

## UNICEF UK RIGHTS RESPECTING SCHOOL AWARD ASSESSMENT REPORT LEVEL TWO (GOLD)

<b>School:</b>	Milton Mount Primary School
<b>Headteacher:</b>	Anne Holmes
<b>RRSA coordinator:</b>	Libby Woodlock
<b>Local authority:</b>	West Sussex
<b>Assessors:</b>	Paul Harris and Anita Haigh
<b>Date:</b>	27 <sup>th</sup> March 2018

### 1. INTRODUCTION

The assessors would like to thank the children, the leadership team, staff, parents and governors for their warm welcome to the school, for the opportunity to speak with adults and pupils during the assessment, and for the detailed evidence provided to support the process. Prior to the assessment visit, the school provided a comprehensive self-evaluation form and impact evaluation form.

It was clear that during the visit everyone placed a real importance on respect for rights and promoting the school's rights respecting ethos, which was both inclusive and participatory.

Particular strengths of the school are:

- a very clear strategic commitment to the UN Convention on the Rights of the Child (CRC) which underpins the school's ethos and everyday practice
- an inclusive and supportive learning community where respect plays an integral part and rights are actively promoted and upheld
- pupil's views are listened to and taken seriously
- encouraging pupils to develop a knowledge and understanding of the wider world supported with the language of 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:

- Further develop and refine the language used around rights to help support progression from key stage 1 to 2 in pupils' knowledge and understanding of rights and in the use of terms such as 'equity' and 'duty bearers'. Similarly, when charters are reviewed ensure that the wording of articles from the Convention remains accurate and kept separate from any rights respecting actions.
- Explore further opportunities for the school to promote its Rights Respecting work with the wider community.
- Continue to develop pupils' understanding of the global dimension and sustainability through themes such as the 'UN Sustainable Development Goals' and fair trade.

## 4. THE ASSESSMENT IN DETAIL

### 4.1. The school context

Milton Mount Primary School is a community school for pupils aged 4 to 11 years. There are currently 608 pupils on roll. The proportion of pupils eligible for the pupil premium is 10.5% and 19.7% of pupils have English as an additional language. 8.2% of pupils have a statement of special education needs or an EHC Plan. The school was inspected by Ofsted in May 2016 and was graded 'requires improvement' in all areas except for 'personal development, behaviour and welfare' which was graded 'good'. An Ofsted section 8 monitoring inspection visit was made in March 2018 and reported that 'Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the last section 5 inspection in order for the school to become good'.

The school registered to become rights respecting in June 2012 and achieved the RRSA Level 1 Award in June 2013.

## 4.2. Assessment information

Self-evaluation form received	Yes
Impact evaluation form received	Yes
Attendees at SLT meeting	Headteacher, 2 Deputy Headteachers and the RRSA co-ordinator.
Number of children and young people interviewed	Focus Groups: total of 20 pupils (8 pupils, years 1 to 2 and 12 pupils, years 3 to 6). Learning walks: total of 15 pupil ambassadors (9 pupils, years 2 to 4 and 6 pupils, years 4 to 6). Class discussion during tour: total of 56 pupils (years 2 and 5).
Number of staff interviewed	4 teachers (3 year 2 teachers and 1 year 6 teacher), 2 support staff (includes a staff governor and a parent), 2 parents (includes a parent governor) and the Chair of the Governors.
Evidence provided	Learning walks, class visits, year 5 class assembly, feedback from meetings and written evidence.

### Standard A:

#### Rights-respecting values underpin leadership and management

##### Standard A has been achieved

The headteacher and school leaders are highly committed and enthusiastic advocates for promoting the principles and values of the UN Convention on the Rights of the Child (CRC) into the heart of Milton Mount's ethos and everyday practice. As the headteacher explained this is an *'integral part of what we do and how at Milton Mount'* and that the school's Rights Respecting work *'provides a shared language', a 'framework' and a way to help 'empower children to do [the] best they can'*. In the school's self-evaluation of the impact of its Rights Respecting work, all eight areas were assessed as being 'significant' or having 'some noticeable impact'. Senior leaders comments about how the school has progressed since RRSA Level 1 included *'we are embedding, drilling down, going deeper'*, that this is *'absolutely at the centre of all of our decision making'* and that *'children at this school know that they are agents of change'* and that *'they know the rights they have and chose to use them to be agents of change'*.

