

UNICEF UK RIGHTS RESPECTING SCHOOL AWARD

ASSESSMENT REPORT

LEVEL ONE

School:	Iver Village Junior School
Headteacher:	Jill Digweed
RRSA coordinator:	Nazeha Zughaid
Local authority:	Buckinghamshire
Assessor:	Gillian Roberts
Date:	30 th June 2017

The school context:

Iver Village Junior School is a co-educational community school with 193 children on roll, aged 7-11. The school serves the communities of Iver Village and Richings Park. Most pupils are White British. About one in three pupils come from a minority ethnic background. 24.4% of pupils are eligible for the pupil premium and 15% have English as an additional language. 14.5% of pupils have either a statement of special educational needs or an education, health and care plan (EHCP). In the last published Ofsted report (June 2016) the school was graded 'good' in all areas including 'overall effectiveness'.

First registered for RRSA: March 2016

Recognition of Commitment: September 2016

Assessment information:

Progress and evaluation form received	Yes	Impact evaluation form received	Yes
Attendees at SLT meeting	Headteacher / RRSA coordinator / Inclusion Manager		
Number of children and young people interviewed	23 pupils		
Number of staff interviewed	2 teaching staff, 1 support staff, 1 parent and 1 parent governor.		
Evidence provided	Learning walk, written evidence and an assembly.		

The Assessment Judgement:

Iver Village Junior School has met the Standards for Unicef UK's Rights Respecting Schools Award at LEVEL 1

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 school's vision and core values embrace the principles of the United Nations Convention on the Rights of the Child (UNCRC) together with the promotion of 'British Values'. The SLT have recently reflected on their understanding of the core values and the role of the UNCRC in becoming the 'driving force' for the next academic year.
- RRS is an action in the 'whole school' priority section of the school development plan and links with other targets such as improved attendance.
- Members of the SLT come with experience of RRS in previous schools and have provided whole school inset for staff including specific training for LSA's.

Standard B:

The whole school community learns about the CRC

- The pupils in the focus group demonstrated a sound knowledge of a range of articles; for example, articles 1, 6, 9, 12, 14, 19, 24, 28 and 32. They understood rights were unconditional, universal, inherent, inalienable and indivisible and the role of duty bearers. They gave an example of Syria where the war meant children could not access their rights.
- There is a RRS section on the website with information about UNICEF, the UNCRC and a leaflet (also sent to parents) illustrating how the school respects rights with reference to articles 12, 14, 19, 23, 28, 29 and 31.
- Pupils learn about the Convention through assemblies, curriculum links (for example, PSHE, Geography and English) and 'WOW' days such as the 'Victorian Day' (linked to articles 2, 6, 19 and 23). There are also termly 'British Values' days with links to articles and where children learn in mixed age groups. For example, the themes of 'Democracy Day' were poverty, hunger and quality education.

Standard C:

The school has a rights-respecting ethos

- All classes had charters that had been developed through discussion and which highlighted rights respecting actions.
- The SLT reflected that "*the culture of the school has changed - the school community work as a team, pupils are increasingly aware that what they do may affect others and really understand and respect each other's rights*". Attitudes to learning, behaviour, awareness of the wider community have all improved and this is demonstrated for example, in more positive school data on general behaviour. Staff gave an example of an adult modelling rights language to diffuse an altercation in the playground and the child responded "*I can't argue with that*".
- Relationships are positive and inclusive. For example, the school has worked hard to support their Traveller community and this year with the help of parents all but one child took part in school trips.
- A pupil questionnaire showed they feel safe and opportunities to learn about safety include the 'NSPCC Speak Out. Stay Safe' programme, 'Lorry Safety Day', 'Life Bus' and e-safety guidance.

Standard D:

Children are empowered to become active citizens and learners

- There is an active school council who meet weekly during assembly and then feedback to their classes. They have consulted pupils over the choice of new books which has resulted in an increased use of the library and about the inclusion of ties in the school uniform.
- There are opportunities for pupils to have a voice. For example, the Junior Leadership Team have carried out learning walks, written a summary of the year for governors and

been involved in staff recruitment/interviews. The Eco Council is very well established and has a detailed action plan for issues on energy, water, transport, waste and healthy eating. Year 6 has also been involved in a 'Go-Givers' citizenship project.

- Pupils reported that learning about rights "*helps with learning*" together with the Growth Mindset programme. A year 3 pupil said "*I am proud of the teachers - they work together to support us to achieve and make it fun to learn*".
- Pupils have been involved in supporting charities such as Children in Need, Sport Relief, and UNICEF Day for Change. They have contributed food for the Harvest Festival which was distributed to local care homes and a local charity for the homeless. Pupils are currently collecting shoes for the 'Shoe-Share Collection Project'.

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:

Standard A

- Consider developing the school's improvement plan to link most school priorities to the relevant Articles of the UNCRC. (Criterion 2)
- Ensure that most school policies are explicitly cross-referenced to appropriate rights from the Convention. 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 and purpose. (Criterion 5)

Standard B

- Find creative ways of making rights even more visible and high profile around the school and on the website and documentation. (Criterion 8)
- Build upon 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 & 9)

Standard C

- Continue to embed the [Unicef RRSA Charter Guidance](#) and focus on the language of 'respect for rights'. (Criterion 10)
- Enable pupils to look at global issues from a perspective of rights so that they develop a heightened sense of justice and equity. (Criterion 15)

Standard D

- Continue to strive for 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 young people to become advocates and campaigners for the rights of all children locally and globally. (Criterion 18)

In addition, the school might also consider:

- Attending Level 2 training to support your continuing RRSA journey; please see [web link](#)
- Consider joining in with Unicef UK's [Outright](#) Campaign
- Visiting a recently accredited Level 2 RRSA school to share expertise.