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## RIGHTS RESPECTING SCHOOL AWARD ASSESSMENT REPORT LEVEL TWO

<b>School:</b>	David Livingstone Academy
<b>Headteacher:</b>	Clare Slade
<b>RRSA coordinator:</b>	Rachel Bishop
<b>Local authority:</b>	Croydon
<b>Assessors:</b>	Anita Haigh and James Welsh
<b>Date:</b>	15 <sup>th</sup> July 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 Combined Planning sheet and impact evaluation form. It was evident from touring the school, seeing the prominent creative displays, and talking with adults and children, that a rights respecting ethos informs all the school is and does.

It was particularly notable that children and adults alike have a strong bond of respect and affection, many describing the school community as 'family'. The academy's commitment to being fully inclusive is evident in the diverse and creative range of learning opportunities afforded to the children, in the increasing focus on developing a global perspective, and in the proactive way children are supported to take on leadership roles.

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



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## 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:

- Share your good practice with other schools, particularly on the very effective strategies for developing student leadership with RRS and promoting inclusion.
- Identify opportunities to further develop the children's knowledge and understanding of the Convention and how this applies in a range of global contexts. This will support them in developing their skills of advocacy and campaigning.
- Streamline charters to make them more memorable and ensure that all are consistent with UNICEF's current guidance on class-based agreements.
- As RRS ambassadors and mentors to other schools, continue to make explicit how the Convention informs the school's strategic plans, policies and curriculum. This will aid their understanding of how to embed a rights-respecting approach.



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## THE ASSESSMENT IN DETAIL

### The school context

David Livingstone Primary Academy is part of the STEP network of academies and is located in an urban setting. Currently, there are 238 pupils on roll. The school is culturally diverse and the majority (81.5%) of pupils are from minority ethnic backgrounds. Around 25% of pupils have English as an additional language. Around 35% are known to be eligible for free school meals. 15.6% of pupils are supported by school action, and 6.3% supported by school action plus, or have statements for SEN.

The school registered towards becoming rights respecting in September 2010 and achieved Level 1 in June 2012.

In April 2012, Ofsted rated the school as good in all areas.

### Assessment information

<b>Self-evaluation form received</b>	Combined Planning sheet
<b>Impact evaluation form received</b>	Yes
<b>Attendees at SLT meeting</b>	Headteacher, Deputy Head, RRS Coordinator
<b>Number of children and young people interviewed</b>	33 children
<b>Number of adults interviewed</b>	3 teaching staff 2 support staff (TA, Finance Officer) 6 parents 3 governors
<b>Evidence provided</b>	<ul style="list-style-type: none"> <li>○ Learning walk</li> <li>○ Portfolio of written evidence</li> <li>○ Access to school MLE</li> <li>○ Informal opportunities to talk with staff, parents and children after assembly and during the tour of the school</li> <li>○ Assembly</li> <li>○ Lesson Observation</li> <li>○ Lunch with staff and pupils</li> </ul>



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## Standard A:

### Rights-respecting values underpin leadership and management

#### Summary

**Standard A has been met. A rights-respecting approach is viewed as central to the school's modus operandi. Respect and inclusion are core values. Rich and varied opportunities are provided to develop and celebrate the talents and abilities of all children.**

The mission statement speaks of celebrating each child's uniqueness and *'building upon and developing all of our individual strengths and talents.'* The headteacher explained, *"At David Livingstone, everyone matters."* In describing what she believed to be the greatest impact from moving from Level 1 to Level 2 RRSA, the headteacher said, *"Global citizenship is more embedded. There is a greater understanding of different cultures globally as well as in the locality."*

Year 6 attainment has shown a continuing upward trend, and in 2012 the school came joint first in the borough for its KS2 SATs results. In March 2013, the Basic Skills review commended the academy for its good use of pupil premium funding. Attendance levels have improved continually over the past three years, and attendance averages for each class are displayed in the main corridor to encourage children to play their part in keeping the standards high. The display is referenced to article 28.

