UNICEF UK RIGHTS RESPECTING SCHOOL AWARD
ASSESSMENT REPORT
LEVEL TWO / GOLD

School:	Cannon Lane Primary School
Headteacher:	Alastair Phillips
RRSA coordinator:	Heena Mistry
Local authority:	Harrow
Assessors:	Paul Harris and Anita Haigh
Date:	15th January 2018

1.INTRODUCTION

We would like to thank the school's pupils, RRSA co-ordinator, the leadership team, staff, governors and parents for their very warm welcome and opportunity to hear about the Rights Respecting work that is taking place at Cannon Lane Primary School. Prior to the Level 2 assessment visit, comprehensive self-evaluation and impact evaluation documentation were submitted. A very well evidenced and organised portfolio of evidence was also presented on the assessment day. It is particularly notable that:

- Cannon Lane's vision and aims of a holistic education for its pupils are underpinned by the principles and values of the Convention on the Rights of the Child.
- across the school community there is a consistent approach to rights respecting language and attitudes based on a knowledge of rights
- inclusion is a noticeable strength and difference is both respected and celebrated
- pupils are encouraged to engage with the wider world both locally and further afield.

Standards A, B, C and D have all been met.

2. REQUIREMENTS BEFORE ATTAINING LEVEL 2

No requirements noted.

3. MAINTAINING LEVEL 2

- Explore further ways to explicitly show how the Convention is being used as an overall framework for the school's strategic work. For example, with regard to learning initiatives, inclusion and e-safety. Similarly, look to provide further opportunities for pupils to link their knowledge of rights with their learning and other curriculum activities.

- Provide additional opportunities for pupils to lead in areas of the school's rights respecting work, for example through a local campaign.

- Whilst the whole school community is very clear that rights are unconditional, review using Unicef UK charter guidance any charters where 'responsibilities/duties' are cited, to reflect the school's intended meaning of 'rights respecting actions' for pupils.

- Further develop pupils' understanding of the global dimension and sustainability through themes such as the 'UN Sustainable Development Goals' and fair trade.

4. THE ASSESSMENT IN DETAIL

4.1. The school context

Cannon Lane Primary School is a community school for pupils aged 4 to 11 years. There are currently 768 pupils on roll. The school opened in September 2013 after an amalgamation of Cannon Lane First School and Cannon Lane Junior School. The proportion of pupils eligible for the pupil premium is 2%. Approximately 2.5% of pupils have a statement of special education needs or an EHC Plan. The school was inspected by Ofsted in September 2014 and was graded 'good' in all areas.

Cannon Lane Junior School achieved the RRSA Level 1 in May 2013.

4.2. Assessment information

Self-evaluation form received	Yes
Impact evaluation form received	Yes
Attendees at SLT meeting	Headteacher, Deputy Headteacher, PSHE lead

	and RRSA co-ordinator.
Number of children and young people interviewed	2 pupil focus groups (total of 24 pupils from reception to year 6), discussions with 4 classes (from years 1, 2, 3 and 6- approximately 100 pupils in total) and 5 pupil RRSA ambassadors (during the two learning walks).
Number of adults interviewed	4 teachers, 2 members of support staff, 2 parents and 2 governors (includes a parent governor).
Evidence provided	Learning walks, feedback from meetings and written evidence.

Standard A:
Rights-respecting values underpin leadership and management

Standard A has been achieved

School leaders have a thoughtful and considered approach to ensuring that the principles of the Convention on the Rights of the Child (CRC) are an integral part of Cannon Lane's ethos and everyday practice. As a school with high levels of attainment, Article 29 is a key focus with supporting children to achieve as well as they can academically. However, alongside this there is a strong desire and recognition to ensure that pupils' education is both broad and deep. The school's aims include wanting children to be 'happy, safe and successful' and 'to provide a holistic education that is grounded in moral, social and spiritual values'. As the headteacher explained, on his arrival to the school in September 2014, there was already a '*strong culture as a rights respecting school*' and this has continued with the Convention providing '*a framework to achieve these values*' and help the children at Cannon Lane develop their '*role as members of our community and [as] global citizens*'. The deputy headteacher described how the pupils' understanding about rights meant that their awareness around areas such as safety had grown and that the school's Rights Respecting work was also '*building independence for children*'.

Part of the school's long term improvement priorities is to ensure that the Convention is 'central to the vision and values of the school'. There are three school improvement priorities for 2017/18 and each is referenced with a particular Article from the Convention (Articles 3, 28 and 29). Several school policies also reference the Convention. For example, the Behaviour Policy includes Articles 3, 12, 15 and 29. The RRSA co-ordinator ensures that staff are kept up-dated on developments and meets with new staff as part of their induction, including delivering training to newly qualified teachers. Mid-day supervisors have also received training. The headteacher explained that it is made '*really clear*' to new staff that the school's rights respecting work is '*at the heart of what we are doing*'. The

school's lesson observation pro-forma also includes a section about 'SMSC development/links with RRSA'. Collectively all of the aforementioned help to ensure that a consistent and sustainable message about rights is achieved across a large school community of more than seven hundred children.

