

# Developing a rights respecting school

PERSONAL DEVELOPMENT



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hammersmith & fulham

**LEARNING  
PARTNERSHIP**



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**SHARING LEARNING ACROSS THE LEARNING PARTNERSHIP  
PEER PARTNERSHIP VALIDATED SCHOOL STRENGTH**

*"The focus here is not on behaviour management, but making everyone happy. Children will not learn well unless they are safe and happy."* **JULIE JAMES, HEADTEACHER**

## Intention

Many of the pupils attending Wormholt Park Primary School are vulnerable. The school has high levels of mobility, with pupils often joining or leaving the school. This level of turbulence is frequently due to family breakdown.

The majority of pupils are disadvantaged. The school also has families who experience hidden poverty; these often have very low incomes. In addition, many pupils speak English as an additional language. They come from a wide range of ethnicities and cultural backgrounds.

There are high levels of need in the local community. There is a food bank at the end of the school road that is often accessed by school families. Enabling families to get the right support, whether it is financial or housing advice, is paramount.

The school is intentionally outward facing. Supporting family needs, for example, through therapeutic interventions or adult education, is part of the school's own curriculum plan.

These pupils need 'wrap around' family support. As the head says,



"Our families know we are on their *side*." A large number of the pupils enter the school as poor communicators. Developing children's speaking, listening and communication skills is one of the prime activities within the Early Years Foundation Stage (EYFS) and beyond.

Pupils come from a range of backgrounds. The school uses this diversity as a backdrop to its enrichment activities, and the development of its Rights Respecting code of behaviour. In addition, the school invests in, and develops and extends pupils' cultural capital in a number of ways. Links are made with other subject areas to promote and enable pupils to understand who they are and what their rights are. Helping pupils to develop a global perspective is an underpinning curriculum intention and links to the school's emphasis on developing British values and effective spiritual, moral, social and cultural education.

*"I have the right to an education... to a religion... to have a name.."* KYAH, YEAR 5 PUPIL

## Implementation

There are a number of activities and initiatives, led by the senior leadership team that underpin the very special ethos and respect for one another that is seen across the whole school.

These deliberate school strategies all include active support for parents. The school helps parents by providing:

- links with the local foodbank
- adult education provision
- weekly social work support
- family support worker
- a programme of family learning.

This is a UNICEF Rights Respecting School. Activities include:

- the development of Rights Respecting ambassadors, who meet regularly and are the 'pupils' voice' in school
- helping pupils to learn and effectively use the language of rights and responsibilities
- supporting the development of a global perspective within the curriculum and through frequent trips and visitors to school.

The school has created a high, quality learning environment inside

and outside. It is a calm oasis within the local community. The displays provide children with additional learning enrichment. The learning environment and displays reflect the school's vision and ambition for its pupils.

The senior leadership team know each child by name. The headteacher is 'on the gate' at the start and end of each school day. Lunch is served by members of the senior leadership team.

Members of the governing body have a skill set that is useful to the school. The school is able to access the skills it needs from its governing body to continue to be forward looking, facing the community.

Pupils are publicly rewarded for positive contributions to the school. For example, each week identified children are invited to sit at the 'top table' and lunch with the headteacher.



*"Pupils' behaviour and attitudes are exemplary."*

**HFLP PEER REVIEW REPORT, LESLEY LEAK, 2018/19**

## Impact

This is a happy school. There is a tangible sense of co-operation between teachers and pupils and between pupils themselves, right across the school. The highly effective ways in which the school leaders manage pupils' personal development means that they see exceptionally positive outcomes in pupils' behaviour and attitudes.

Pupils like and respect their teachers. They say that teachers know how to help them learn well.

Pupils enjoy the diversity of the curriculum. One Year 5 pupil said,



"The school makes every subject fun. It is a good place to learn."

Pupils quickly develop 'an effective rights based language' that enables them to take responsibility for their behaviour. One school manager says proudly, "You can have a conversation about rights and responsibilities with children now. I heard a child who was frustrated with the behaviour of another child in the class say, 'he's stopping my right to learn.'"

The school is proud of its Level 2 Rights Respecting award from UNICEF. Underpinning this is a planned focus on developing British values and spiritual, moral, cultural and social education

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