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## RIGHTS RESPECTING SCHOOL AWARD ASSESSMENT REPORT LEVEL TWO

<b>School:</b>	Cathedral School of St Saviour and St. Mary Overy Primary School
<b>Headteacher:</b>	Filiz Scott
<b>RRSA coordinator:</b>	Carly Hayfield
<b>Local authority:</b>	Southwark
<b>Assessors:</b>	Anita Haigh and Zaitun Virani-Roper
<b>Date:</b>	28 <sup>th</sup> June 2013

The assessors would like to thank everyone involved in the assessment visit for their warm welcome to the school, for the opportunity to speak with staff, 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 action plan and impact evaluation form. It was evident from talking with a range of people and from the numerous eye-catching displays that everyone places a real importance on developing and embedding a rights respecting ethos.

It was particularly notable that central to the school's rights-respecting ethos is the commitment to make the Convention real and relevant to the lives of the children. In addition, the school celebrates the diversity of its community and promotes an inclusive approach. This is apparent in the curriculum which has a strong global citizenship dimension, and in the range of ways that children are encouraged to share their views and participate in the life of their school.

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



## 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:

- Aspects of your school development plan are clearly linked to the UNCRC. Ensure Attainment and Curriculum also link explicitly to being rights respecting.
- Share your good practice with other schools (especially secondary schools within the Diocese) of working internationally and cross-culturally to champion children's rights, and to promote a rights-respecting approach to education.
- Continue to monitor the use, quality and effectiveness of classroom charters to ensure consistent practice throughout the school as you enhance your ambassadorial role as a Level 2 school.



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## THE ASSESSMENT IN DETAIL

### The school context

The Cathedral School is a central London primary school with 213 pupils currently on roll. Around 58% of children are of minority ethnic backgrounds, and 39% have English as an additional language. 21% are eligible for free school meals, and Raise on-line data shows that the school is in the highest percentile of deprivation. 7% of pupils are on School Action, and 12.6% are on School Action Plus, or have a statement of special educational need..

The school registered as a rights-respecting in November 2007 and attained Level 1 in July 2011.

The school holds the International Schools Award and has an ECO schools green flag. A recent school improvement advisory service (SIAS) inspection rated the school as outstanding. In 2008 Ofsted also judged the school to be outstanding.

### Assessment information

Self-evaluation form received	Combined Planning sheet
Impact evaluation form received	Yes
Attendees at SLT meeting	Headteacher, RRS Coordinator
Number of children and young people interviewed	26 children
Number of staff interviewed	2 teachers 1 support staff member/governor 1 parent governor 1 parent
Evidence provided	<ul style="list-style-type: none"> <li>○ Learning walk</li> <li>○ Portfolio incl. SDP on attainment data</li> <li>○ Informal opportunities to talk with staff and children during the tour of the school</li> <li>○ Choir performance</li> <li>○ On-line information and data</li> </ul>

### Standard A:

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

#### Summary

**Standard A has been fully met. A rights-respecting approach is central to the school's vision and values, and is seen as supportive of the school's Christian ethos: The school understands its commitment to provide child-centred learning within a Christian context**



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**as a partnership between home and school: *'The school seeks to work positively with parents and carers to fulfill the school's expectation that all pupils are enabled to achieve at the highest level of which they are capable.'* (Mission statement)**

Since being awarded RRS Level 1 the school community has discussed and voted on a new motto, *'Life in all its fullness'* which encapsulates both the school's Christian ethos and the principles of the Convention. The Headteacher explained that motto was inspired by the Deputy Head's visit to their Diocesan link school in Zimbabwe, where he witnessed people's passion for life in the face of adversity. Quoting Jesus' words in John's gospel, the motto reflects the imperative of article 29 to *'develop every child's personality, talents and abilities to the full'* and *'encourage the child's respect for human rights.'* Displays in the hall and in the Headteacher's office show children's reflections on its meaning: *'... it's a life of abundance and it doesn't matter what your name or your nationality is...'* wrote one pupil. Another pupil commented, *'it means to treat others as you want to be treated.'*

Attainment and attendance has been maintained at a consistently high level, with around 97% attendance over the past 4 years, and 100% of Year 6 pupils achieving Level 4 over the past 3 years. Attainment is closely tracked to identify individual children or specific groups (class, gender, EAL, SEN, etc) at risk of underachievement. A recent SIAS inspection in March 2013 judged the school to be outstanding at meeting the needs of all learners.

