



West Ewell Infant School - Date: 28th June 2011

School name:

West Ewell Infant School is a large Infant school and Nursery with a centre for children with Speech Language and Communication needs. Our children are from mixed backgrounds with diverse social and emotional needs. Healthy Schools is at the heart of our school's ethos and, having gained National Healthy School Status, we've been working on the 'enhancement model' prioritising emotional health and wellbeing by working towards the Right Respecting School Award.

Description

3 form entry infant and nursery school, with a centre for children with SLCN.

340 children

13% FSM, 22%SEN, 12%EAL

What needs did we identify?

Our families come from diverse and increasingly challenging backgrounds and the local community is described as having the highest deprivation for children under 5 in Surrey. There are high levels of unemployment and low parental support. We found that some children lacked confidence to engage in learning and low self esteem. And wanted to raise the children expectations and develop independence and positive attitudes to learning.

Children come into our nursery with low levels of social and emotional development and low language skills.

What outcomes did we focus on?

- Raising self esteem and developing positive attitudes to learning
- Developing relationships and reducing incidence of poor behaviour
- Increasing pupil voice – giving children ownership.
- Increasing parental involvement and positive attitudes to school
- Building on the children's knowledge and understanding of the wider world

What activities/ interventions did we put in place?

- We developed class and school charters focusing on Rights and Responsibilities, not just in school but for life.
- We developed a Rights Respecting School council with children from every year group; these children became ambassadors for rights in the school.



- Children led fundraising events and learnt about the wider world in response to global issues and disasters and through our RRS curriculum, and our links with partnership schools in Shanghai and Uganda.
- We enhanced our assemblies by linking the SEAL themes to articles in the UNCRC.
- Curriculum leaders and class teachers are embedding the articles of the UNCRC into all areas of the curriculum.

What did we achieve, and how did we know?

- The children have learnt to respect each other and we have seen improved relationships between pupils and pupils, adults and pupils and adults and adults. This has been seen in terms of children listening to each other, working collaboratively, valuing difference and trust in themselves and their peers.
- Children have developed confidence and self esteem; this has been seen through motivation and engagement in learning, raised expectations in themselves and in others. Children are more confident to challenge themselves more and take risks in their learning. Children are learning independently, making choices such as how to record their work who to work with etc.
- There has been more involvement from home – for example bringing in things from home, reading with children at home, good attendance at reading and maths workshop for parents and new parents meeting. Improved attendance for some children.
- Increased pupil voice has meant that children have been involved in different aspects of school improvement including completely changing our lunch times , renovating our school library and working hard to improve packed lunches making them healthier, and linking our school aims to the UNCRC.
- The children have developed global awareness through learning about children's rights around the world and in our local area working to raise money for local and international causes. The Operation Christmas Child project was extremely successful with over 400 boxes collected, with children selecting items which meet the needs of children who are not getting all of their rights.
- The children have an enhanced understanding of global issues and can all talk confidently about how we need to save energy, reuse and recycle and why this is important.
- Reduced incidents of poor behaviour with children resolving their own conflicts.
- No racial incidents reported in 2010-1011 compared with 4 leading up to the project.



- Improved attendance from 92.8% at the start of the project to 94.8%
- 90% parents attended the New Reception Parents meeting. A significant improvement.
- 66% attended maths and reading meetings - again a significant improvement.

What will we do next?

- We will continue to embed the RRS ethos and will be working towards the level 2 award over the next 18 months.
- Whole school strategic planning and year group teacher planning will reflect RRS and this will be led and monitored by the SLT.
- RRS will be a key focus on the School Improvement Plan and evaluated by the SLT as part as whole school self evaluation.
- I would like to develop community links particularly with our feeder junior schools. I can see that this could be part of our transition process and a way of sharing good practice.
- I would like to work with our RRS school council to develop their role as RRS ambassadors giving them the opportunity to speak to other adults, parents' governors etc as well as the possibility of taking them to other schools.

Senior leader quote:

"The children are ambassadors for Unicef's work, involving Rights Respecting Schools, all children have a good understanding of children's rights here and around the world " **Head teacher**

"Rights Respecting Schools has empowered children by giving them choices about their behaviour and a voice in every day school life"
Teacher

Photographs:

