



UNICEF UK RIGHTS RESPECTING SCHOOL AWARD ASSESSMENT REPORT LEVEL ONE

School:	Morningside primary School
Headteacher:	Janet Taylor
RRSA coordinator:	Matthew Stevenson
Local authority:	Hackney
Assessors:	Annie Eagle
Date:	14 th July 2015

1. INTRODUCTION

I would like to thank the school community for their warm welcome, for the opportunity to speak with staff, governors, parents and pupils during the assessment and for the portfolio of evidence detailing the work towards becoming a Level 1 rights-respecting school.

Prior to the visit, you provided a combined planning sheet and impact evaluation form. It was clear to the assessor during the visit that everyone places a real importance on developing and embedding a rights respecting ethos.

Standards A, B, C and D have all met the necessary criteria.

2. THE ASSESSMENT IN DETAIL

2.1. The school context

Morningside Primary school is a two form entry school in the London Borough of Hackney. The school was placed in special measures in April 2012. A new head teacher was appointed and with the support of a partnership school and the Primary Advantage Federation systems and structures at the school were reformed to meet the needs of the pupils. OFSTED rated the school as Good in June 2013. Recognition of Commitment was achieved in October 2014.

No on Roll: 443 FSM: 138 EAL: 307 SEN: 102 Pupil Premium: 220



2.2. Assessment information

Self-evaluation form received	Yes
Impact evaluation form received	Yes
Attendees at SLT meeting	Headteacher, RRSA coordinator, Deputy Headteacher, Inclusion manager/AHT
Number of children and young people interviewed	49
Number of staff interviewed	5 teaching staff 2 support staff 2 parents including one who works as a TA. 2 governors
Evidence provided	Learning walk Written evidence Lesson

Standard A:

Rights-respecting values underpin leadership and management

Standard A has been achieved

In November 2013 the newly appointed Headteacher who had previously had experience of working within a rights respecting school, set out her aspirations for taking Morningside primary on the RRSA journey. Now senior leaders have a well structured vision and strong commitment to ensuring that rights respecting values underpin every aspect of the schools life. Their own evaluations show that this has had a significant impact on the current success of the school and this is evident in the rights respecting ethos that permeates the atmosphere throughout. 'It's all about wanting the very best for children, it's about raising aspiration' (HT)

A commitment to the UNCRC is evident in Priority 3 of the school development plan which includes detailed actions and expected outcomes linked to named personnel. Specific actions relating to respectful behaviour and safety include developing children's understanding of themselves as global citizens and the development of pastoral support. Policies are under review to ensure that there are explicit references to the UNCRC. A Rights Respecting School policy has been created and currently a new PSHE policy is being written. 'We take adult and pupil voice into our policy reviews' (DHT)

Senior leaders demonstrate an excellent understanding of the CRC and are well supported by Governors who have extensive experience as head teachers of Rights respecting schools. There are clear structures in place that ensure that the whole community learns



about the CRC which include newsletters, assemblies and weekly parent workshops which enable parents to understand how rights support all aspects of learning.

The school prospectus promotes the ethos of rights, for example a list of things a child can expect at the school includes respect from all members of the school community, to be free from intimidation, to be treated fairly and equally regardless of religious, cultural, racial or sexual differences and to be safe and secure.

The CRC is becoming increasingly embedded in curriculum planning adding value to the learning experience. In a recent pupil survey children reported that they find topic work more interesting and exciting now. A democracy day focussed on elections and children made posters and campaigned on a wide range of local and global issues.

Locally children have been involved in a fashion evening where members of the community and staff came in their culture's traditional dress. 'Children want to show themselves as active campaigners' (HT)

Assemblies are carefully planned to ensure that the language of rights in a variety of contexts is made explicit for staff and children and involve discussion about the 'Value of the Week' linked to rights and the cultures and religions of the school community. 'We take rights values and vision into every assembly. It exposes the children to a wider range of rights' (DHT)

All curriculum areas are being developed to include more detailed links to rights with specific activities and ideas to support the learning. Currently Yr4 children are writing stories that raise issues and dilemmas and are using their understanding of rights to support this.