RRS is a priority in the current Academy Improvement Plan (AIP), under *'continue to improve behaviour, motivation and attitude of pupils'*, and is also central to the Academy's longer term strategic aims: *"Ensure all stakeholders continue to uphold the value of RRS and embed the term 'respect' to develop understanding further: Level 2.'* Explicit reference to RRS is made in respect of further embedding it in the curriculum. The RRS co-ordinator is part of the senior leadership team and ensures colleagues are kept informed. As policies are reviewed, they are written wholly in the spirit of the Convention, and include explicit references to the school's status as a right-respecting school and/or to the importance of respect for rights. For example, the Home-School Agreement states that *'the UNCRC is at the heart of what we do. Everyone learns to use the language of rights, respect and responsibility.'* The safeguarding policy states, *'All children have a fundamental right to be protected from harm and pupils cannot learn effectively unless they feel secure.'*

Inclusion and participation are central to the academy's ethos, as evidenced by their recent Inclusion Mark award. An explicit academy aim is *'to encourage children to respect and value each other's cultures and beliefs.'* Children explore values of unity, tolerance and respect through assemblies and the RRS/PSHE curriculum. The Academy also has the Silver Arts Mark award. Arts weeks and performance events enable children to explore different cultural traditions, and to express themselves. Large murals in the playground were designed and created by pupils with the support of visiting artists. In addition, pupils have created a 'Diversity' display, using their own images and languages. All children have access to instrumental tuition from Year 2 upwards.

Academy staff have been advocates for RRS and the Convention through network meetings with other STEP academies, on newly qualified teacher training days, and when hosting visits from other schools. At the recent Croydon Schools Music Association (CSMA) Festival, the RRS Coordinator spoke to the audience about the school's commitment to a rights-respecting approach and how this had influenced the choice of songs performed. Rich opportunities to develop performance skills have benefitted the wider community and beyond, as children have sung, danced and played instruments in many venues including the local home for the elderly, the local allotment fete, Fairfield Halls, London Southbank and the O2 arena.



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Global Citizenship is embedded across the curriculum; for example, a Year 4 Chocolate topic explores the issue of Fair Trade, and Year 6 study trading and globalisation as part of their Geography work. In addition, the academy has the Eco Schools Silver Award and Eco Warriors have a role in monitoring energy saving and recycling. Recently, the academy had its Sustainable Travel Award re-validated with over 90% of children walking to school.

## Standard B:

The whole school community learns about the CRC

### Summary

**Standard B has been met. Children and adults are knowledgeable about the Convention and understand how it informs their roles in school and beyond. High quality arts media are used effectively to promote RRS and the Convention.**

Children have a sound knowledge of their rights and cited examples from the Convention including rights to education, play, to protection from harm, nutritious foods and clean water, and to be treated fairly. They were aware of recent news items relating to children's rights not being respected, for example, the impact of the conflict in Syria, and children having to flee their homes as a result of war or natural disaster.

Parents are kept well-informed of RRS developments through newsletters, coffee mornings, assemblies and the website, and staff regularly meet and greet parents at the start and close of the school day. The Parent Teacher Association (PTA), supports RRS initiatives in school. For example, one parent explained how, as the former Chair of the PTA, she had raised funds to install a water filter in every classroom. A parent governor explained the important role of adults in modelling respect for rights, *"Parents need to understand rights, as well as the children and staff. We've seen how it impacts on the attitudes of the children...It is more equitable."*

High quality and prominent displays linked to RRS and the Convention are visible across the academy. 3-D wall displays, eye-catching designs and digital screens both inform about and celebrate the universality of children's rights. For example, near the entrance a large display links articles of the Convention to the academy's 12 core values, and a digital display projects motivational words interspersed with images celebrating children's achievements. Elsewhere, a Clubs display is linked to article 15, and a Respect mosaic, created by infant pupils and referenced to article 2, shows children from different cultures joining hands around the globe.

There is a systematic approach to teaching children about the Convention through the RRS/PSHE curriculum and assembly programme. These themes are linked to the academy's core values. Assessors observed an assembly led by Year 2 pupils who explored happiness and how this is enhanced by respect for articles 29 and 31. The assembly began and ended with music accompanied by the school band to underscore these articles. In addition, rights-based issues are explored through a range of topics, as appropriate, to develop children's understanding of their application. For example, a Year 4 topic on Sikhism is linked to articles 2, 14 and 30, and a Year 5 topic on migration explores rights issues in a UNICEF-run refugee camp.



