit that everyone places a very strong importance on developing and embedding a rights respecting ethos.

It was particularly notable, through discussions with pupils, that the school places a high importance on ensuring pupils feel safe and valued. They have also been empowered to become active, responsible citizens within their school, local and national communities and abroad. In addition, the school are extremely successful in ensuring Articles 14 and 30 are accessed by all, with 63% of students learning English as an Additional Language (EAL) they welcome pupils and their families from many different cultures, faiths and backgrounds.

Standards A, B, C and D have all met the necessary criteria, with Standards A and D being particularly strong.



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 and embed further, the training opportunities provided to governors and parents/carers on the CRC and the language of “respect” for rights and their roles as “duty bearers”.
- Continue to review and develop charters at relevant intervals ensuring that they are commitments/agreements shared by all relevant parties.
- Continue to review all planning; ensuring links to relevant article(s) are consistently embedded in all areas of planning.
- Ensure that information about the school as a Rights Respecting School and about the CRC are prominently displayed in the Reception area.
- Continue to be ambassadors for UNICEF and the CRC locally, nationally and globally.



THE ASSESSMENT IN DETAIL

The school context

The school is a smaller than average primary school with 194 pupils on roll. In recent years its number of EAL students has increased significantly, with it now having 63% EAL students. The school “aims to be, in every sense, a Catholic school rather than a school for Catholics”. It has been on its current site for over 50 years and during that time has grown from 2 to 7 classrooms. The school has very strong links with the Parish.

The school registered to work towards becoming rights-respecting in September 2009 and attained Level 1 in May 2011.

In September 2009 the school was judged to be good by Ofsted and in January 2013 an interim assessment undertaken by Ofsted confirmed that “the school’s performance has been sustained”.

The school has held the Basic Skills Quality Mark for more than 10 years and also has the Healthy Schools Award. They are currently working towards the International Schools Award, Schools Council Bronze Award, E-safety Mark, Eco Schools and Houses of Parliament Speakers Award.

Assessment information

Self-evaluation form received	Yes
Impact evaluation form received	Yes
Attendees at SLT meeting	Headteacher, Assistant Headteacher and RRSA Coordinator
Number of children and young people interviewed	Approx 98 (x 8 during pupil focus group and approx x 90 during learning walk)
Number of staff interviewed	6 teaching staff (including NQT) 2 support staff 4 parents 2 governors
Evidence provided	Learning walk Written evidence Pupil focus group Meetings with staff, parents and governors Lessons



Standard A:

Rights-respecting values underpin leadership and management

Summary

Standard A is particularly strong. The Senior Leadership Team are fully committed to promoting the rights respecting values and the CRC across the whole school, wider community and with their global links.

The Senior Leadership Team (SLT) is fully committed to ensuring the values and principles of the CRC are at the heart of the school's mission statement "Saint Norbert's strives to nurture and develop the whole child, love of God, love of one another and love of life itself". The headteacher described rights respecting values as "linking into every aspect of school life, the School Development Plan and every child's development". With the changing geographical cohort of the school, SLT feel that the language of rights and the use of CRC in everyday life has helped to create a "shared focus for the whole school community". There is evidence that attainment has improved since the school has focused on working towards Level 2 and fixed term exclusions have also improved, for example 2 levels of progress in Maths has increased from 80% in 2012 to 100% in 2013. Attendance has also improved since the school became a Rights Respecting School with attendance now above the national average at 95.92%.

RRSA and the CRC are a key priority in the School Development Plan (SDP). There are 5 "Key Improvements" which are clearly linked to relevant articles, e.g. "Key Improvement 1: Attainment: Tracking and target setting to be refined" linked to Article 3, "Key Improvement 3: Behaviour and Safety: Provide opportunities for pupil collaboration within school, local and global community" linked to Article 12. A "Parent Pocket Guide" to the SDP has been created and has also been translated into different languages for their EAL parents/carers.

All school policies have been reviewed by all staff and, where appropriate, pupils and parents to include links to relevant articles within the CRC, for example the Behaviour Policy is linked to Articles 19 and 29, Curriculum policies linked to Articles 28, 29 and 31, Collective Worship Policy linked to Article 14, Safeguarding Policy linked to Articles 4, 12, 19, 34, 36 and 39. There is also evidence of lesson planning linked to all areas of the curriculum, for example a Science lesson on "Are humans any different from animals?" linked to Articles 6 and 7, a History lesson "Why do people invade other countries" linked to Article 38, a Geography lesson on "Is India any different from England?" linked to Article 30.