The school development plan (SDP) is written wholly in the spirit of the Convention, and explicit reference to RRS is made in respect of further embedding it in the curriculum, achieving Level 2 status, training Year 6 peer mediators, and deepening pupils' understanding of the diversity of other children's lives within and beyond the UK. As part of succession planning, the RRS Coordinator works closely with her Teaching Assistant to develop RRS, and a new member of staff will shadow both in the new academic year. The head teacher commented that the RRS Coordinator role is a 'meaty' one and is viewed as important to career progression. The previous RRS Coordinator is now the Deputy Head. When policies are reviewed, they make explicit reference to the Convention, For example, the Behaviour policy includes in its aims, *'to ensure that all children are able to enjoy their rights as described in the UNCRC ...'*

The school year begins with World Faiths week to celebrate different religious traditions and perspectives, and to promote tolerance and respect. This is supported strongly by Southwark Cathedral clergy and viewed as integral to the school's Christian and rights-respecting ethos. The annual International week also provides opportunity for the whole school community to celebrate its diversity. Classes vote to select a country to study throughout the week and then share their findings with each other. This promotes independent and collaborative learning skills, and extends their global awareness. The week concludes with an evening of song, drama, dance, music and poetry. The school has recently had its International School Award revalidated

The school has hosted visits from teachers to showcase their RRS work, and shared its knowledge with the Cathedral, and its Diocesan link school. In May 2013, the RR Champions planned and led an assembly about the Convention and RRSA at a Church of England Primary school in Clapham, and sang their rights-respecting song. A pupil's prayer included the petition: *'Please help the countries who signed up to the UN Convention on the Rights of the Child receive the rights that every child deserves now as we pray. Amen.'* Strong partnerships have been forged with schools in the UK and beyond to develop children's global conscience. Currently, there is a pen pal partnership with a school in Suffolk allowing the students to recognise the differences between city and rural areas as well as international partnerships with schools in India, South Africa and Zimbabwe.

The Gardening Club looks after the school's vegetable patch, and the produce is used in school meals. The school is also a Green Flag Eco School. Curriculum plans provide many opportunities



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for children to explore issues of global citizenship and sustainability. For example, in Year 6 pupils carry out ICT based project on climate change, and Year 3 Geography includes a topic on saving the rainforest. The School engages in a number of environmental initiatives such as Sustainable Enterprise week, and National Recycling week.

## Standard B:

### The whole school community learns about the Convention

#### Summary

**Standard B has been met. Children and adults demonstrate a good knowledge of the Convention and can describe how this impacts upon choices and behaviours. All are offered a range of opportunities to learn about and apply the Convention. Communication systems are in place to encourage the engagement of parents/carers.**

All children interviewed were able to cite a broad range of rights, including the right to be protected, to receive medical care, to have a voice, to education and to play. They understood the universality and unconditionality of rights and could apply this to different scenarios. For example, to challenge or report an incident in the playground where the actions of one person prevented others from enjoying their right to play or be safe. A Year 4 pupil commented, *"Rights are for everybody no matter what they are doing"*, and a Year 5 pupil added, *"But you could remind them of the need to respect other people's right to be safe."* When asked why they should speak out in such an instance a Year 2 girl said, *"Because everyone has rights."* Pupils enjoy the chance to be 'Article explorers' when they tour the school and make links between the various topic displays and the Convention. Displays are changed half-termly allowing pupils several opportunities to reflect on how the Convention relates to their learning. Class blogs on the school website include posts from teachers and pupils about rights and the Convention. For example, a Year 4 pupil has posted, *"The rights of a child means the world to me, if we did not have them everyone would be fighting, and that isn't the way God wants us to be. I am proud to be a part of a Rights Respecting School, along with all my friends and teachers who help me through school and life."*

Parents/carers are informed about RRS progress using a range of media, such as weekly newsletters, the school website, and community events. The school website is regularly updated and has been re-developed to make it more attractive, interactive and easier to navigate. There is a RRS blog where RR Champions have posted information about their school charter and the Convention, with links to the UNICEF website. Families are also made aware of the homework club and local library where access to computers is available free of charge. Parents interviewed commented on their children's role in raising their awareness and challenging their perspectives on rights. One parent observed that her daughter had *"a heightened sense of community and what people owe to each other."* She is now supporting her daughter's efforts to raise money for Water Aid by helping her cultivate sunflowers for sale at a forthcoming charity event. Another parent felt that knowledge of the Convention supports good parenting, *"There is a danger of trying to live your life vicariously through your children, but the Convention is about helping them to be themselves."* There is a Governor with specific responsibility for monitoring RRS progress.

Displays explicitly about RRS or linked to the Convention are prominently displayed throughout the school. Near the school entrance, a 'Let's Get it Right' display shows a tree bearing leaves with individual children's reflections on the importance of rights and how to respect them. Opposite, an Eco School display is linked to articles 24 and 27. Further along the corridor, a Pupil Voice board explains the different systems by which pupils contribute to decision-making within the school. Elsewhere, a sculpture display based on Beauty and the Beast is linked to article 13.