The school's commitment to the Convention is evident in a range of strategic documentation. The school development plan has several references to Rights Respecting work and a range of articles are included in several school policies. Examples of the latter

include the behaviour (Articles 3, 12 and 29), anti-bullying (Articles 3, 4 and 19) and collective worship (Article 14) policies. There is a link governor who meets with the RRSA coordinator on a half termly basis. Staff (teaching and support) received a full day's training last September which covered areas of work such as charters, specific articles and the nature of rights such as rights being unconditional. It is clear that the school's Rights Respecting work is very well embedded and secure for the long term. The governing body is very supportive and as a governor explained the school's work helps to provide a '*consistent message*' and the '*children are very aware of the rights*', are able to '*live it*' and that its '*just part of who they are*'.

The school has a strong focus on inclusion. For example, all children with special educational needs receive tailored in-class support and Forest School work is '*for everybody*'. Milton Mount's school development plan includes reference to 'Teachers challenge stereotypes and use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning'. RAG ratings are used for a range of criteria on a half termly basis to help identify possible learning barriers for pupil premium and underachieving children. As a senior leader explained '*disadvantaged children [are] a very high priority in school*' and a '*personalised approach*' is used to help support them. Sport has provided a way to help support participation within the school. Milton Mount has achieved the 'Gold Sports Mark' in 2015/16 and 2016/17 and as the school website explains 'One of our greatest achievements is increasing our participation in inter-school competitions last year to 100% in years 3/4/5 and to 38% in year 6'. Diversity is celebrated within the school. For example, parents have given talks about different parts of the world, there has been an 'early years' bilingual project for children and their parents (with links to Articles 14 and 30) and year 2 pupils explored how Christmas is celebrated in different parts of the world. The school takes part in the 'Young Interpreter Scheme'. Pupils volunteer for this role, are trained and support children who are new to the country. This is something the school is rightly proud of and which '*brings a feel of community back*'. The training the Young Interpreters receive is linked to the right to an education, an understanding about diversity and also that learning is a two way process. The Young Interpreters have also helped to present assemblies such as 'Mother Language Day'.

The school hosts a half termly parents' forum meeting where a variety of subjects can be covered. This has included a presentation along with other up-dates about the school's Rights Respecting work. Milton Mount has also hosted a 'Teachmeet' meeting for local teachers at which the RRSA coordinator gave a presentation about the school's work and the Convention. The coordinator has also visited a local primary school that achieved RRSA level 2 and the headteacher has also mentioned the school's Rights Respecting work at local network meetings. The school has been proactive in writing to other local schools engaged with the RRSA but unfortunately has not received any responses. However, Milton Mount has recently joined a teaching alliance and hopes to be able to share its work in this way with other schools.

Milton Mount is committed to developing pupils' awareness of the wider world. Of particular note has been the school's support for the Coco's Foundation which helps orphaned children communities in South Africa. This has been the school council's chosen charity since 2015 and several fundraising activities have been held to help raise funds. The headteacher explained how pupils have gained a real sense and insight (including through Skype and video exchanges) into how children are being supported by the charity. This has very much helped to develop pupils' understanding of the global dimension. Sustainability

and respect for the environment are also actively supported. For example, the school has been awarded the 'Sustrans Silver Bike It' award. Initiatives to support sustainable travel have included 'Wheelie Wednesday' and 'Walk to School Week'.

**Standard B:**  
The whole school community learns about the CRC

**Standard B has been achieved**

Pupils were able to cite a range of rights. These included the right to an education, to learn, to privacy, to have clean water and nutritious food, to be safe, to be listened to, to have a say and the right to relax and play. They were very clear that rights are inalienable, unconditional and for all children around the world. Both the pupil ambassadors (who form the 'Rocking Rights Respecting Group') and the RRSA coordinator have been proactive in promoting a knowledge and understanding both within the school and in the wider community. The Convention has provided a common and shared language for both staff and pupils. For example, staff lanyards contain the school, lunchtime and playtime charters along with a range of articles from the Convention (Articles 2, 12, 23, 28, 29 and 31), thereby ensuring that there is a consistency about rights across the school.

Parents are kept informed about the school's Rights Respecting work in several ways. There is an informative section on the school's website which includes links to an information leaflet designed by the pupil ambassadors and a PowerPoint presentation given at one of the parent forum meetings. Additionally, an 'article of the fortnight' appears in the school newsletter and some twitter feeds reference the Convention. Parents and governors were very positive about the impact of the school's work with comments including that it's '*part of her vocabulary now*', how it's '*embedded- part of them*' and that they '*have a voice*'. Governors have been regularly up-dated about the school's work and policies are reviewed, as appropriate, with the use of the Convention.

