

UNICEF UK RIGHTS RESPECTING SCHOOL AWARD ASSESSMENT REPORT LEVEL TWO

School:	Millfields Community School
Headteacher:	Jane Betsworth
RRSA coordinator:	Roz Wilson
Local authority:	London Borough of Hackney
Assessors:	Frances Bestley and Anita Haigh
Date:	10 th July 2017

1. INTRODUCTION

This is a re-accreditation report.

The assessors would like to thank the head teacher, staff, governors, parents and especially the children for their warm hospitality and the opportunity to hear about the school's continuing rights respecting journey. Prior to the visit, a progress and evaluation form and impact evaluation form were submitted. A portfolio of evidence and samples of children's work were made available on the day.

It was notable that:

- There is a deep and sustained commitment from the headteacher, the senior leadership team, parents and children to being rights respecting.
- Global citizenship and work on sustainable development is strong.
- Pupil voice is highly valued with a range of opportunities for children to express their views and make decisions in school.

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

2. REQUIREMENTS BEFORE ATTAINING LEVEL 2

None required.

3. MAINTAINING LEVEL 2

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 Level 2. Here are our recommendations for your school:

- Give a greater profile to the Convention in all strategic documentation and communications with parents so that all stakeholders understand how it informs policy and practice.
- Make rights more explicit in teaching and re-visit their origin in the Convention. Conduct an audit of coverage of Articles across the curriculum to identify any gaps.
- Consider how to approach creating rights-based charters in fresh ways so that they remain relevant and purposeful to adults and pupils.
- Clarify the role of the School Prime Minister and Cabinet and consider how they might contribute to specific aspects of school improvement. Extend the role of the Article 12 group in driving forward the RRS work, for example, in maintaining the high profile of the Convention on displays, in communications home, and in developing a RRS blog.

4. THE ASSESSMENT IN DETAIL

4.1. The school context

Millfields Community School is a much larger than average primary school in Hackney with 670 pupils on roll. The school serves an area of significant deprivation and its pupils represent a very wide range of ethnic backgrounds, with the largest groups being those of Asian, White, Black Caribbean and Black African heritage. The proportion of pupils from minority ethnic groups is much higher than average. 40% of pupils speak English as an additional language and a large proportion are at the early stages of learning the language. A small number are the children of refugees or those seeking asylum. About 26% of pupils are eligible for FSM.

The school was last inspected by Ofsted in November 2012 and graded as good.

Millfields Community School initially achieved RRSA Level 2 in 2009 and was reaccredited in June 2013.

4.2. Assessment information

Progress and Evaluation Sheet received	Yes
Impact evaluation form received	Yes
Attendees at SLT meeting	Headteacher, Assistant head (inclusion), Assistant head (teaching and learning), RRS lead.
Number of children interviewed	80+ (6 tour guides, 20 children in focus groups, approx. 30 in class visits)
Number of adults interviewed	5 teachers (including one who is also a parent), business manager, 2 governors, (including Chair of Governors)
Evidence provided	Learning walk, class visits, written evidence.

Standard A:

Rights-respecting values underpin leadership and management

Standard A has been achieved

The headteacher stated simply *'The UNCRC is something that's embedded and enhances what we're doing. It's completely part of what we do.'* The core beliefs of the school include 'Respect for the rights of all'; 'A sense of security and belonging'; and 'Responsibility for self and others.' Since the previous Level 2 accreditation the school has developed 'Democracy Week', become a Global Learning Programme Expert Centre and an Ashoka Changemaker School. The Impact evaluation form showed significant impact across all areas.

Millfields Community School 5 year strategic plan (2014-19) references rights explicitly: 'through Article 12 group' in Priority 1: Embedding the new curriculum; 'maintaining the commitment to being an inclusive, diverse, rights respecting community' in Priority 2: Promote Health and Well Being and 'Everyone knows their rights and responsibilities to the school, local, national and global communities' in Priority 6: Maintain and create Partnerships. The school self-evaluation form references rights respecting under overall effectiveness linked to Personal Development, Behaviour and Safety. The About section on the website clearly describes Millfields' commitment to being rights respecting. Policies have been reviewed to make reference to the Convention; examples seen include Positive Behaviour, Anti-bullying, Collective Worship and the Promotion of British Values policies. It was evident from talking to the SLT that although the coordinator is very well established that there is a collective responsibility to sustain RRS. *'Age phase leaders are champions and children are very aware of their rights.'* stated the headteacher.

