

RRSA ASSESSMENT REPORT: LEVEL 1

Assessment details

School	Grange Primary School
Headteacher	Cheryl Taylor
RRSA Coordinator	Katy Wilson and Cheryl Taylor
Local Authority	Lancashire
Assessor	Martin Russell
Date	29 th June 2017

The School Context

Grange Primary School is a smaller than average sized village primary school with around 150 children on roll. The locality served by the school predominantly of white British heritage and there is relatively significant socio-economic deprivation in the area. Approximately 12% of the pupils speak English as a second language (20% nationally) but over 60% of the pupils qualify for support through the Pupil Premium, which is more than double the average across England as a whole. Although the school offers additional learning support to a relatively large number of children, very few have a formal Statement of Special Educational Needs or an Education, Health and Care Plan.

First registered for RRSA: December 2015

RoC achieved: May 2016

Assessment information

Progress and evaluation form received	Yes	Impact evaluation form received	Yes
Attendees at SLT meeting	Headteacher and RRSA coordinator		
Number of children and young people interviewed	22 children in focus group plus classes spoken with during the tour.		
Number of staff interviewed	2 Teaching staff, 2 support staff(one a parent), 2 Governors (one a parent)		
Evidence provided	<ul style="list-style-type: none"> ▪ Learning walk ▪ Written evidence ▪ Class visits 		

The Assessment Judgement

Grange Primary School has met the standard for the Unicef UK 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 headteacher is wholeheartedly committed to a rights based approach being established across the school. She explained how the core values of the school are linked with the CRC and underpin all aspects of the school's work; *'It is building on our values based approach to education.'* The SLT is working to develop a long term commitment to global learning and RRS is seen as being integral to this.
- RRS is referred to explicitly as a priority in the in the school development plan and in policies such as Positive Behaviour, Safeguarding and On-Line Safety. A nominated governor has direct involvement in RRS developments and all staff have been included in training to embed the CRC in the school. It is evident that Governors and senior leaders see the rights of the child and a culture of mutual respect as underpinning everything; as one adult said, *'The rights layered on top of our values is like a natural evolution.'*
- RRSA is seen as adding value to the work of the school in a variety of ways; staff, for example, commented on the children's increased engagement with their learning. The headteacher explained that *'This has already made people more confident – including adults – in dealing with all sorts of complex issues ranging from global current affairs to individual personal issues and circumstances.'*

Standard B:

The whole school community learns about the CRC

- The majority of the children and adults spoken with demonstrated a very good knowledge of a wide range of the Articles of the Convention and had a clear understanding that rights are universal and unconditional; as one pupil said, *"You always have your rights no matter what"* The conversations with pupils demonstrated that they could make connections between the articles of the CRC, their own lives and the lives of children around the world. For example, they explained that rights *'can stop you being bullied.'* and *'In places like Syria children might not be able to get all their rights.'* One Y4 child confidently asserted *'You need to know about all your rights so that you can be safe.'*
- Staff have worked to make links to rights across the curriculum and this is well developed in areas such as RE, health and wellbeing work and in PSHE. The children recalled links to rights in their recent activities around the General Election and in Computing *'we always make sure about e-safety.'* Furthermore, all pupils learn about rights through regular assemblies which also serve as a means of making parents aware of the Convention. This is backed up though effective use of the website and newsletters.

Standard C:

The school has a rights-respecting ethos

- Class charters are established throughout the school and the children were able to explain that they chose the rights to include in their charters. They also spoke about how their charters help them to remember some key rights and described situations where an adult or another pupil might refer to the charter to remind people about their right to learn or to have their say in lessons. The school uses the language of respect for rights to build up and strengthen positive relationships. One pupil said it was *'Good to always think about how we treat other people around us.'*

- The pupils spoke at length about strategies used to help them to always feel safe and protected at school. They have a clear understanding of the different ways that they can resolve disagreements using the language of rights and respect. They are also confident that all the systems in place, including the role of the school's family support worker and the pupil team of 'E-Cadets', help everyone to be included and safe at all times.
- Children at Grange are beginning to use their understanding of rights to help frame their awareness of the wider world. Adults commented that *'By being aware that it's not just them, it's a global thing, has really helped them to grow in confidence.'* A member of staff said that the rights language *'has really helped the children to come to terms with what's been going on in the world recently.'*

Standard D:

Children are empowered to become active citizens and learners

- The right of children to have a say in all matters that affect them is an important feature of the school. Pupil democracy is embedded through participation in elections for the school council and there are opportunities for the children to show leadership by undertaking roles such as Reading Warriors, Librarians and Play Leaders. The children have influenced change in the school in a number of ways including the introduction of a 'Buddy bench', a racing track on the field, the 'Quiet Room' option at lunchtime and regular nominations for the 'Player's Player' award.
- The children are supported in accessing a wide range of information to support them in making safe and healthy decisions. This includes significant work on e-safety, healthy eating and lifestyles. They are also well informed about democracy, the law and political structures through links with magistrates and local politicians.
- The children spoke proudly of their involvement in activities to help others to access their rights such as supporting the Salvation Army and Water Aid. The school's progress to Level 1 was summed up by one of the adults who stated that *'This is the tool for the engagement and empowerment of the children.'*

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 and ensure that leaders at all levels can articulate school improvement in terms of the Convention. (Criterion 2)

Enhance ambassadorial activity by enabling children and staff to promote and encourage Rights Respecting values and actions and knowledge of the UNCRC with other schools and in the wider community. (Criteria 4 and D 18)

Standard B

Work towards an increased knowledge of the origins of the Convention, its global impact and, for older pupils its place within the wider framework of Human Rights. (Criterion 6)

Further embed a focus on the planned learning about children's rights to ensure systematic and planned coverage throughout most aspects of the curriculum. (Criterion 8)

Continue to develop the focus on Global Citizenship and sustainable development, capitalising on the effective work with GLP to date. Consider further CPD in this area and engagement with [The World's Largest Lesson](#) (Criterion 9)

Standard C

In the next 'round' of class charters endeavour to include actions for Duty Bearers as well as for children. (Criterion 10)

Enable the children/young people 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 more creative and significant opportunities for the participation and decision making of children (young people) 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)

Embed a systematic approach to providing access to relevant current news media for all pupils, consistent with their evolving capacities, and facilitate their critical reflection in response. (Criterion 17)

In addition to your well established and successful charity fund raising, facilitate more opportunities for the children/young people to initiate powerful advocacy and campaigning work, particularly with regard to children's rights Consider joining in with Unicef UK's [Outright Campaign](#). (Criterion 18)

Aim to participate in RRSA training to support your journey to Level 2.
<https://www.unicef.org.uk/rights-respecting-schools/training-and-support/moving-from-level-1-to-2/>