



RIGHTS RESPECTING SCHOOL AWARD ASSESSMENT REPORT LEVEL TWO

School:	Dore Primary School
Headteacher:	Sue Hopkinson
RRSA coordinator:	Kathryn Davis
Local authority:	Sheffield
Assessor:	Pat Peaker
Date:	25 th April 2013

I would like to thank the leadership team, governors, parents, staff and young people for their warm welcome to the school, for the opportunity to speak with 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 self-evaluation form and impact evaluation form. It was clear to the assessor during the visit that everyone places a real importance on developing and embedding a rights respecting ethos.

It was particularly notable that the school has explicitly placed the rights respecting global citizen ethic at the centre of all pupil and adult learning. The children learn in an environment that encourages and empowers them to make a difference. Through their behaviours and actions they are already experiencing the changes they can help to bring about locally and globally.

Standards A, B, C and D have all met the necessary criteria. All standards have elements that have exceeded expectations.

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:

- Continue the excellent initiatives which are embedded in the school to support and maintain the rights respecting ethos
- Develop further opportunities for the school to act as an ambassador for the RRS within the local community and the local cluster of schools. The school is well-placed geographically to forge links with a comprehensive school and a special school.
- Encourage governor representation alongside the Dore Democrats.

THE ASSESSMENT IN DETAIL

The school context

There are 359 pupils at Dore primary school. Few of the pupils live in areas that are socially or economically disadvantaged. The number of pupils eligible for free school meals (5%) is much lower than the average. Most pupils are from white British backgrounds (82%) and very few are in the early stages of learning English. The proportion of pupils supported at school action plus or with a statement of special educational needs is 10%. The school has gained a number of awards including the Quality in Study Support(QiSS), Enhanced Healthy Schools Award, Eco-School Green Flag Award, International School Award (intermediate) and is a Fairtrade School and a Stonewall National Championship School. The school facilitates a daily breakfast club which is run by a group of parents and an after school care club which is run by a voluntary management committee of parents employing qualified staff.

The school registered to work towards becoming rights-respecting in February 2012.

In November 2009 Ofsted rated the school as good with outstanding spiritual, moral, social and cultural development and an excellent understanding of how to live healthy lives, both physically and emotionally. Following an interim assessment in February 2013, the school was notified that as school performance had been sustained, no inspection would take place until summer 2014.



Assessment information

Self-evaluation form received	Yes
Impact evaluation form received	Yes
Attendees at SLT meeting	Headteacher and RRSA coordinator.
Number of children and young people interviewed	27 children
Number of staff interviewed	6 teaching staff 1 parent 1 governor/parent
Evidence provided	Learning walk Written evidence School website Visits to classrooms

Standard A:

Rights-respecting values underpin leadership and management

Summary

Standard A has been fully met

The head teacher took up her post in 2008 bringing with her the experience she had gained as a Global Citizen Lead Professional for the local authority, Sheffield. This background, commitment and skills have contributed to a strong rights respecting ethos at Dore which has been shared across the staff team. Practically, this has been demonstrated in their commitment to a number of initiatives in addition to the Rights Respecting School Award (RRSA) such as Philosophy for Children, SEAL and the Global Dimension resulting in their professional development in relation to teaching and learning around rights, respect and global citizenship issues. This is reflected in the pupils' *outstanding spiritual, moral, social and cultural development*' (OFSTED 2009). The school's evaluation shows the impact made by putting the Convention at the heart of the school's culture. Lesson observations record how engaged pupils are with their learning. Responses to parent questionnaires evidence how much the children enjoy the creative curriculum including the global citizenship projects such as One World Week and work on fairtrade. There has been a steady increase in achievement at Key Stage 2. In 2012, 48.4% of pupils achieved level 5 in maths and English, a significant increase on the 21.7% achieved two years previously.

Developing as a Rights Respecting School is an integral part of the school's strategic planning and review arrangements. Aspects of this have been in the School Development Plan since 2009. Policies and practice are reviewed with reference to the United Nations



Convention on the Rights of the Child (UNCRC). There are examples of planning and actions taken by the school's leadership team to develop an inclusive and participatory ethos. One member of staff commented 'our commitment to rights is implicit in our curriculum discussion and our response to international events. It pervades our planning'. Much valued is ongoing work with the School Change Team. Its members are all stakeholders in the school community who highlight the strengths of the school and discuss areas for development producing an annual action plan. The Dore Democrats (the name given to the school council) are also consulted as part of this process. There is evidence of the sharing of good practice on rights and global citizenship with a wide range of communities locally and nationally including key note contributions based on the UNCRC at national conferences.