Inclusion forms part of the same long term improvement priority that references the Convention. The aim is to 'ensure that effective systems are in place for meeting the needs of all children including those with SEND, more able children and those in receipt of pupil premium grant'. The school's SEND information report for Autumn 2017 makes clear that 'All lessons are inclusive, with adjustments made according to the needs of the children. Children with disabilities and special educational needs are included on all school visits and residential trips and clubs'. Alongside the use of 'SMART' targets and intervention strategies, a range of external agencies can also be accessed to support individual children. In November 2017 the school was re-accredited with flagship status for the 'Inclusion Quality Mark'. An 'Anti-Bullying' week last term culminated with the school community coming together and taking part in a 'Thunder Clap' with the powerful rendition of 'You, me, us'; a video on this can be seen on the school's website.

The school works closely with parents in several ways. Parent workshops provide opportunities to explore particular aspects of school life such as the curriculum and where appropriate, links with rights are made including children's right to realise their full potential. The school has also hosted a BT 'Right Click' internet safety event for parents. Last term, a 'Friends United Festival of Culture' day included an international food festival at the end of the school day organised by the Friends of Cannon Lane (PTA) which the headteacher described as an '*overwhelming success*'. There are also termly 'coffee and questions' mornings with the headteacher which parents are invited to attend. The RRSA co-ordinator has visited RRSA level 2 schools to gain further ideas such as the use of school lanyards with some of the Articles, which has been put into effect. The school has shared good practice with another RRSA level 2 school in the area, evidence was seen of support to an 'early support hub' in showing how rights could be linked to a particular curriculum topic and there are plans for the RRSA co-ordinator to liaise with an early years centre to help promote the Convention to parents and create lessons linked to the Articles. The school is a local 'Learning Hub' as part of the Harrow Teaching School Alliance.

In the school's British Values statement it describes how 'we celebrate our multicultural society'. For example, this has been done by staff delivering assemblies about different religious festivals and faith leaders invited into the school to speak about how a school value links to a particular faith. For the 'Friends United Festival of Culture' day, children came to school in their cultural dress. Last academic year a 'Geography Week' was held across the school with pupils learning about different countries including Cuba, India and China. Global awareness is also developed through some of the school's fund raising events. For example, Cannon Lane participated in Unicef's 'Day for Change' event in May 2016 and raised over a £1000. In connection with a member of staff's fund raising and volunteer work for a school in Malawi, year 4 pupils have written and received letters from the school and there are plans to strengthen this link further.

Standard B:
The whole school community learns about the CRC

Standard B has been achieved

Pupils were able to give examples of a wide range of rights. These included the right to be safe, to have an education, to learn, to have their views heard, to have healthy food and clean water, to have a name, to be protected from harm and kidnapping, to have shelter and to be able to practice one's own religion. They were very clear that rights are universal and for all children around the world. Similarly, they understood that children's rights are inherent, apply to everyone under eighteen years of age and are unconditional. The Rights Respecting School Ambassadors have a high profile within the school and often wear sashes when working in their role. An ambassador explained that it was their job to '*enforce the rights*' and '*show people what they are*'. Staff are confident in linking rights to their everyday practice and have a copy of 'The pocket book of rights'.

The school's website includes reference to its rights respecting work. Prospective parents are informed about RRS during open days and if their child joins the school at the welcome meeting. Newsletters also provide up-dates. Parent comments included how the school's rights respecting work was '*literally from get go*', that it was built into the curriculum and a parent explained how as a result of their child having received a RRS award for being kind to a friend this had been a talking point at home. They gave several examples of how the school's work on rights was linked to areas such as internet safety, charity fund raising and how '*a lot of it [is] now child-led, because [they are] more aware of their place in the world*'. Parents also commented on how the Convention '*gives [a] platform to have conversations*' around news items and a '*framework for people to walk in and think in*'. Governors are fully committed to the school's work and there is a link governor for PSHE and RRSA. As a governor explained '*everything we do has always had children first and foremost*'.

The Convention has a visible presence around the school. There are large professionally produced posters of some of the Articles (Articles 19, 24 and 29 were seen), a RRS display in the main reception area and other displays linked to rights such as healthy eating and Article 24. Cannon Lane has a monthly value which is discussed in phase assemblies and lessons. Values have included peace, forgiveness, resilience and positivity (the value for the current month). An assembly programme links the values to possible themes and also to Articles from the Convention. Additionally, the assemblies programme given by senior leaders also make links with rights, such as 'freedom' with Article 13 and 'unity' with Article 22.