An inclusive and participatory ethos and learning environment is a key focus for the school. With 63% EAL pupils, SLT place a high priority on ensuring their ethos, backgrounds and cultures are respected and appreciated. They regularly hold events to promote participation and inclusion, for example "culture weeks" linked to Articles 2 and 14, Fairtrade Fortnight linked to Articles 18, 20, 32, 36 and 37, introductory meetings with both parents and pupils and an International European Language Day. As well as the Parent Pocket Guides on the SDP, Home School Agreements have also been translated into different languages. The school has links with Poland, Lithuania, Cambodia and are developing links with a school in China, through all of which they promote the CRC, for example Year 4 students have written letters to students in a Polish school about being a RRS school and giving examples of how they use articles from the CRC in their school life.



Pupils and staff at the school have set up an EAL Local Cluster meeting this year for other schools in their area, which involves other organisations such as the British Council. In addition the pupils have set up a School Council cluster which works closely with local community group, Agape, on the “Feeding Spalding Campaign” which is linked to Articles 2 and 24. SLT described pupils as “leading the way” and being ambassadors for rights and the CRC “with their parents, their families, nationally and globally”. They also described their pupils as “knowing where they want to be in the world, aspiring to gain knowledge and reach their dreams”, being “aware of their global neighbours” and “wanting to make a difference, considering anybody without prejudice in a collaborative approach”.

There are strong links with the Nottingham Diocese and the school has helped to develop a “Primary Stations of the Cross”, linked to a plethora of articles, including Articles 14, 18, 24, 29, 30, to name just a few. There are also examples of subject leader reports and action planning linked to Articles 1, 3, 12, 13, 14, 24, 26, 27 28, and 29.

Global citizenship and sustainable development is interwoven into the school’s creative curriculum. All pupils were involved in the curriculum planning and lessons on topics start with a question which enables pupils to explore these further and ask further questions. For example, there are specific themes around sustainable development on “Why is there so much waste but not enough energy or water?” linked to Article 27, “I’m a healthy eater are you?” linked to Articles 24, 26 and 27. There are also examples of themes linked to France (Article 12), Greece and Egypt (Article 12), India (Article 30) and Africa (Article 30).

Standard B:

The whole school community learns about the CRC

Summary

Standard B has been achieved. Both pupils and staff have a good understanding of the articles in the CRC and are keen to share that understanding with the wider community.

The RRSA and understanding of the CRC is embedded through the school across all key stages. All staff (including a Newly Qualified Teacher) and pupils interviewed were able to describe key articles within the CRC, for example “right to play”, “right to an education”, “right to be safe”, “right to a religion”, “right to nutritious food and clean water”, “right to life”. Pupils understood they have these rights and that “these rights are the same for every child” across the world. Staff interviewed stated that they had “the responsibility to ensure children get the rights they are entitled to and make sure they are fully aware of their rights”. Pupils interviewed described “knowing about your rights makes you better people” and “makes a difference”, for example “homeless people struggle for food and we can help them to hopefully live longer”.



Parents have been encouraged to undertake “learning walks” around the school to learn about the school’s work on further developing RRS and the CRC. Parent feedback has included “positive moral ethos of the school” and that “children are kind and show forgiveness”. Parents have also been invited to lead collective worship linked to relevant articles within the CRC. Feedback from visitors outside of the school community has also been very positive with a recent potential candidate commenting in a letter to the headteacher on the “maturity of children from Reception to Year 6” and adding, “with all children being valued and knowing their own rights”.

Parents and Governors interviewed were able to describe key articles, such as “right to an education”, “right to feel safe”, “right to choose friendships”, “right to express their opinions”. All parents interviewed felt that their children “knew about their rights” and this knowledge had “helped to improve their self esteem and sense of achievement”. They also felt that their children were empowered to be actively involved in school life and “respect one another’s cultures and differences”. Governors described pupils as being empowered to “inform governors of what their expectations are of them” and to use their right to pupil voice. For example, pupils had presented to governors a proposal for an Eco Area and new playground equipment and had asked governors to consider some funding for this which was approved.

