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RIGHTS RESPECTING SCHOOL AWARD ASSESSMENT REPORT LEVEL ONE

School:	Holy Ghost Primary School
Headteacher:	Susan Lawless
RRSA coordinator:	Jane Farnworth
Local authority:	Wandsworth
Assessors:	Maura Hayes
Date:	1 st July 2013

I would like to thank the leadership team, staff and young people for their warm welcome to the school, for the opportunity to speak with staff and pupils during the assessment and for the evidence detailing the work towards becoming a Level 1 rights-respecting school. Prior to the assessment visit you provided a comprehensive self-evaluation form and impact evaluation form. The assessor would also like to compliment and thank Jayne for the carefully compiled folder of evidence.

It was particularly notable that the whole school had fully embraced the principles of the CRC and that becoming a Rights Respecting School provides a supporting framework for the Roman Catholic ethos of the school. The school motto; "A child helped by another child is like a strong city" is also very appropriate for a school committed to a child rights approach.

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

THE ASSESSMENT IN DETAIL

The school context

Pupils at this one form entry urban primary school (208 pupils) come from the local Roman Catholic parish community. 50% of the pupils are White British and 50% European heritage particularly French, Polish and Spanish. The proportion of pupils (25%) learning English as an additional language is much higher than usual. However, these children have high rates of fluency. The percentage of pupils identified with learning difficulties and/or disabilities is 25% this include 7 children with severe needs. This is a high achieving school and the children are very eager to learn.

The school registered to work towards becoming rights-respecting in April 2011
In 2008 Ofsted rated Holy Ghost Primary as a good school.



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Assessment information

Self-evaluation form received	Yes
Combined Planning form received	Yes
Attendees at SLT meeting	Headteacher / RRSA coordinator / deputy headteacher
Number of children and young people interviewed	52 children
Number of staff interviewed	5 teaching staff 3 support staff 2 parents 2 governors
Evidence provided	Learning walk including lessons Written evidence Assembly

Standard A:

Rights-respecting values underpin leadership and management

Summary

Standard A has been achieved

In this Roman Catholic school the CRC is seen as entirely complimentary to the ethos. By adopting RRSA the leadership team have provided a vehicle for social justice and equality and it is considered so important that it is within the mission statement and has a whole section in the SDP. Policies are reviewed with particular reference to the CRC. The anti-bullying policy has been written by the children. Holy Ghost School staff are fully aware of the CRC and the clear expectation that the school is developing a Rights Respecting ethos. The parents are fully supportive of this initiative; one told the assessor that the children;” are turning into really good human beings who care for each other”. The school contributes to the life of the parish, offering a venue for events. Adults from the school take part in the annual Nightingale charity walk which supports many local causes and the school displays the RRSA symbol and an explanation of RRS outside the gate; thus providing many opportunities for advocacy. In order to develop Global citizenship the school has recently adopted the International Primary Curriculum and is integrating appropriate elements into lesson plans.



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Standard B:

The whole school community learns about the CRC

Summary

Standard B has been achieved.

The assessor was impressed by the depth and breadth of knowledge which children demonstrated on the CRC. Individual articles were named and explained. The children understood that rights are a universal entitlement based on the things that children need to thrive. They were aware that rights are unconditional, inherent and inalienable. Initial staff training has been supplemented by regular updates and induction processes were described as thorough by teachers who had recently joined the school. Every aspect of the journey was explained and the assessor saw some particularly good training resources which the school had made to practise the language of rights and respect. Parent and carers have regular information about the RRS journey through newsletters, the website and family homework. "Every time you come into school you see the displays and are made aware of a different element". (Parent) Another explained that each family had received a copy of the CRC. "When I read it, I thought, this is how I want my child to grow up".