The school's Curriculum Statement makes clear that 'Running through our curriculum is the United Nations Convention on the Rights of the Child'. Several medium term curriculum plans were seen that evidenced particular subject areas were linked to specific rights. Examples of documentation seen included a year 6 history topic about World War II linked to Articles 13, 14, 17 and 38 and a year 1 PSHE topic referenced with Articles 12, 29 and 30. A year 4 teacher explained how linking class work to rights is '*in the forefront of our minds*'. During a learning walk, pupils in a year 6 class were able to give examples of how in world war two children's rights would have been affected with regards to safety and

access to education, shelter and healthy food. Pupils have also carried out 'wants and needs' activities in the past.

Pupils were able to connect their knowledge of rights with the wider world. For example, they were able to explain how the conflict in Syria meant that children's rights to be safe, to learn, to play and to access clean water were affected. Other examples given of where rights were not being upheld included when children were being forced to work (child labour) and the impact of natural disasters such as earthquakes. Last year, an assembly about fair trade included a 'wrapper competition' to encourage children to find fair trade products in shops. There is a school garden area that pupils use as part of their learning including last year, year 5 pupils growing plants in connection with science. 'BBC Newsround' is watched on a very regular basis by year 6 pupils with younger children also accessing this resource as required.

Standard C:
The school has a rights-respecting ethos

Standard C has been achieved

The school charter references rights in connection with health, safety, education, play and expressing views along with rights respecting actions. Class charters are displayed in classrooms with a good visible presence and age appropriate. One of the winning class entries to a charter competition consisted of a large rainbow across the classroom entrance referencing a range of rights including being able to practice one's own religion and culture, to have privacy and to able to relax and play. Article numbers were present in some charters such as in a year 2 class charter (Articles 12, 14, 28 and 29) and a year 3 class charter (Articles 2, 12, 13, 28 and 29). Rights respecting actions formed part of the charters and these were sometimes headed by the term 'duties' or 'responsibilities'. Whilst pupils and staff were very clear about the unconditionality of rights, the assessors would suggest that the use of the collective term 'rights respecting actions'.

A significant strength of Cannon Lane's RRS work has been the development of a consistent and universally applied approach to modelling rights respecting actions and attitudes. Key to this has been the use of a staff lanyard which contains various Articles along with prompts for rights respecting actions. The lanyards are also used by mid-day supervisors to ensure that throughout the school day there is a clear expectation that everyone's rights are respected. As a teacher explained '*no matter which adults they [the pupils] interact with [it's the] same language'* and the headteacher described how '*rights respecting language goes through everything'*. A teaching assistant similarly described '*the consistency of the staff*' and how they are '*all on board*'.

Throughout their visit, the assessors were impressed by the very positive and supportive learning environment. Learning is valued and children understand that they have right to learn and that this should be respected. A teacher commented that pupils like the '*cognitive*

dissonance' of both having the right to expression whilst at the same time being aware that they may need to wait their turn before giving their view. Alongside self and peer assessment opportunities, pupils also have targets to help support their learning. In Reception, individualised 'learning journeys' document children's learning and progress. 'Growth mindset', which is seen by the headteacher as way to help pupils realise their full potential (Article 29), and developing resilience to learning barriers is also a feature of the school's work.

When asked, pupils said they felt safe at school. Worry boxes are available in classes and a pupil explained '*if you don't want to talk to someone you can put it in the worry monster and it will eat it up'*. The NSPCC's Underwear Rule ('PANTS') has been explained in assemblies and PSHE lessons. The school held an 'Anti-Bullying Week' last November with the theme 'all different, all equal'. It was launched with a 'Friendship Friday', followed by an 'Odd Socks Monday' and various activities throughout the week to help emphasise the '*importance of respecting everyone for who they are*' and their differences. There is also a school counsellor to help particular children and a strong culture within the school of developing children's empathy and care for their peers. For example, each week there is an assembly where rights respecting certificates are awarded, children in Reception have a 'kindness catcher' and a year 3 and 4 'random acts of kindness' club has also recently been set up. There are also pupil play buddies from years 4 to 6 who help at key stage 1 playground times.

Several approaches are used to help pupils resolve any issues of disagreement or conflict. For example, last November, the school value was 'peace' and in a year 3/4 curriculum newsletter it explained how staff through weekly assemblies and classes 'shared ideas about peace around the world, peace within ourselves and ways to promote peace at school when resolving issues'. A 'problem solving' wheel is also available for reception pupils to use with particular strategies to help in discussions such as 'take a deep breath', 'speak about it ' and 'say sorry'. A year 4 teacher described how pupils '*understand their rights which protect them from harm and that others have [the] same rights'*. A 'What Happened?' sheet which has several Articles framed around it, may be used with a pupil to help them reflect upon a particular incident and the 'next steps' needed 'to help to put things right'.

