

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Pinner Park Junior School
Headteacher:	Katerina Mildner
RRSA coordinator:	Diana Ohene / Deborah Davies
Local authority:	Harrow
Assessors:	Frances Bestley & Helen Haase
Date:	15 March 2018

1. INTRODUCTION

This is a reaccreditation visit. The assessors would like to thank the children, the leadership team, staff, parents and governor for their warm welcome to the school, for the opportunity to speak with adults and children during the assessment and for the detailed evidence provided to support the process. Prior to the assessment visit, the school provided a comprehensive School Evaluation: Gold form.

The school vision and ethos is explicitly linked to rights and throughout the visit it was clear that everyone was really proud of their rights respecting work. *“All of the rights are respected around the school”* explained a Year 5 child.

Particular strengths of the school are:

- Very confident and articulate pupils who enjoy and are very proud of their school and their rights respecting status.
- Very good relationships between pupils and between pupils and staff.
- A very strong focus on inclusion, diversity and tolerance.
- Pupils are listened to and their views are taken very seriously.
- A strong link with Masindi School in Uganda.

Strands A, B and C have all been met.

2. REQUIREMENTS BEFORE ATTAINING GOLD: RIGHTS RESPECTING

None required

3. MAINTAINING GOLD: RIGHTS RESPECTING STATUS

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 Gold level. Here are our recommendations for your school:

- Maintain the current excellent practice.
- Continue to embed the knowledge and understanding of articles including the formal language of duty bearers and rights holders and the fact that rights are inherent, inalienable and indivisible.
- Consider carrying out a curriculum review to ensure coverage and increased depth of learning about rights.
- Consider how to enable children to understand the significant contribution they make to school improvement, perhaps a 'You said, We did' board.

4. ACCREDITATION INFORMATION

4.1. The school context

Pinner Park Junior School is a large junior school with a roll of 480. The school serves the community of North Harrow. The catchment area is culturally and socio-economically diverse, with a much higher than average proportion of pupils speaking English as an additional language. Around 14% of pupils are eligible for Pupil Premium and just over 6% eligible for Free School Meals.

The school has been registered for the RRSA since 2012 and first achieved Level 2 in March 2015.

4.2. Assessment information

School evaluation: Gold form received	Yes
Attendees at SLT meeting	Headteacher / RRSA coordinator / governor
Number of children and young people interviewed	Approx 90 children
Number of staff interviewed	5 teaching staff 1 learning mentor 2 parents (one a teacher, one a governor)
Evidence provided	Learning walk Written evidence Assembly Lessons
First registered for RRSA: September 2012	Level 2 achieved: March 2015

STRAND A: TEACHING AND LEARNING ABOUT RIGHTS

The United Nations Convention on the Rights of the Child (CRC) is made known to children, young people and adults, who use this shared understanding to work for improved child wellbeing, school improvement, global justice and sustainable living.

Strand A has been achieved

All children and adults we spoke to have a wide and deep understanding of the articles of the Convention. Children could cite a large number of articles: the right to be safe, to privacy, to practise your own religion, to use their language and culture, to be brought up by their parents. What was more impressive was their understanding of how rights impacted on their own and other children's lives. *"Lots of the rights help us live in peace"* explained Year 5 pupils during the focus group. *"Rights are so you can be treated the way you should be treated properly"* stated a Year 3 girl in one lesson. Children understood that rights are unconditional, and universal. *"Rights are for everyone"* stated a Year 3 child. The majority of children understood that rights could not be taken away. A Year 5 girl explained *"No matter how a person behaves, everyone is a human being and so has the same rights."* There was a good understanding that in some parts of the world children could not access the same rights, for example, in countries at war such as Syria, where water was scarce and in poorer countries. A Year 3 girl explained that she knew that *"richer countries should help poorer countries."* Other children explained how children in the UK might be neglected or homeless and so could also not access all their rights. Children understood that parents/ carers, teachers and the government were responsible for ensuring that rights were met.

The school provides a wide range of opportunities to ensure that children and the wider school community know about and understand the CRC. This was evidenced throughout the visit.