Participation and inclusion are very strong. The proportion of children from Black and Minority Ethnic groups is well above average and the school works hard to be culturally inclusive. Millfields has a positive reputation for inclusion within the local authority *'We're all*

about inclusion here and making sure everybody is included’ stated the headteacher. ‘We pride ourselves on inclusion’ is stated on the homepage of the website and there is a separate page focusing on equalities. Explicit teaching about inclusion takes place in PSHE. Themed weeks and regular enrichment trips ensure that all children experience a wide range of opportunities such as the Paralympics and ballet. The ten children from the Autistic Resource Provision join their mainstream class for lessons and activities and are included in class trips and other projects whenever possible. Safeguarding training around Prevent is linked to rights. All year groups visit local places of worship.

Millfields Community School was a Global Learning Programme Expert Centre from 2014-16 and has worked closely with 27 local schools in Hackney and Tower Hamlets; they have run two additional sessions focusing specifically on developing RRSA. The choir has performed at two Unicef UK carol concerts. Pupils have contributed to the Intergenerational Focus on Rights at the Houses of Parliament and to a Parliamentary Review on education. As an Ashoka Changemaker school Millfields shares its practice with other schools in the network.

Being asked to be a GLP expert centre evidences the quality of the global citizenship and sustainability provided by the school and the priority placed on this area of learning. There is a strong focus on learning about the Global Goals. Millfields has a Forest school area, an allotment, a roof garden, solar panels and an Eco copier. It is a Bronze Eco school. Global citizenship and sustainability are taught through a mixture of topics and themed weeks and days such as: Black History Month, Outdoor Celebration Day, London days once a term, Diversity Week, Creative week, No Pens Day. The school has a link with an Ashoka school in Spain and is working on a shared project, potentially with a democracy focus. The SLT explained that their aim is for children *‘to feel they have some power within the world – to feel they can make a change.’*

Standard B:

The whole school community learns about the CRC

Standard B has been achieved.

Pupils and staff have a good understanding of the Convention. Pupils could name a good range of Articles: right to non-discrimination, to education, to relax and play, to be heard, to be safe, to a name and identity, to clean water, to health care, to be protected from abuse, from war and not to be kidnapped. They understood the universality and unconditionality of rights. *‘Rights are for the whole world’* explained a Year 3 child. Children were very clear how about the role of the UN in creating the Convention and its importance *‘It reminds us how we should treat others and how we should be treated’* explained an older girl.

Parents have been kept informed in a wide variety of ways: through the website giving information about the Convention and RRSA; the home/school agreement, newsletters; attendance at assemblies, concerts and plays with rights themes, the headteacher at the gate, displays in school and from their children. The parents we spoke to, were very aware of the importance that the school placed on the work on rights. *‘We talk a lot about it; we respect their rights.’* They identified the impact the knowledge about rights had had on their children: *‘It’s about their needs;’ ‘They are aware of the rights they have;’ ‘They understand that they and others have worth’* explained another. One parent simply said *‘It’s something*

you need to do as a parent. The governors were very well informed receiving regular reports. Governors also played a key role in developing Democracy week with the school focusing explicitly on Article 12.

Pupils explained that they learned about rights through assemblies; in their classrooms; through their charters and displays; in PSHCE. Copies of the Convention were on display in all classrooms. *'We talk about rights a lot'* explained one child. The planning tracker for PSHCE was explicitly linked to articles. Short, medium and long term planning made reference to rights across all year groups: Black History Month and work on Rosa Parks and Martin Luther King was linked to equalities; work on Calais linked to the right to shelter; visits from the London Fire Brigade linked to being safe. Work on all religions including humanism were linked to Article 14. Discussion with children and staff provided some further evidence: work on the book *'Oranges in a no-man's land'* linked to war, work on the Romans identified how girls were treated unfairly.

Global citizenship and sustainability are taught predominately through PSHCE projects and theme weeks. One project explored Global goals and each class explored and created a display on a separate goal. Other examples include: work on water, a Fair Trade topic on making chocolate, Diversity week, Sports week linked to healthy food. Children had a good understanding about local and global issues. They could describe circumstances such as war and poverty whereby children in the world including the UK might not be able to enjoy their rights. They were also fairly specific about issues arising in particular countries and recognised the difference between living, for example, in Nairobi or the Kenyan countryside.