'We have workshops across the school to look at how to include rights in our lessons' (Yr5 teacher) 'When the TAs meet we talk about the Value of the Week. Discussion about rights is always incorporated into it' (Yr6 TA)

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

Standard B has been achieved

Children across the year groups can describe some of the convention articles for example: 'to have a good education that develops your capacities to the full' (Yr6) 'to have a family to care for you' (Yr5) 'Children must be treated equally' (Yr4) Children know that these rights are unconditional and apply to all children in the world. Children can explain how this has affected their lives. 'It is organised now. Children are more tidy and pay more attention' (Yr6) 'It is good that we know about rights so we can do things to help like raise money for Nepal' (Yr4)

All staff have ongoing training on the convention, class charters and the use of rights resources following on from an INSET day at the start of the year.

Parents and carers feel they are very well informed including through leaflets and newsletters, displays in the entrance, through assemblies and the website. Children play a large part in promoting rights at home. 'He has grown in confidence and understands how taking responsibilities respects other people. I have had a lot of support from the school.' (parent) 'I am going to keep reinforcing it to help him when he goes into yr7' (parent).



Governors fully support the rights agenda. 'We carry out link visits and were involved in the rights respecting policy from the start. It is integral to all aspects of the school.'

Assemblies are valued by staff 'All assemblies have a rights focus and the article reference is always displayed. This models the language and raises awareness for all staff.' (RRSA lead) 'We talk about our 5 focus articles and it doesn't matter who you are everyone has the rights' (Yr 4)

Displays in the school reception area promote rights linked to articles from the convention and also celebrate the work of the school council. Lesson plans across curriculum areas include for example opportunities for challenging stereotypes in a Yr6 project about water conservation.

Children talk about rights issues for children across the world giving violence and wars, poverty, racism and not knowing about rights as reasons for right's denials. "Some countries have a lot of racism". " In some countries black and white people were separated... Black people didn't get any rights, only white people.... Now it's better. People speak up about rights more." (Yr5)

Staff have identified appropriate rights to teach aspects of global citizenship within topics such as in Yr5 where the effect of radicalisation on others has been linked to article 14. A current focus has been on the situation in Greece and how this could be affecting children's rights. Other learning opportunities have included recycling and Fair Trade.

Standard C: The school has a rights-respecting ethos

Standard C has been achieved

Charters are clearly visible in every classroom and are linked to the CRC with articles displayed that were voted for by the class. Children have signed their names or used handprint to show their agreement. In one year 6 class the charter was supported with suggestions from the children on ways to show respect for these rights in their daily lives, for example: 'I can respect this right by listening to others and not interrupting.' 'I can respect this right by not leaving the tap running' In a Yr5 class children had included promises such as "I promise I will respect my friends privacy".

Children explained how their charters were used to support learning. 'If someone is misbehaving the teacher talks about the charter with the class' (Yr6) 'It helps me to remember about rights' (Yr3)

'Rights respecting language' is common in all communication between adults and children in class teaching and in casual situations around the school. 'We have modelled how to discuss things and it has helped them to see how to share opinions and respect each other' (Yr5 teacher). 'Using rights language has changed children's behaviour in class; they are not talking over each other now' (Yr. 1 Teacher) Focus group children agreed, 'We respect each other by not behaving badly' (Yr5) As a result classrooms have a rights respecting ethos where 'teachers always try to help us and treat us equally' (Yr. 6) OFSTED commented that by promoting values "leaders have raised aspirations for behaviour".



Governors fully support the rights agenda. 'Pupil voice has tackled the behaviour issues.'