Pupils learn about rights in a variety of ways including through assemblies, displays, special events and curriculum topics. A 'Rocking Rights Day' held last autumn involved each year group focusing upon a particular article from the Convention (Articles 27, 31, 13, 14, 32 and 38 for Years 1 to 6 respectively) and creating work which was subsequently displayed at an exhibition in the school for parents to visit. Weekly PSHE lessons linked to SEAL themes are cross referenced with specific articles. For example, 'new beginnings' is linked to Articles 12 and 28, 'going for goals' to Articles 13, 15 and 17 and 'Good to be me' linked to Articles 7, 8, 12, 13, 14 and 30. Staff were also able to give several examples of how connections are made between particular rights and topics being studied. These included a year 6 world war two topic (right to be protected from conflict), a year 5 topic about the Victorian era (right to be protected from child labour) and a year 2 science topic involving making healthy 'smoothies' (right to be healthy). School assemblies are also either linked to a 'value' such as tolerance and diversity or an article from the Convention.

Several curriculum opportunities help pupils develop their knowledge and understanding of the global dimension. Topics include 'around the world' (years 1/2), Africa (year 2), rainforests (year 3) and exploring cultures and beliefs in India (year 5). A year 4 geography topic about Ghana (linked to Articles 13, 17, 24, 28, 31 and 32) included a comparison of

aspects of Ghanaian life with the UK. Chocolate and fair trade are also covered in year 4. In a focus group discussion, a pupil explained how fair trade '*makes sure farmers get more money*'. Pupils (years 1 to 6) have also learnt about the 'UN Global Goals' through a 'world's largest lesson' workshop delivered by representatives from Aviva. Understanding and respect for the environment is actively supported through Forest School work and through schools trips. The latter include a year 3 visit to RHS Wisley in connection with the rainforest topic and a year 5 visit to Arundel Wildlife and Wetlands Centre.

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

#### Standard C has been achieved

A class charter was seen in each of the classrooms visited. Pupils and staff both confirmed that charters were helpful in supporting a positive learning environment. A year 2 class charter for example, contained Articles 12, 24, 28 and 29 along with rights respecting actions for both children and adults. The school charter has Milton Mount's 'golden rights' where 'every child has a right to be treated with respect (Article 29), have a say and be listened to, in matters concerning them (Article 12), feel safe at school (Articles 19 and 36) and the best possible education (Articles 28 and 29)'. Rights Respecting actions for both pupils and adults also form part of the charter. The school also has playtime and lunchtime charters. All of these different charters, which the children have very much been involved in creating, help to promote a rights respecting culture within the school.

Respect is an integral part of the school's ethos and was very evident throughout the assessment visit. For example, in focus group discussions pupils listened respectfully to the contributions of their peers. Part of the school's British Values statement refers to how 'Respect is a core value and there are high expectations for how we treat each other' and it is clear that a knowledge and understanding of rights helps to uphold this with both pupils and staff using a framework of common language based on respect for rights. Rights respecting actions are celebrated through 'Star of the Week' assemblies, and pupils being awarded 'golden leaves' for the school's beautiful 'golden tree' display (for '*respecting each other's rights*'). Each class also has a 'buddy class' to help foster good relationships between the different year groups.

Pupils understand that they have a right to an education and to be able to learn. This is also highlighted in the school charter. A deputy headteacher explained how, in connection with the school's work on pupil's attendance and punctuality, '*having the rights has given us the confidence*' to '*defend [the] right to go to school*'. Pupils are also being supported in their learning with the help of developing a 'growth mind-set' with the headteacher explaining that '*resilience has been our main focus*'. A deputy headteacher explained that the use of key texts available to all pupils has helped to provide '*additional experience*' for children when completing writing tasks and therefore ensured an equitable and '*fair and a shared experience*'. Pupils are active participants in their learning including through the use of 'dedicated improvement reflection time' and peer assessment.