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The RR champions explained that this was because the children had been allowed to choose with whom they wished to work to complete the project.

In assemblies, staff and visiting clergy help children make links between the Christian ethos of the school and rights-respecting principles, and regular use is made of UNICEF's assembly resources. For example, links between World Environment Day and the stewardship of creation; and between religious festivals and article 14. Standardised curriculum plans include a section for links to the Convention and teachers are encouraged to make these explicit as appropriate. For example, a Year 5 science topic on the Solar System is linked to article 14 to highlight both the theological and scientific perspectives on the origins of the universe. Year 4 ICT plans are referenced to articles 13, 17 and 29 where pupils are required to work collaboratively to create a wiki as part of the topic *'We are co-authors.'* When interviewed, children were able to recall occasions when their topic work had linked to rights, *"In World War 2, children couldn't stay with their mums and dads because of the bombs ...they got put on a train and were separated..."* (Year 6 pupil).

Children could relate their knowledge of rights to global issues. A Year 4 boy said, *"Class 4 studied Ireland. We learnt that there are two main religions, one is mostly in the north and the other in the Republic... they started fighting and that's not respecting each other's beliefs and opinions."* Adults have observed that children are more aware of current affairs, and increasingly confident to critique and question what they hear. For example, topic work exploring environmental issues such as animal extinction and drought have sparked discussions between pupils and their parents, and inspired pupils to act to make a difference. One parent commented, *"I get told off if I leave the tap running when I'm cleaning my teeth!"* As an Eco School, each class is challenged to follow the Eco-Code which includes turning off lights and computers and recycling. Eco monitors carry out weekly checks and RAG rate each class on its performance. The results are published on the Eco blog.

Children have a range of opportunities for developing an informed understanding of global issues, through assemblies, lessons, Eco club, and links with schools in the UK and beyond. This is a priority on the SDP. The headteacher explained, *"We never took on RRS because we needed something to get the children to behave ...we wanted something to help our children develop as global citizens for the future."* Curriculum maps show several opportunities for pupils to investigate issues of global citizenship and sustainability. For example, Year 6 art topics include Aboriginal and African art, and a Year 5 literacy topic on Journalism involved writing reports on recent flooding in central Europe.

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

### Summary

**Standard C has been fully met. Charters are prominent throughout the school. Children understand how they apply to everyday life in school and beyond. Adults and children in school consistently model rights-respecting language and behaviour.**

The Whole School Charter, visible all around the school was developed in discussion with the RR champions and is focused on the rights to stay safe (article 19), to learn (article 28 and 29), and be treated with respect (articles 12 and 24). Class charters, unique to each class, are prominently displayed. Pupils described how they had discussed which articles they felt were most relevant to their class, and the actions needed to uphold them. Staff and pupils sign the charters. A Year 5 charter is worded to show the actions expected of 'responsible adults' as well as the children. In Year R, a rights-respecting tree is adorned with photos of children modelling rights-respecting actions. When asked what the charter was about a little girl replied, *"It tells us how to treat*



people.” A Year R teacher commented, *“We never talk about rules. The charter is linked to Personal and Social Development. In Circle Time, we discuss how we respect each other’s rights. Some people think children of that age can’t understand, but they really get it. They can suggest actions they can do to change something for the better.”*

All staff members have received training on using rights-respecting language to ensure a consistency of approach. There is a calm, orderly family atmosphere in the school and the assessors witnessed both adults and pupils holding open doors, and expressing gratitude and encouragement. Pupils clearly enjoy good relationships with the adults and hold them in high regard. A letter of thanks from a Year 5 pupil to the Headteacher and posted on the school blog is an example of such mutual respect. It stated, *‘Dear Mrs. Scott, when I was putting the iPads and computers away yesterday, I realised how incredibly lucky we are to have them. Thank you very much for the facilities and equipment you have organised to be bought for us.’* In response, the Headteacher expressed the value she places on hearing pupils’ views and her appreciation of the pupil’s thoughtfulness in taking the time to write. Pupils understood how they respect each other’s right to learn, such as turn-taking, listening when someone else was speaking. When asked what she liked best about being in a rights-respecting school, a Year 5 pupil replied, *“Being respected. It would be chaotic if we weren’t rights-respecting.”*

Children were able to cite examples of how they contribute to shaping, assessing and evaluating their learning. A Year 6 pupil said, *“We’ve been asked to write about which lessons we enjoy most, and how teachers can improve lessons.”* Children are encouraged to post their work and make constructive comments on their class blogs. For example, as part of a poetry topic, a Year 5 pupil posted the opening lines of a limerick by Edward Lear and challenged his classmates to come up with alternative endings. They are also involved in leading assemblies and collective worship on a weekly basis.