Standard C:
The school has a rights-respecting ethos

Standard C has been achieved

Charters of various creative designs were displayed in all classes visited, and most were referenced to Articles in the Convention. Children described how they worked together to produce their charters, and staff explained that this is now a regular activity at the start of every new school year and helps pupils *'to take ownership of their learning environment.'* Children stated that the charters definitely made a difference because of this ownership. One teacher described how she had used the charter *'as a springboard for discussion'* in circle time when children wanted to talk about the attack outside Finsbury Park mosque and the Grenfell Tower fire.

Relationships across the school are respectful and supportive. The RRS lead said that *'children know that they've got an equal partnership'* and use staff members' first names *'with respect'*. The headteacher commented that the language of respect for rights has empowered staff to talk about complex and challenging issues without fear of causing offence, because it relates to *'universally accepted values'*. The chair of governors spoke of children's *'greater sense of empathy'* and concern that *'nobody is left out.'*

Pupils are encouraged to set their own targets, and to edit and make improvements to their own work. Year 6 pupils showed examples of work that had been self and peer assessed, and their mastery grids for recording when objectives have been met. They explained how,

in tandem with their teachers' comments, these strategies helped them to be clear about how to achieve better learning outcomes and to reach or exceed expected national levels. *'The teachers here are great; they know you really well'* explained a Year 6 girl. They showed examples of tasks where they are encouraged to show creativity in presentation and to reflect on their learning experiences, for example, the use of KWL grids in topic work. At the start of a new topic pupils are asked to record what they already *know*, and what they *want* to learn; at the end, they are asked to reflect on what they have *learnt*.

A recent RRS pupil survey (507 returns) showed that 100% felt safe at school. On the day of the assessment, a speaker from Childline took an assembly, and children discussed what they could do if they felt unsafe at home. Children cited road, fire and online safety and how to avoid street crime and gang culture as examples of explicit teaching on personal safety. Regarding gang pressure, a pupil said *'Even if you want to be popular, don't join in. Always tell an adult and don't keep it in.'* Following a visit from the London Fire Brigade, several Year 2 pupils went home and asked parents to check the smoke alarms.

Pupils can apply their understanding of fairness in different contexts. One pupil said, *'At Millfields, we believe everyone should be treated fairly'* and linked this to giving everyone the opportunity to have their say and make choices. Another pupil reflected on the equity of the 'boys only' reading group who share stories with Reception children, and concluded that it was *'not the same but fair'* as their role was to inspire more boys to read and achieve success.

Pupils were able to discuss issues of identity and diversity thoughtfully and with confidence. When asked why they felt it was important to study Black History a pupil said, *'so we don't make the same mistakes'*. Pupils discussed how particular people groups are represented in the media and the issue of biased reporting. They understood how this relates to Article 17. A year 6 girl said, *'Newspapers don't always give the correct story. People read the news and believe it but often it's fake news.'* Others spoke of the impact this can have, *'They [Muslims] could feel unsafe when they go out in case someone hurts them.'*

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

Standard D has been achieved

Pupils are confident to express their views and feel listened to: *'they [teachers] make sure everybody gets to have their say'*; *'We do a lot of voting.'* Involvement in the Hackney Debating competition, the Headteacher's open door policy, suggestion boxes and a range of pupil voice groups such as the Article 12 school councillors, Road Safety Champions, Peace Corps (peer mediators) and Learning Champions, all provide opportunities for children to develop their communication and leadership skills. For example, Learning Champions are involved in lesson observations and evaluations and provide constructive feedback to teachers. Children described with enthusiasm their Democracy Week in June during which they formed parties, wrote manifestos, campaigned, employed spin doctors, took part in hustings and then voted for their new school Prime Minister (PM). A cabinet was appointed with each member having a specific portfolio.



Visits from the emergency services, health professionals, local councillors, the local MP, and community leaders enable children to access information about their health and well-being, and to apply their learning about democracy and responsible citizenship. A Work Week explores a range of career paths to raise aspirations and to encourage children to set goals.

Children select and vote on charities to support, such as Unicef and Comic Relief. Choir events have raised money for Unicef appeals, and children have initiated bake sales, toy stalls and sponsored events to raise funds for their chosen causes. As part of a wider campaign, children and adults met in the local park after school to protest about cuts to education funding. They formed a large S.O.S. with their bodies and a photo was taken by a camera drone. In collaboration with the nearby sixth form college, children have participated in the Groundworks Community project by helping with planting in local parks. They have also joined other schools on a litter pick in the locality. Millfields has taken part in OutRight. Local MPs and Hackney councillors visit during Democracy Week. Children organised a march as part of Black History Month. *'We want to make sure that all children have their rights equally'* stated a child during the focus group.