When asked, all pupils said they felt safe at school. They were able to give examples of how the school helps them be safe including through fire drills, 'lockdown', provision of 'worry

boxes' and the availability of staff including the school's learning mentor. Pupils also receive guidance about e-safety and anti-bullying, with an anti-bullying week being held last autumn which had the Anti-Bullying Alliance's theme of 'All Different, All Equal'. Pupils therefore understand that they have a right to be safe. The school's 'rainbow' and 'nurture' rooms also provide safe and supportive alternative areas for children during lessons and playtimes respectively should this be required.

The school's behaviour policy was reviewed by school leaders, the pupil ambassadors and school council. The policy makes clear that all members of the school community should 'treat others and their belongings with respect; speak politely to adults and children; have self-confidence and high self-esteem' and explains that 'We talk about how we can deal with problems using our Golden Rights'. The PSHE programme also supports pupils in understanding how to deal with conflict. The school reports that 'many children interviewed by team leaders as part of a pupil voice focus, have explained that they find their peers helpful in lessons and on the playground'.

Pupils understand that many children in the world are being denied their rights. For example, they were able to explain that because of natural disasters or conflict, rights such as the right to an education, shelter, and safety may be affected. Additionally, within a UK context '*living on the streets*' and children who '*may not have a home*' were given as examples of where rights may be denied. Connections between rights and the wider community are also being made. For example, a competition to design a poster to encourage people to support a local foodbank was linked to Article 24. Pupils are encouraged to develop empathy and an understanding for those in need. A year 5 class assembly seen by an assessor had empathy as its theme and on the school's website about year 1 it says 'On Rights Respecting day our focus was 'Every child has a right to a shelter'. We learnt what a shelter is and what makes a good shelter. We got to spend the day building shelters from construction, boxes and we even got to go into the forest to build shelters from sticks!'

## Standard D:

Children are empowered to become active citizens and learners

**Standard D has been achieved**

'Pupil voice' is evident in the life of the school in several ways. The 'Rocking Rights Respecting Group' (RRRG) plays an active ambassadorial role in promoting the school's Rights Respecting work. A pupil representative from each class in years 2 to 6 is elected to the group by their peers. In recent years the group's work has included giving assemblies, delivering a presentation to the governing body, designing a leaflet for parents about children's rights and writing to other schools about becoming Rights Respecting. The ambassadors have also been involved with the 'Worthless Campaign' for fairer funding for West Sussex schools. There is a school council with pupils from years 2 to 6. The council has played an active role in helping to raise funds for the school's chosen charity and pupils have also worked with the RRRG in creating the playground charter and in reviewing the school's behaviour policy along with staff. The school's pupil 'Anti-Bullying Ambassadors' are proactive in their roles and have met with the governing body and taken part in

assemblies. The school website links their work with Article 2 and explains 'As a Rights Respecting School we know that all people need to be treated with respect and that we should care for others. Differences are to be celebrated and we know we are treated with equality. We all know bullying will not be accepted at our school'. Other examples of 'pupil voice' include pupils being part of the committee for the development of the school's new website and the children being able to vote for the class they would like to be in the following academic year.

Elements of the curriculum such as PSHE cover a range of topics to help ensure that pupil's health and well-being are supported. In a focus group discussion, year 1 and 2 pupils were able to give examples of healthy food and understood the importance of the right to have clean water as otherwise it may lead to a '*poorly tummy*'. During one of the learning walks, the pupil ambassadors explained to the assessor about 'fake news' and the right to reliable information (Article 17). Pupils are regularly reminded about e-safety guidance and how to keep safe. As part of their topic about the Great Fire of London, year 2 pupils had a visit from the fire service which was linked to safety. Year 5 and 6 pupils have taken part in externally run workshops to help explore themes related to diversity and stereotypes.

Part of the school's ethos statement describes how 'We want to give the children a desire to be life-long learners who care about the world and people around them'. This is being nurtured in a variety of ways. In addition to the school's commitment to Coco's Foundation, Milton Mount has supported a range of other charities including Crawley Open House, Barnardo's, Sals' Shoes, 'Red Nose Day' and Unicef UK. The school has also participated in Unicef UK's Outright campaigns in 2016 and 2017 which focussed on the rights of refugee children. A newsletter item from last term explained how 'through this work we hope to develop feelings of empathy and encourage the children to be active global citizens'. As part of this work, some pupils wrote to the Home Secretary and others made posters to help promote rights.

The Milton Mount school prospectus says 'In our school we place the best interests of the child at the heart of everything we do'. This was very evident to the assessors throughout their visit and the school is to be congratulated in the way all stakeholders work together to uphold children's rights.