All children interviewed agreed that they feel safe in their school giving examples including 'teachers make sure we don't get lost or hurt' (Yr1) 'If someone is unkind we would always be able to talk about it and teachers make us feel better' (Yr5) There has been a focus on anti-bullying across the school and rights included when reviewing the policy. Children have made posters which are on display. 'Our school is a bully free zone. Bullying is very rare' (Yr6) Parent surveys support this. Children can self-refer for support; 'We can write our problems and put them in the worry box' (Yr4)

Children also explained how their school creates a healthy environment. 'We get a healthy lunch, there is always salad and fruit' (Yr5) 'In PE we do lots of activities to keep us fit' (Yr 4)

Children report that they are mostly respectful to each other giving examples of behaviours such as keeping eye contact with people when listening, saying sorry and keeping calm. Children are using rights to decide how to respond to issues in school. 'A child talked to me about a problem and explained how she thought she could use rights to mend things' (DHT) 'When children make mistakes we lead them through how they can use their rights effectively. They all understand it' (AHT/Inclusion.)

Developing respect for the many different cultures within the community has been a vital aspect of the schools work. Children used rights language to explain why it is important to respect other backgrounds and cultures. 'Every child has the right to their own religion but everyone is the same in lots of ways.' (Yr5) 'If you want people to treat you fairly then you have to do the same because we all have the same rights' (Yr6)

'The children welcome everyone from any ethnic background. They treat them all the same.' (Parent)

Standard D:

Children are empowered to become active citizens and learners

Standard D has been achieved

There is an active school council. Children can explain how representatives are elected and how they engage in giving their opinions and ideas for committee meetings. They can give examples of actions that have been taken as a result of pupil voice which include having paintings done on the playground walls for younger children, organising a sausage sizzle for fund raising and choosing which charities to support. The older children work with the younger children through a system of linked classes to support their right to participate and give an opinion. Minutes of the Steering group meetings show action plans and outcomes and provide evidence of how adults and children have worked together to ensure pupil voice has a high priority

Children can explain how they are involved in decisions about their learning giving examples of their learning targets and explaining how they can give their own evaluations through systems such as 2 stars and a wish. Children are able to say what they would like to learn at the start of a topic and teachers adjust their planning to take this into account.

'The difference in children's confidence is amazing. Now they realise they have a voice everyone is working in partnership' (Governor) 'My child feels confident now to speak' (Parent)



There is a strong programme of e-safety education in which children are involved. The assessor saw a yr. 5 class working on 'How can we use social media to promote rights?' This involved tweeting Malala and responding to a tweet from Barak Obama about children's rights. Discussion around Article 17 and Article 5 was well supported by the very effective modelling of rights language by the teacher. In a diamond 9 activity using 6 different article children started their response to another group opinion with a phrase using rights respecting language for example 'I respectfully disagree with you because.....' Children have also had road safety workshops, anti bullying drama workshops, drug awareness sessions and in PSHE take part in the Pulling It together programme covering safety issues.

Children have had opportunities to be involved in taking action locally and globally to support rights. Recycling representatives for each class encourage children to think about sustainability and care for the environment. Children have made contributions to local charities. The school is promoting rights within the federation and has hosted a visit from teachers interested in the RRSA.

An International day of families linked to Article 7 engaged parents and children in considering what is unique to them and how they can support each other.

'The school has brought the community in. It has made a big difference' (Parent)

Children wrote a letter to their local MP in which they challenged regarding her to confirm that she would be working towards eliminating child poverty across the world.

The school has a link with a Spanish school and children across the school are learning to speak Spanish and see this as an opportunity to promote rights. 'We are trying to spread the word about rights to the children in the school in Spain.' (Yr5)

2.3. The future

The assessor would like to encourage the school to continue work on becoming rights respecting and work towards the award at Level Two.

The following recommendations are made to support the journey based on those that have proven valuable in other schools and settings in helping them to develop their practice at Level 2. The recommendations made by the assessors are listed below:

Attend training for Level 2 at UNICEF UK

Ensure consistency of practice relating to class charters. See the revised guidance on www.rrsa.org.uk Include the role of the duty bearer and recognise the child as the rights holder. Consider involving the children in the idea of developing playground and dining room charters.

Continue to develop the children's understanding of what it means to be a global citizen; how they can take action in their daily lives as well as supporting the rights of children internationally, for example buying Fair Trade, volunteering and campaigning through posters and letters on local issues. (Take advantage of opportunities offered by the Global Learning Programme if you have not done so already)

Continue to develop the role of the school as ambassadors for rights both locally and globally.