## Standard C:

### The school has a rights-respecting ethos

#### Summary

**Standard C has been met. Respect for rights is tangible. Children and adults have high expectations of themselves, and each other, and relationships are mutually respectful. “In our school, we call ourselves a family. We’re all equal and we’re all human.” (Year 5 Pupil Advocate)**

Charters were visible in all classrooms and included class charters drawn up in consultation with the children, the STEP academies Respect charter, and the CALM code to remind children about respectful actions and communication. In addition, prominent playground and lunchtime charters were displayed in play and dining areas. Around the school, different articles of the Convention are illustrated using framed photos of pupils enjoying these rights. Children explained how the charters were used: *“It reminds us of our rights and how we respect them,”* said a Year 5 girl. A Year 3 boy commented, *“They’re there to keep us safe and cared for.”* The headteacher explained how charters helped staff to talk in a rights-respecting way to remind children of each other’s rights, *“And children buy into it because they wrote them.”*

All staff wear lanyards which bear the key school charters as a reminder of expectations and appropriate language. It was clear to the assessors that relationships between all adults and children are mutually respectful and warm. Parents were unanimous in their belief that RRS had brought a sense of cohesion to the academy, *“We’re like a family – parents and teachers working together,”* said one parent. A parent-governor spoke of its impact at home, *“It is a universal language ... It helps that we are all on the same page.”* Parents also said that they felt empowered, *‘Everyone has a voice and feels they are going to be listened to. The head has an open door policy and will make time if you have a concern.’*

Children spoke of the importance of respecting each other’s right to learn, and cited the CALM Code – Communicate politely, Act kindly, Listen carefully, and Move sensibly - as a useful reminder for how to respect this right. Assessment for Learning is a key priority in the AIP and is used effectively to ensure pupils can make accelerated progress. They are aware of their targets and gave examples of how they are involved in planning and evaluating their learning, such as self and peer assessment. Staff commented that RRS had improved the climate for learning because children are more aware of how their choices and actions impact on themselves and others. Parents commented that children were enjoying their learning more. One parent said, *“There is always something fun going on. It’s not a chore. There’s a good balance here, and we’re still getting the results.”*

Children gave examples of how the school teaches about safety and well-being, such as healthy eating, e-safety, fire safety, road safety and anti-bullying week. In addition, Junior Road Safety officers from Years 3-6 help to promote road safety. Children sign an e-safety register at the start of the year to ensure they understand how to keep themselves safe on-line. Pupil surveys show that 99% of pupils agree or strongly agree that they know how to keep themselves safe.

Diversity is celebrated and children are accepting of different traditions, beliefs and opinions. A Year 4 girl said, *“Some people might fight about whose religion is best, but we should respect each other’s religion and culture.”* Another girl recalled, *“We looked at what Muslims believe and Ramadan ...Banji in our class is a Muslim and we helped him when he had to fast...”*



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## Standard D:

Children are empowered to become active citizens and learners

### Summary

**Standard D has been met. Pupil participation is highly valued and children are encouraged to develop leadership responsibilities. “Teachers tell us, ‘we’re not going to be around for ever when you need us, so be a leader!’ ” (Y6 Pupil Advocate)**

A range of pupil voice mechanisms exists to empower pupil participation. School councillors and RRS Warriors are elected by their peers. In addition, pupils can participate as Eco Warriors and Road Safety Officers. A recent pupil survey shows that 98% of children believe their opinions are listened to.

Children are consulted about various aspects of school life, such as school meal choices, school uniform, charities and curriculum topics. A Year 4 pupil explained, “*We wanted the colour of school jumpers to change, so the children voted.*” A Year R pupil said, “*We can choose what fruit we would like at break time.*” Developing leadership skills is central to the school’s commitment to enable all children to ‘reach for the stars’. New Pupil Advocates apply for the post and are interviewed and trained by the out-going Year 6 Advocates.

96% of pupils surveyed agreed that they know who to go to for help if they have a concern. Children also cited school councillors, staff members and the worry box, as possible ways to get help with specific issues. A variety of awareness events, such as Anti-Bullying Week, and Healthy Schools Week, residential trips, and visits from external agencies, provide pupils with important information and skills around well-being. Pupils also make regular use of the academy Fronter to access information and contribute to forums.

Year 6 Pupil Advocates act as tour guides for visitors and promote and showcase the school’s rights-respecting ethos. Children have taken part in numerous charitable projects that support children’s rights including Red Nose Day and UNICEF’s Day for Change. They were also involved in the recent IF campaign. A parent observed, “*They wrote a letter to David Cameron... they really feel they have a voice.*” Through the ‘Zero Heroes’ project children are supporting and exchanging ideas with pupils in a school in North Carolina about more sustainable ways to travel to school. The academy has also been chosen as a pilot for the borough for recycling food waste. In addition, the school council were instrumental in re-launching the ‘Rag Bags’ initiative to recycle textiles.