An article of the week is introduced in the Monday assembly; it is discussed explicitly in PSHE and circle time as well as throughout the week. The assembly planner is linked to articles. The celebration assembly observed, attended by Year 5 parents, provided evidence that rights are a core part of learning with all subjects linked to articles. School reflection at the end of each assembly is linked to the CRC. Displays about rights were prominent throughout the school. A large Tree of Rights, to which all children have contributed, is displayed in the entrance area; *“It helps us remember our rights”* explained a child. *“You can tell when you come in that we’re a rights respecting school”* stated another child. *“It’s physically very obvious”* stated the governor. The Year 3 pupils were extremely enthusiastic about the rights hunt that they do as part of their induction. *“It’s fun learning about our rights”* explained the Year 3 pupils. Children and staff described how they discussed rights in topics linking work on the Slave Trade, World War II, and the Battle of Hastings to appropriate articles. Guided reading using books such as ‘The Legend of Spud Murphy’ and ‘Christophe’s Story’, Big Writing and watching Newsround provide further opportunities to talk about access to rights. *“We’re all linking lessons to rights, sending out the same message and sharing our practice”* explained a teacher. The Back to Rights week provides an additional opportunity to refresh work on rights. Both parents described how *“the language of rights comes home, in negotiation.”* RRSA and articles from the CRC are very conspicuous on the website and in newsletters; homework is set about rights. The school prospectus is explicit about rights and the governor explained that *“[the work on rights] is one of the attractions of the school.”* The headteacher described *“an unexpected benefit in terms of rights respecting [staff] recruitment. It’s something that appeals.”*

STRAND B: TEACHING AND LEARNING THROUGH RIGHTS – ETHOS AND RELATIONSHIPS

Actions and decisions affecting children are rooted in, reviewed and resolved through rights. Children, young people and adults collaborate to develop and maintain a school community based on equality, dignity, respect, non-discrimination and participation; this includes learning and teaching in a way that respects the rights of both educators and learners and promotes wellbeing.

Strand B has been achieved

Children in the focus group could explain very clearly how the school facilitated access to a wide range of rights giving relevant examples: article 31 through break time, after school clubs, breakfast club, sports, and being able to request specific activities such as basketball; article 29 through music, recognition for achievement in competitions, governors awards, gold and silver certificates for music and sport and recognition for activities outside school; article 14 *“they respect our religion”*, a whole school project respecting religion, a prayer room. The Rights Rangers explained that their role is *“to help everyone learn and respect rights; to see if anyone is having problems and to help you remember what the rights are.”* All children agreed that they were treated fairly *“no-one picks sides”*. They were confident that if their rights were not being met they would tell someone. *“If you have a worry or a problem you tell someone you trust”* explaining for example they would tell the RRSA SLT lead because *“she’s the deputy head and she listens to us.”* The headteacher explained that there had been a few incidents of ‘disrespectful’ language being used following terror attacks and that other children had been *“horrified and indignant”* and spoke to her about it on behalf of their friends.

Throughout the visit it was evident that relationships between adults and children and children and children are very good. Children listened respectfully to one another during the focus group, were cooperative and supportive during the assembly and calm and sensible at playtime. Children (and staff) described how every September they created a new class charter, choosing the rights as a class. One child described the purpose of the charter as *“making sure everyone has these rights.”* A teacher explained the impact of the charters as providing *“a shared language – looking at rights not rules.”* The deputy headteacher explained that *“Language has moved to being embedded.”* Policies are clearly linked to articles: the Anti-Bullying policy linked to article 19, the Positive Behaviour policy to articles 28 and 29. Restorative practice is used throughout the school; children apply and are trained as peer mediators. Children agreed that behaviour systems were fair; they described ‘little, medium and big trouble’ and what actions were taken explaining that part of the process involved *“recapping your rights.”*

All children we spoke to said they felt safe at school and could describe how fences, fire alarms, peer mediators, friendship benches *“so you aren’t alone”* and worry boxes contributed to this. *“Rights are to make sure you’re safe”* explained a Year 4 child. The school uses TELL, TELL, TELL pointed out during the learning walk and ‘five fingers’ so every child can name five people they can tell if something is going wrong. The governor emphasised *“a strong focus between rights and safeguarding.”* The Year 6/ Year 3 buddy system helps Year 3 pupils to settle quickly at school; they have playtime together.