At Dore, the global dimension is seen as part of the everyday learning process. Teachers consider how topics and activities can support a wider world view. Many areas of learning feed into understanding and caring for the world in which they live. The school adopts the language of the Convention in its values and mottos which provide a foundation language and understanding on which to build global work and to focus on the rights of the child across every year group. The website shows Dore's commitment to being rights respecting. The school has promoted RRS locally in its Fairtrade café and promotion of fairtrade products in school and at home. Day for Change and One World Day provide other opportunities for enrichment of the curriculum which help pupils to broaden their horizons. The school is well-placed to promote its rights respecting work as a lead school in initial teacher training working with both Sheffield Hallam University and the SCITT programme (School Centred Initial Teacher Training) through which it trains graduates.

Standard B:

The whole school community learns about the CRC

Summary

Standard B has been achieved. All the pupils and the full range of staff interviewed had a good knowledge of the Convention and could describe how their knowledge has influenced their behaviours.

The children at Dore have a very secure and comprehensive knowledge of the UNCRC and can refer to rights when talking about issues of justice and relationships in a range of social contexts. It is clear that knowing about the rights of the child means much to them. They are very clear that rights are for all children but also understand that local conditions or events mean that not all children have ready access to them. When questioned further on this, responses were quickly offered by the children interviewed. They cited the war in Syria violating the rights of children whose education is disrupted (Article 28) and who may no longer have a home (Article 27). They spoke of natural disasters such as earthquakes and drought which are instrumental in denying children their rights. They know that UNICEF is an organisation which supports children's rights in a practical way in the face of such disasters.

The children are themselves involved with an organisation in Mae Sot, Thailand which offers support to refugees from Myanmar. Updates on the work are a regular feature of assemblies and it is clear that their actions have been influenced by what they have learned about conditions experienced by these refugee families. The school regularly raises money which supports one of the school's mottos, 'I can make a difference, together we can make a difference.' One pupil commented 'we try to make rights happen'. Recently, a sponsored



walk raised £1400 to pay for vaccines and immunisation which will greatly reduce deaths of young children in the camp. The display relating to this work is linked to appropriate articles of the UNCRC so the pupils know that they are supporting access to healthcare (Article 24). Next year their target is to raise enough money to purchase garden tools and plants for a community garden for the refugees so that they will enjoy a healthy diet. (Article 24). Listening to the children talk it was not difficult to concur with the view expressed by OFSTED (2009) that these pupils '*have a strong regard for human rights*'. School is helping them to develop as global citizens through practical activities. They earned the recognition of the OFSTED inspector who wrote in his letter to them '*You follow a very strong moral code and develop key values such as co-operation and respect that will be important to you for your future success as supportive local and global citizens*'.

The school website describes the school's commitment to RRS and the UNCRC. Throughout the site, parents and the school community can see how school work is underpinned by the concepts of key articles. Both parents spoken to observed that their children discuss issues raised in assembly when they come home. The school has a link governor for global citizenship which highlights yet again the high profile given to respecting rights at Dore. Governors and parents actively support the school in becoming rights respecting. The self-evaluation clearly documents the good practice of the school as ambassadors for the UNCRC in training initiatives and contributing to national and local authority courses.

Displays are prominent in the school and were pointed to with pride and knowledge of their content on the learning walk. Many have links to articles of the UNCRC, such as Dore Democrats and Eco Club. The range of evidence observed together with the responses from both adults and children interviewed support the conclusion that learning about the UNCRC is extensive across many curriculum areas and that a rights-respecting ethos is modelled in the learning environment.

Standard C: The school has a rights-respecting ethos

Summary

Standard C has been met. Observation showed that relationships in school were respectful.

Of their several mottos based on the UNCRC, We Choose Respect is one of the most powerful and evidence presented would suggest that it is upheld and referred to frequently. There are many comments from visitors and professionals, including Nick Clegg, on the 'warm welcome, respect and positive ethos of the school'. The school's own impact evaluation describes the children having 'a strong sense of right and wrong and they support each other in developing this.' The school believes that its pupils have a very clear understanding of the importance of physical health and mental well-being and that this is evident 'in the various ways they care for each other'. (Impact Evaluation).