The governors have been fully involved in monitoring the progress of RRS through their regular review of the SDP and via reports from the steering group. All adults had a good working knowledge of the CRC beyond reference to the rights relating to education, play and safety. There are regular assemblies linked to the CRC throughout the year. These may be staff or child led. The assessor saw an assembly exploring ideas of freedom in the book, "I am David". Children joined in the assembly to "hot seat" David on his rights enjoyed and denied. Displays are exemplary. All Children have their photographs displayed on 'trees' outside the school office. The School Council has a prominent display with speech bubbles so that individual children can introduce themselves. Curriculum work is cross referenced to articles in classrooms and corridors. Although the CRC is delivered through PSHCE, Humanities and RE; it was very clear to the assessor that the articles are recognised as relevant throughout the subject range. Many children and adults mentioned the impact that the "Journey to Jo'burg" was having on children as they struggled to comprehend that apartheid could ever have happened with denial of rights on such a great scale. Parents reported that the children were "quite shocked" as the "concept of racism was a new thing for them". Global citizenship themes on e.g. water, homes, rain forests and climate change run throughout the year groups and are carefully mapped. The work done in conjunction with the link school in Malawi is particularly powerful as the children relate so strongly to their peers in another part of the world.

Standard C:

The school has a rights-respecting ethos

Summary

Standard C has been achieved.

Holy Ghost school has fully embraced UNICEF revised guidance on charters and there are many fine examples in classrooms. The whole school charter displayed in the hall is



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particularly good and could be taken as a model. There was widespread agreement among staff, parents, governors and children that adopting the language of rights and respect had somehow made things “better”; making adults “sit up and think”; (teacher). Consistency throughout the school day, adoption of the language at home – often child initiated; was developing mutual understanding and respect, providing a framework against which to measure behaviour and to engage in world issues. “We always have to watch News Round now”; (parent).

Teaching and learning takes place in rights respecting classrooms where adults and children are comfortable with each other. “Knowing the articles has such a strong impact on “how we work as a group...the children have much more to say....our approach to the children is much more child led” (Teacher)

Adults reported a heightened awareness amongst the children of varying needs and abilities. They are more “switched on to what people can contribute and what they can’t.....it is not just about their own immediate needs any more”. All the children interviewed by the assessor said that they felt safe at school and they could articulate the things that adults do to keep them safe. The children feel very confident that they can get help when they need it from their friends, peers, junior mentors or staff. When pressed about who they might go to with a really serious issue one boy said “probably teachers” because “we can trust them”. One teacher has introduced Philosophy for children and this is a great opportunity to discuss rights based dilemmas. However, the biggest impact has been noted on the playground where RRS steering group children have negotiated a peace by drawing up agreed ‘golden’ rules for their traditional games. Everybody told the assessor about this success!

Holy Ghost School has a very active commitment to making the world better and fairer. This is reflected in the charity work which includes regular visits from CAFOD, Family Fast Day, DePaul, McMillan, Sport for All, Comic Relief and Water Aid. The children are fully involved in this work and much is child initiated. A former pupil approached the school to ask for help to build a school in Nepal. The children held a sponsored bike ride and raised £900. Children and parents are very generous.

Standard D:

Children are empowered to become active citizens and learners

Summary

Standard D has been achieved.

The SLT have placed a very high priority on student voice. The proactive school council provided the assessor with a long list of things that have happened as a result of their work. For example, the introduction of playground friends, leading an anti bullying assembly based on Cinderella, fundraising for, and the design of the new ‘learning lab’, new equipment for the playground and the organisation of lunchtime rotas so that every child has a chance to come into lunch early. While the council members are elected, the steering group has been selected to encourage participation among a wider range of students and build confidence. In addition, children may contribute their views through worry and suggestion boxes, a forum on Fronter (VLE) or directly to one of the child mentors or any adult.

The children are encouraged to be independent learners, they all know about their targets and next steps and they are in constant discussion with their teachers about their progress. They have the opportunity to influence the direction of a topic during the knowledge harvest; in addition they are able to suggest topics for study in class. Each class has laptops and the



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children have drawn up an internet charter for their safe use. Each year there is a special meeting when each class can make a five minute presentation and discuss their work with the governors.

Children initiated a successful road safety campaign. By writing and distributing leaflets adults were encouraged to change their behaviours and respect the zigzag lines outside the school. Parents agreed that “learning goes home”. Many families are choosing fair trade products because children have been able to explain why this is important. The children have also been writing letters to the London Mayor about rights issues such as immigration. The Governor attached to the steering group confirmed that RRS has “empowered the children.....as they are engaged this will follow through”.

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 at UNICEF House or in Wandsworth on “Moving to Level 2”
- Build on the good practice you have established to extend participation even further. See “Shier’s ladder”.
- Take part in the new Global Learning Partnership.