In addition to learning walks, questionnaires and RRS monitoring walks, the school also uses newsletters, the website and Home School Agreements to keep parents, governors and the whole school community informed of RRS and the CRC. For example, a recent school newsletter published on 14th March 2014 referred to the Fairtrade fortnight linked to Article 32; Home School Agreements link to Articles 5, 13, 18, 28 and 29 and an RRS newsletter linked to Articles 2, 12, 29 and 42. Parents and grandparents are encouraged to contribute to school life by being involved in Fairtrade coffee mornings, culture weeks, assemblies and, where appropriate, reviewing policies.

There are displays throughout the school which make explicit links to relevant articles within the CRC, for example, School Council Board linked to Article 12, E-safety Board linked to Articles 13 and 17, Medical Room linked to Article 39, water machines linked to Article 24. In the Staff Room there are notices for staff on their “key responsibilities” linked to Articles 3, 28 and 31. There is also a focus around the school’s key values, e.g. positivity, faith, honesty, etc linked to Article 1. In addition to the lesson planning and action planning referenced in Standard A there are examples of assembly planning and collective worship linked to Articles 14, 28, 29, 30 and 32.

Pupils interviewed were able to describe how they have learnt about different countries such as Sierra Leone, Africa, India, Cambodia, China, Poland and how this learning had been linked to specific articles within the CRC, for example different kinds of houses, linked to Article 27 and how some countries do not have enough clean water, linked to Article 24. In one classroom there was a corner of the classroom devoted to Africa linked to Articles 15, 27, 28 and 29. Staff interviewed were able to describe how children had explored learning about different countries and rights, e.g. their “right to life” through the Holocaust Memorial Day, their “right to food” through Fairtrade events and collective worships looking at the resources around the world, linked to Article 24. Staff described the impact of raising awareness of rights on both children and staff as “more considerate and more respectful to each other”.



Furthermore, they described the class charters focusing around relevant articles within the CRC as being “pertinent to the recognition of rights and the respect for rights”.

Standard C: The school has a rights-respecting ethos

Summary **Standard C has been achieved.**

Classroom charters have been developed by both staff and pupils and are displayed in all classrooms, they are linked to relevant articles from the CRC, chosen by the children. For example, the Reception class charter linked to articles 1, 13, 14, 15, 28, 29, 30 and 31 entitled “We know we have rights”, and demonstrating respect through phrase like “we share”, “we are kind”, “we are polite”. The Year 5 charter linked to Articles 29 and 37 describing pupil actions with the words “respect others around you”, “treat others how you want to be treated”, “don’t disrupt lessons”. All charters are reviewed regularly at relevant intervals and amended if deemed appropriate.

Staff described the charters as impacting positively on school life by “providing ownership for both children and staff”. They said they are “useful tools for discussion points”. All pupils interviewed felt it was “better to have charters” rather than rules because they provided a focus for discussions around “respect” and that these were an agreement between both staff and pupils. Both pupils and staff described the charters as “opportunities for discussion and reflection”.

All staff and pupils interviewed model the use of “rights respecting” language. All staff and pupils were welcoming and respectful and there was a calm atmosphere around the school. Both staff and pupils listened to and supported each other. Staff interviewed described “the caring ethos fitting in with the Catholic ethos” and that if pupils or staff “made a mistake they were given a fresh chance and the opportunity to start again”. Pupils interviewed also described other ways of showing respect such as “listening to each other and helping to sort a problem out if you are sad”, “respecting each other’s property”, “if we have a question, staff will always help us out”, “previously boys stuck together and girls stuck together, now we know it is OK to work together”. In addition, they also described what they felt the school would be like if it was not a Rights Respecting school, for example, “the school would not be neat and tidy” and “if you are not respectful people will just become meaner and meaner”.

There continues to be a key focus developing staff in their understanding of RRS and the CRC, for example assessors saw staff training notes which linked to the CRC and RRSA, staff questionnaires and staff meeting notes.

All pupils interviewed were very aware of their right to an education and they described how they respect this right by “not disturbing others”, “help others if you finished your own work” and “not messing about in class”. They also described how they were involved in their own learning and are able to express their opinions through Philosophy for Children (P4C), debating, curriculum planning, pupil questionnaires, Assessment for Learning (AfL) and many



others. Pupils interviewed felt their opinions were valued, with one pupil describing how they were “overjoyed” that they get “included in every single thing about their learning”. Staff interviewed were unable to describe any instances where it was necessary to use rights respecting language in behaviour conflict resolution as there has not been any need for this since the school became a Rights Respecting school.