Positive behaviour is viewed as strength of the school. Staff have noticed a reduction in minor playground disputes, and incidents where it has been necessary to issue a child with a Rights Respecting Reflection form (or ‘Fleckki’) for breaches of the school charter have reduced by 15% over the last few years. All children interviewed said that they felt safe at school and could give examples of how the school empowered them to stay healthy and safe, such as providing information on cyber bullying, internet safety and road safety. *“We learnt about ... Facebook ... and making sure someone doesn’t try to make you meet up.”* (Year 5 pupil) Expanding the use of the school website has also led to a review of the school’s on-line safety policy. Junior Road Safety officers from Years 3-6 recently led a school assembly to remind their peers about how to cross the road safely. Children understood their role in upholding each other’s right to be safe, *“We know to respect the environment and keep things off the floor so no one trips over,”* commented a Year 6 pupil) In addition, a Nurture Worker employed at the school supports children with their personal, social and emotional development, and a dedicated ‘Nurture room’ is available for this purpose. He liaises with the staff and families to address any concerns and monitor progress. A class teacher described the impact of his work, *“One child in my class hardly said a word at the start; on a recent trip she barely stopped talking!”* Year 6 pupils have received training in peer mediation to help pupils resolve any conflicts on the playground. On his Class blog, a Year 4 pupil wrote, *“The rights make me feel safe. Because I know I have them I can stick up for myself when people are trying to take them away from me. They mean to me love and no fighting.”*

The strong links established with the Diocesan link school have enabled children to broaden their understanding of how rights apply beyond their immediate locality. Knowledge of rights abuses around the world have sharpened children’s questions and fuelled their desire for action. A parent observed that her daughter *“looks with an intelligent eye at what is going on and says, ‘That’s not right!’”* The Year 5 International Week blog includes posts such as: *“If you had a birthday, would you ask people to donate money to charity rather than buy you presents?”*



Thirteen-year-old Charlie Duckett has gone without presents on his birthday since he was six to help starving children in Malawi to have two nutritious meals a day." Concerning 15 year old Malala Yousafzai shot by the Taliban, another pupil wrote, "I think that what Malala taught children was that they should not take school for granted and be grateful that they have the experience to learn."

## Standard D:

### Children are empowered to become active citizens and learners

#### Summary

**Standard D has been fully met. Children have a range of opportunities to make their views known and to participate in decision-making.**

A range of pupil voice systems are in place. Each class has two elected School Councilors, who canvass the opinions of their peers, and provide feedback on issues discussed. Pupils can also be elected as Rights Champions and Eco Warriors. Suggestions boxes and the school website also provide alternative avenues for pupils to express their opinions. Children feel listened to and were able to cite examples of improvements they had brought about such as additional play equipment, repair of a water fountain, and more group activities during lessons.

Regular on-line pupil surveys provide the school with feedback on the three focus areas of the School Charter: safety, learning and respect. Older children support younger pupils in completing these and any concerns raised are followed up. "Year 3s come to our class and help us do the survey. We tick the things we like..." said a Year 2 boy. Other contributions to decision-making include School Councillors suggestions about how to improve the way teachers mark work, and Senior Leadership team appointments.

A new school library has been developed, and new laptops and ipads purchased to enhance children's access to information which supports their learning. Pupils are encouraged to undertake independent projects to hone their learning skills and to share these on their class blogs. Comments posted show that other pupils enjoy learning from their peers, and reflecting on what they have learnt. Describing her part in the forthcoming drama production, 'Beauty and the Beast', a Year 6 pupil posted, 'This play has helped all of us to believe in ourselves more and try out different characters. My character is a normal villager but I still think it is extremely fun because you can work as a team with your class and see what our true talents are.' E-Safety advice is clearly flagged on the website to enable pupils to stay safe while accessing information.

For several years, Cathedral School has enjoyed links with Daramombe Primary School, in the Diocese of Masvingo, Zimbabwe. Bishop Godfrey has visited the Cathedral school and spoken with the children about the challenges and rights abuses that his local congregations face due to political instability. Concerned to take action, pupils wrote letters to Archbishop John Sentamu and the Prime Minister to ask for their advice and support. In his reply, Archbishop John encouraged the pupils to pray, and so they decided to include a prayer for Bishop Godfrey and his Diocese every morning. At a local level, pupils have also been involved in painting the hoardings around a building site near London Bridge to improve the local environment. At Harvest, food donations were given to the Manna Centre which supports around 150 – 200 homeless and needy people each week.