

UNICEF UK RIGHTS RESPECTING SCHOOL AWARD

ASSESSMENT REPORT LEVEL ONE

| | |
|--------------------------|-----------------------------------|
| School: | St Catherine's Primary School |
| Headteacher: | Mary Ainger (Interim Headteacher) |
| RRSA coordinator: | Mary Ainger |
| Local authority: | Barnet |
| Assessor: | Gillian Roberts |
| Date: | 17.06.16 |

The school context:

St Catherine's Catholic Primary School in the London Borough of Barnet is a larger than average primary school drawing pupils from a wide area of Barnet and serves two Roman Catholic parishes. There are 503 pupils on roll, with FSM 34 (7%) EAL 162 (32%), SEN 37 (7%) and Pupil Premium 63 (12.5%). 42% of the pupils are from white British backgrounds and the proportion of pupils from ethnic minority groups is above the national average.

The school was judged as outstanding at their last Ofsted Inspection in 2009 and outstanding in their RE Inspection in April 2015. The previous headteacher left in July 2015 and there is an interim senior leadership team.

First registered for RRSA: January 2015 **Recognition of Commitment:** March 2015

Assessment information:

| | | | |
|--|---|--|-----------|
| Progress and evaluation form received | Yes | Impact evaluation form received | Yes |
| Attendees at SLT meeting | Headteacher (interim)/ deputy headteacher (interim)/ Pastoral Leader | | |
| Number of children and young people interviewed | 40 children (2 focus groups and learning walk) | | |
| Number of staff interviewed | 2 teaching staff 1 governor/parent | 2 support staff | 2 parents |
| Evidence provided | Learning walk Written evidence Dance Celebration as part of Open Day during visit | | |

The Assessment Judgement:
St Catherine's Primary School has met the Standards for Unicef UK's



Rights Respecting Schools Award at LEVEL 1

Moving to Level 2:

Level 1 is an important milestone on the Rights Respecting journey. In the light of the assessment visit, the assessor has identified the following priorities for further progress. These recommendations, based on Unicef's experience with schools across the UK, will have been discussed in more detail during the assessment visit:

In order for the school to progress successfully to Level 2, the following steps and actions will be required:

- Be more explicit in looking for correlation between improved outcomes for children and the implementation of a rights based approach across the school (Criterion 1)
- Ensure that school policies and strategic documentation are explicitly underpinned by appropriate rights from the Convention including the text of the policy/document. Consider pupil involvement in the policy review process. (Criterion 2)
- Look for ways to incorporate an explicit commitment to education for global citizenship and sustainable development into the heart of the school's mission statement and purpose. (Criterion 5)
- Work towards deepening and widening the knowledge and understanding of the UNCRC across the whole school community. (Criterion 6)
- Build on the work already begun to promote the UNCRC within the curriculum, particularly with reference to global citizenship, and ensure that most curriculum plans refer to appropriate Articles of the Convention. (Criteria 8 and 9)
- Continue to embed the Unicef RRSA Charter Guidance and focus on the language of 'respect for rights'. In the next round of class charters endeavour to include actions for Duty Bearers as well as for children. (Criterion 10)
- Continue to strive for more creative and significant opportunities for the participation and decision making of children to influence and shape the life and work of the school, perhaps through explicit involvement in school improvement planning and or the evaluation of learning and teaching. (Criterion 16)
- Build on the good charity work already undertaken by enabling and empowering the pupils to become advocates and campaigners for the rights of all children locally and globally. (Criterion 18)

In addition, the school might also consider:

Aim to participate in RRSA training to support your journey to Level 2.

<http://www.unicef.org.uk/rights-respecting-schools/training-and-support/training-courses/moving-from-level-1-to-2/>

Consider taking advantage of a free Unicef UK / BT [The Right Click](#) e-safety workshop



The following good practice evident at the assessment contributes to the school's success at Level 1:

Standard A:

Rights-respecting values underpin leadership and management

- The Headteacher and SLT demonstrated a strong commitment to the principles of the convention and said *"it is our ethos."* Their vision for the school has *"the children at the centre"*.
- The Headteacher as RRS Lead has attended UNICEF training, made strong links with a local L2 school and uses the website regularly. This has ensured that staff and governors have learned about the programme and Convention
- The Headteacher uses the Spiritual, Moral, Social and Cultural (SMSC) Gridmaker to help plan strategically and monitor the 'Rights Respecting Journey' across the school. All staff and parents have access to the SMSC grid on the school website.

Standard B:

The whole school community learns about the CRC

- The children in the focus groups showed a good understanding of a wide range of articles. They knew rights were inherent, inalienable, unconditional and universal. They gave examples of situations where children were unable to access all their rights e.g. Syria. They understood that *"adults"* were the duty bearers.
- Weekly newsletters and access to the website provide information about the RRS programme and The Global Goals for the whole school community. Parents were very positive and reported their children talked with them about their and other children's rights.
- Children learn about the Convention through the assembly programme, RE, geography, cross curricular activities e.g. Y5 guided reading using newspapers/IPADS leading to discussions about the Nepal earthquake. A clearly displayed 'article of the month' provides a focus for discussion for all pupils.
- This term the whole school has embraced 'rights' as their theme for the Barnet Dance Festival. Each year group researched and focused on one article and then shared their learning through creative dance. There was a special performance by each class at the school open day (and assessment visit), with all pupils and staff joining in the finale in a vibrant, creative, inclusive display surrounded by parents.

Standard C: The school has a rights-respecting ethos

- Class charters were displayed and the pupil RRS steering group had also developed charters for the school, playground and dining hall. The governor said that *"the children were proud of their charters."*
- Staff reported an increased use of RR language and *"a growth in confidence and increase in questioning things"*. House stars are given for modelling respectful behaviour and can be awarded by any member of staff. Relationships in the school were observed to be very positive.
- 100% children reported they feel safe in a recent pupil survey. In the focus group pupils said *"everyone is kind to each other, grudges aren't held"*; *"adults keep us safe"*.

Standard D: Children are empowered to become active citizens and learners

- The Y6 steering group has played an important role in leading the RRS journey. They will help recruit and train next year's ambassadors. They hosted a visit by RRS pupils from a local L2 school where they exchanged ideas and the visitors peer reviewed the school charters offering recommendations for improvement.
- The active school council is democratically elected, they meet regularly and their work is linked to A12. They have time in class to give feedback and share information on the website. They have helped to improve the outside equipment and influenced the purchase of new soft furniture for KS1.
- A recent questionnaire reflected that *"pupils felt their views were taken into account"* and *"the school council made a difference"*.

- The children and school community have supported charities e.g. Homeless in Barnet, CAFOD, Sport Relief, Amnesty International and recently sent food packages to refugees in Calais.