All pupils interviewed described how they felt safe in all areas of the school. They all understood it was their right to be safe and gave many examples of how this right was being met, for example, “we don’t let anyone bring in dangerous things”, “we have big gates to keep people out and when they are late they have to report to Reception”, “everyone knows who we are so we don’t get anyone muddled up”, “assemblies on how to be safe outside of school”, etc.

All pupils interviewed felt the school was a much better place since it became a Rights Respecting school. They did not feel there had been much cause for them to settle arguments through rights respecting language as they all respected each other and understood that their rights were unconditional. One pupil described how they felt all children were valued and that “children have a big voice in school and this might not have happened if we were not a Rights Respecting school”. There were also other examples of how pupils were involved in promoting positive relationships, e.g. School Council, Young Leaders, Junior Road Safety Officers, Chaplaincy team, Eco Ambassadors, Playground Leaders, Peer Tutors and EAL buddies. With the varied ethnic mix of the school, there was a clear recognition and understanding of diversity by both staff and pupils with Articles 2, 22 and 30 being of particular importance to the school community. Pupils are actively involved in championing the rights of others across the world, for example some families in the school community were affected by events in the Philippines and fundraising activities took place linked to Articles 4, 20 and 25; School Council organised activities to raise funds to purchase El Salvador crucifixes so they could “give back” to another part of the world. In addition, pupils interviewed felt that the world would be a better place if “rich people gave money to others who needed it” and if “spare food was given to others who had no food”. They also felt that “wars would stop if all countries started using rights respecting language”.

Standard D:

Children are empowered to become active citizens and learners

Summary

Standard D has been achieved.

It was evident throughout the Level 2 assessment that Article 12 was an important part of school life. All pupils were encouraged to have their say and take an active involvement in their school and decision making. All pupils interviewed felt that their opinions were listened to and valued, examples included the School Council – with more bins and recycling bins being put outside and a “trim trail” for Key Stage 1, “worry box”, P4C, pupil questionnaires, through their learning and reviewing of the curriculum topics. Pupils are also given the opportunity to discuss their views with Governors through assemblies, class visits, pupil interviews and the School Council. The School Council have developed their own action plan,



carry out School Council self assessments and also conduct their own pupil questionnaires. Pupils are also encouraged to plan and lead collective worship and assemblies.

The school curriculum has been revisited with “curriculum themes” being introduced which has completely involved the views of pupils and staff. At the start of a topic pupils are encouraged to write down what they want to learn and what their goals would be, teachers then plan activities around the pupils’ requested learning and outcomes of that learning are reviewed with both staff and pupils. Pupils have the opportunity to assess how teachers teach through Assessment for Learning (AfL). Pupils also have the opportunity to help each other through becoming “Peer Tutors”. Staff interviewed described how they felt that “children led the way” and “children were empowered to take more ownership of their lessons and school life”. The school had recently organised a “Take Over Day” when pupils became teachers for the day, including being the headteacher, classroom assistants and lunch time supervisors. Pupils are also involved in recruitment panels, in particular for leadership roles.

All pupils interviewed felt that they were given many opportunities to access information to help them make informed decisions. For example, an IT suite and Resource Centre linked to Article 17, E-safety information and guidance linked to Articles 13 and 17, a Nurture Room should they need extra help or need to discuss something in private with a member of staff, linked to Articles 29 and 31. Within the Resource Centre there is a rug showing people holding hands around the world, one pupil described how this rug symbolised equality and diversity by saying “all across the world people are related and have the same rights as each other”.

All pupils felt they were better informed about the rights outlined in the CRC and one pupil gave an example of how being better informed “helped them to create their class charters and continue to reflect on these”. Another example was “if I didn’t know my rights I might feel ignored because when I wanted to say something I wouldn’t be able to”.

All pupils interviewed understood that the CRC applied to every child throughout the world and they were empowered to promote these rights not only locally and nationally but also globally. Pupils are challenging injustice, inequality and poverty in the world by a number of different avenues, for example, fundraising activities which include Fairtrade Fortnight, Sing Out Against Poverty, Water Aid, NSPCC, Mary’s Meals, CAFOD and by visiting local care homes. They work closely with the local Agape project to help feed other people who do not have much food Through close links with a school in Cambodia and one in Poland pupils described how they write to the children there explaining about what they do as a Rights Respecting School and about the rights outlined in the CRC. They are also starting to develop a link with a school in China and recently held a Chinese New Year event where they dressed up as Chinese Dragons and learnt Chinese songs. Pupils have come up with their own fundraising initiatives for CAFOD which includes “Dig Deep” – a penny garden in the entrance of the school.