During the learning walk, the assessor asked about a picture of Nelson Mandela which was on display. A pupil ambassador explained that '*he fought for rights'*. Similarly, in a year 6 class discussion a pupil explained how in Music lessons he had learnt about Rosa Parks. This led to the assessor asking the class what did 'Rosa sat, so that Martin could walk, so that Barack could run, so that we could all fly' mean? The class collectively were able to give a good answer to this indicating how connections between rights and the wider world have become part of pupils' learning. A teacher described how the school's work had helped pupils '*develop empathy*' and awareness of the rights of others. Commenting on children's growing global awareness and the desire to make a difference, a parent shared their child's response to Syria being in the news which was '*I want to help out*'.

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

Standard D has been achieved

Cannon Lane has a school council with a pupil representative from each class voted in by their peers. There is a suggestion box in each class which pupils use and ideas from these then go to the school council for consideration. An area of the council's work has been to provide feedback on school meals and catering. The school is currently working on plans for its outdoors area. Classes have been consulted and helped to provide possible ideas for the development of this area. In the past the council have helped in choosing particular items of playground equipment and more currently with a 'friendship bench' which is being planned for the upper school playground. School council members have in the past visited the local council chambers to learn more about democracy.

The school has ten year 6 pupils who are the 'Rights Respecting School Ambassadors'. The ambassadors applied for their role at the start of the academic year and have already taken the lead in delivering assemblies in connection with harvest festival and linking this to the food collected which has been donated to the foodbanks in Hillingdon and Harrow. In a letter to parents about their work, the ambassadors explained their role and that 'we have a right to express our opinion and influence decisions made in the school' using Article 12 to support this. The letter goes on to explain how pupils at the school had respected Article 24 by bringing in food items for the food banks for those who are less fortunate. Future activities being planned by the ambassadors include a 'Clark's Shoe Share', a 'Bake for Syria' event for next month and they will also exploring Soccer Aid for later in the year. The ambassadors also play a lead role in showing visitors around the school during 'Open Days'. Pupil participation in the life of the school is strong with every pupil in year 6 having a specific role within the school. In addition to the school council and RRS ambassadors there are year 6 sports leaders, house captains, eco-prefects, learning mentors, library monitors and EYFS prefects. Pupils have also been involved in the appointment of new staff.

The school's curriculum such as the PSHE programme helps supports pupils' in having an informed knowledge and understanding of their health and well-being. Topics covered include (depending upon year group) mental health and well-being, keeping safe, drugs education, anti-bullying and non-discrimination, careers, financial capability and economic well-being. The PSHE policy explains how the Convention 'plays a prominent role in our school and further supports the teaching of PSHE by enabling pupils to learn not only about their rights, but also the responsibilities they have to ensure they respect the rights of others'. Cannon Lane has achieved the Healthy Schools Bronze level and the importance of healthy eating is actively promoted. For example, children in years 4 and 5 act as 'salad monitors' by providing key stage 1 children at lunchtime with salad portions for their lunch. Pupils have access to the library, Ipads and a wide range of clubs to support their learning and personal development. Clubs include various sports, choir, Spanish and cooking clubs.

There are termly internet safety lessons. A year 6 teacher explained how with regards to computing pupils learn about the right to safety and privacy. Additionally, in English year 6 pupils have learnt about 'fake news' and the importance of being able to access reliable

information. Similarly, in year 4 a teacher explained that pupils have learnt about how some online encyclopaedias may be potentially edited by anyone. Year 5 and 6 pupils have also attended a Metropolitan Police workshop and learnt more about keeping safe online and offline. Last term, year 3 and 4 pupils attended a road safety workshop and a representative from the Metropolitan Police also delivered an assembly to year 3 and 4 pupils about safety. In connection with the latter, pupils have written letters to the Police Commissioner and Mayor of London about that they had learnt and to share their views. Year 6 pupils have also received bike safety training.

The school has supported a range of charities including Children in Need, Royal British Legion, Save the Children and Unicef. The recent Christmas gift appeal was a pupil led initiative to help support elderly people in local care homes. During the 'Anti-Bullying Week' last November, funds were raised for 'Red balloon Learning Centres'. A 'harvest tea' event was hosted last term by year 6 pupils for their families with collected food items going to the local foodbanks. The ambassadors shared a presentation at the event about how the harvest is celebrated locally and around the world.

Empathy and respect are hallmarks of the Cannon Lane school community. An understanding of rights has helped children to become aware of those around them; in school, the local community and the wider world.