The school holds a Gold Award for Healthy Schools. The school was celebrating Health Week during the assessment visit and it was clear from the assembly and discussion with children that they were very well informed about how to be physically healthy. Break time activities led by children who are Sports Leaders, on the School Council and Healthy Heroes had a very good uptake, judging by the number of children who stood up in the assembly and large numbers of children also had raffle tickets recognising their healthy eating choices. The School Council led a Mental Health Awareness Week to raise the profile of mental health issues such as depression and anxiety and the impact on people. External visitors such as the police provide information about social media, drugs and knife crime.

Pinner Park Junior School is an Inclusion Quality Mark flagship school. Evidence from the IQM report in November 2017 identifies the strong link between inclusion and rights: ‘Its ethos combines inclusive values, the UNICEF rights of the child and its own learner for life statements that permeate all of its work.’ The ‘four quarter face’ on display in the entrance was pointed out to us during the learning walk. *“We’re all different but the same”* explained a Year 3 girl. Diversity and the rich cultural heritage of the school is celebrated through The World in Our School day. RE days provide opportunities to *“learn about other people’s religion.”* The rainbow room where children receive additional support from learning mentors is linked to article 23. During the learning walk children explained how attending a rights respecting school meant you are *“confident about who you are;” “No-one makes fun of anyone;” “We treat everyone equally.”*

Children were very enthusiastic about their school and their right to an education. In discussions, articles 28 and 29 tended to be the first ones mentioned by children. A Year 5 pupils talked about the assembly that *“showed what we have learnt and how much we care about rights.”* A Year 4 child explained how they are *“encouraged to have goals and aspirations.”* The focus groups both explained the ‘Beeline’ - brain, book, buddy, board, boss – and how that helped them play an active role in their learning. During the learning walk

children pointed out boards explaining how to be an effective learning partner ‘Think, Pair, Share’ and ‘What a good one looks like’. Children described how KWL –what they already know, want to know, and learn- is used at the beginning of new topics so they can influence their learning. The headteacher explained how she used focus groups, lesson observations and learning walks to support learning developments. Pupil interviews about feedback changed the way staff gave feedback.

STRAND C: TEACHING AND LEARNING FOR RIGHTS – PARTICIPATION, EMPOWERMENT AND ACTION

Children are empowered to enjoy and exercise their rights and to promote the rights of others locally and globally. Duty bearers are accountable for ensuring that children experience their rights.

Strand C has been achieved

Children confidently stated that they were listened to and their views taken seriously. *“Everybody listens to you – it’s your right”* stated a Year 4 child. The school provides a wide range of opportunities for leadership and influence. Pupils apply or are democratically elected to be: Healthy heroes, Sports leaders, Year 5 peer mediators, Year 6 buddies, school council, WE day champions and Rights Respecting Rangers. The website describes how the School Council *“are elected by their class to represent them at meetings and share their ideas on how to improve the school.”* Children described how they campaigned for the Friendship benches, better playground equipment including a better positioned quiet area and developed the Playground Charter.

Everyone we spoke to described the link with Masindi School in Uganda in terms of promoting children’s rights to a good quality education. There had been lessons comparing access to children’s rights in Uganda and at Pinner Park; the schools had exchanged photographs and shared ideas for sports activities; staff from Pinner Park had visited the school in Uganda. The headteacher explained *“We want to explain we have the same rights, aspirations and hopes although there are different opportunities.”* Children explained how they had, over time, fundraised to provide girls’ toilets, a roof and windows for the school so that *“the children could learn if it was raining.”* Children made and sold Christmas decorations during Enterprise Day which raised money for Masindi School. The evaluation of the Masindi link is underpinned by articles 1, 2, 24 and 31. Children have also fundraised for Comic Relief, Sports Relief; brought in food once a term for the Harrow foodbank; taken part in Shoe Share, celebrated Fair Trade and Disability Awareness and are part of Show Racism the Red Card. WE day provided opportunities for children to campaign locally and globally. *“It empowers them”* stated the Year 6 teacher. Children learn about sustainability linked to article 24 and are encouraged to ‘Reduce, re-use and recycle.’ The school took part in OutRight and have campaigned for a Parks Charter contacting their local MP. Some children were involved in the Government consultation about the shape of the new £1 coin.