All classrooms visited had a charter of rights which the pupils explained helped them to contribute to respectful interactions with their peers and adults in the classroom. They differed according to age group and had been developed in a collaborative way based on the articles of the UNCRC. Along with the values and mottos they provide a consistent language to



address concerns which arise and to maintain the rights respecting ethos of the school. One child commented, 'we treat people respectfully, it's how we want to be treated'. The co-ordinator at the Development Education Centre South Yorkshire wrote in March this year *'there is a strong rights-respecting ethos at Dore Primary School'*.

Philosophy for Children is a further opportunity for the pupils to reflect on moral and ethical issues and voice their opinions whilst respecting those of others and is an inherent part of PSHE and global learning. The pupils confidently spoke of their learning and the help that they could access from peers and teacher.

Positive attitudes to diversity lie at the heart of the school's ethos. The school is justifiably proud of the comments reported by OFSTED (2009) *'The school promotes equality of opportunity and tackles discrimination well. There is strong regard for human rights and no room for stereotyping. Inclusive practice is at the heart of the school's work'*. Through RE lessons and visits, pupils develop an awareness of different faiths and cultures both in the UK and globally.

The pupils interviewed stated that they felt safe at school. One pupil said 'I feel safe because there are teachers and children to protect and look after me'. Parental feedback regarding children's safety is strong.

There have been no exclusions at the school since 2008. Bullying statistics indicate very low incidence. Dore is a lead school for anti-bullying and its good practice is shared. The school attributes this to the development of key values such as co-operation, respect and mediation which is a feature of behavioural incident enquiry.

Standard D:

Children are empowered to become active citizens and learners

Standard D has been exceeded. There was considerable evidence of pupils being consistently involved in decision making in a range of different contexts.

'Pupils are encouraged to make a difference in their own and others' lives' (a school motto). A growing range of pupil-led actions, some already referred to in this report, make a real difference to the school and its wider local and global community. Dore Democrats (the school council) elected, on the basis of their manifestos, from each class are a decision making council. The twenty-eight children from all year groups are an active and vocal body in school. In the last year they have been involved with major developments in school, including meeting Nick Clegg to improve safety in school. The school has been involved in opposing a planning application which would have taken some of their outdoor space and encroached on the safety and privacy of the children at play. The whole school has been united to protect this space which necessitated a challenge in court. The pupils on the learning walk showed me the land and were very articulate in expressing their views. The pupils at Dore are well aware of the importance of making their voice heard if they are to bring about change. Two members of a family who accompanied me on the walk had been asked to help the charity BLISS in the face of government reduction in the numbers of special nurses who look after premature and very sick babies. One of these children owes his life to the care he received as a premature baby. The whole family, with the support of the school, went to Westminster and presented the case. (Article 18).



Pupils are involved in staff appointments, giving an informative tour of the school which allows applicants to ask questions. A recently appointed member of staff said the pupils she met were 'articulate and had a good understanding of their school'.

All pupils have the opportunity to use their community as a resource and have access to visits, visitor activities, web based resources appropriate to their curriculum and their needs. Pupils use ICT independently to support their work, particularly in PSHE. Assessment involves pupils in the process and celebrates their achievements.

It was quite clear from discussions with the children that they welcome the chance to uphold the rights of the child locally, nationally and globally. They could talk fluently about their involvement in fairtrade projects, the Send my Friend to School campaign, Unicef Day for Change, One World Week, Make Poverty History and Children in Need. Such actions have raised their conscience about working for others and making a difference. The pupils regularly raise money to support local and global charities and wherever possible this is directed to sustainable development such as the Mae Sot refugee work and to an orphanage in Romania. Key Stage 1 pupils regularly invite senior citizens to enjoy concerts and conversation in their community room. A recently established Millennium Development Goal Team has raised money to provide accommodation for parents who need to be near their sick child.

The assessment clearly shows that children at Dore Primary are developing their confidence through their experience of an inclusive rights-respecting community to play an active part in their learning and speak and act for the rights of all both locally and globally. The school's impact evaluation says '*Dore children are empowered to act*'.