

RRSA Assessment Report: Level 1 (Silver)

Assessment Details

School	Whitby Heath Primary School
Headteacher	Gill Morris
RRSA Coordinator	Julie Le Feuvre
Local Authority	Cheshire West and Chester
Assessor	Martin Russell
Date	8 th February 2018

The School Context

Whitby Heath Primary School is an average sized primary school with around 370 children on roll. The school serves a local community which is predominantly of white British heritage; only around 4% of the children speaking English as an additional language; this is significantly less than the national average. There is some economic disadvantage in the local area and approximately 18% of the children are eligible for support through the Pupil Premium which is a little below the national average. The school identifies a significant number of children as requiring additional support with their learning however, fewer than 1% have a Statement of Special Educational Needs or an Education, Health and Care (EHC) plan.

First registered for RRSA January 2014

RoC achieved September 2016

Assessment Information

Progress and evaluation form received	Yes	Impact evaluation form received	Yes
Attendees at SLT meeting	Headteacher, Deputy Head (RRSA coordinator) and SLT member		
Number of children and young people interviewed	22 in discussion group and as tour guides plus discussion in two classes during the tour.		
Number of staff interviewed	1 teacher, 2 support staff and 1 parent (A letter was shared, supporting the school's RRSA work, from a member of the Governing body)		
Evidence provided	<ul style="list-style-type: none"> ▪ Learning walk ▪ Written evidence ▪ Class visits 		

The Assessment Judgement

Whitby Heath Primary School has met the standard for the Unicef UK Rights Respecting Schools Award at Silver

Evidence of Good Practice

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 leadership of the school is wholeheartedly committed to ensuring that the UN Convention on the Rights of the Child (CRC) underpins all aspects of the school. The Headteacher explained, *'Our ethos has always been strong but this now formalises it; it provides a platform for everything and a clear language to use.'* It was explained that RRSA provides a clear vision and set of values which is so important in the ever changing educational world.
- Rights respecting is becoming a key element within the school's development. Articles of the CRC are mentioned in policies such as Homework and Promoting Community Cohesion and there is a reference to Rights Respecting in the school improvement plan. There is clear evidence of impact including a noticeable reduction in 'significant incidents' and a sense of the children having much greater awareness of others.
- The school has made significant steps towards developing education for global citizenship and sustainable development. RRSA is seen as a core part of this, *'it gives it a purpose.'* There is a clear commitment to embed this approach through both the learning and the wider life of the school and the upcoming conservation work with Chester Zoo will strengthen this further.

Standard B:

The whole school community learns about the CRC

- The children and adults spoken with had a very strong knowledge of a wide range of Articles from the CRC. The children were able to explain how access to rights is limited in some contexts because of factors such as war, poverty and inequality. One child explained that *'In some countries the laws don't allow all children to go to school.'*
- The children were very clear that their rights are unconditional, *'...they can never be taken away, no matter what.'* When asked about the value of learning about rights one insightful comment from a child was: *'Knowing about our rights helps us to see that we are equal to adults.'*
- Rights are referred to in numerous ways across the curriculum; examples discussed included SRE, e-safety, anti-bullying work and some of the books read by the children lend themselves to an exploration of rights, such as *The Librarian of Basra*. The children explained that their families get to know about rights in various ways including through their half termly homework grids which always include an activity about Unicef or one of the Articles.



Standard C:

The school has a rights-respecting ethos

- The use of rights based charters is becoming established and in each classroom the children know about their charter and speak about how it is used. As one boy explained *'The charter is helpful if things go wrong. It also helps us to remember our rights.'*
- The importance of the right to be safe and protected was clearly understood by all the children spoken with and they cited numerous examples of actions taken by adults around school to support this. One pupil went on to explain a developing project, *'We are going to be working on a safeguarding charter with the governors.'*
- The culture and ethos of the school is clearly one in which rights are respected and lived. A member of staff commented *'The rights give a reason to explain "why."'* Another explained that *'If incidents do happen, the children do know that they will have their say. They really respect this.'* One major aspect of the school's reward system is the active recognition of respect and compassion.

Standard D:

Children are empowered to become active citizens and learners

- The school's leaders were clear that RRSA has *'Really enhanced the empowerment of the children. Pupil voice has become so much more explicit over the last couple of years.'* The children spoke confidently about the ways in which their voice is heard. Examples of change brought about by pupil voice include the outdoor classroom, the installation of a stage on the playground and the introduction of the 'Daily Mile'. There are lots of opportunities for the children to demonstrate leadership and all of Year 6 are members of different groups or committees or have another role within the school.
- Many actions are taken to promote and support the rights of others both locally and globally. These include participation in the Unicef/Clarks 'Shoe Share' scheme, Day for Change and raising money to build a well. At the suggestion of one of the children, the school has become involved in a 'Toilet Twinning' programme which raises both money and awareness to support improved sanitation in India.

Moving to Gold

Level 1 (Silver) is an important milestone on the rights respecting journey. In the light of the assessment visit, the assessor 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 Gold, the following steps and actions will be required:

Strand A – Teaching and learning about rights

Continue to focus on fully embedding the RRSA guidance around the language of rights and respect. Endeavour to incorporate an understanding of rights being: Inherent - Inalienable Indivisible - Universal - Unconditional. Introduce the concepts of Rights Holders and Duty Bearers and set everything in the context of "human dignity"

Build upon the work already begun to promote the CRC within the curriculum, particularly with reference to global citizenship, and ensure that most curriculum plans refer to appropriate Articles of the Convention. Work towards an increased knowledge of the origins of the Convention, its global impact and, for older pupil's it's place within the wider framework of Human Rights.

Continue to develop a more structured approach to engage parents/families in learning about and understanding the CRC.

Sustain the focus on Global Citizenship and sustainable development. Consider further CPD in this area and engagement with [The World's Largest Lesson](#)

Strand B – Teaching and learning through rights

Consider developing the school's improvement plan to link most school priorities to the relevant Articles of the CRC and ensure that most school policies are explicitly cross-referenced to appropriate rights from the Convention. Considerer pupil involvement in the policy and Sip review processes.

Find creative ways of making rights even more visible and high profile around the school and on the website.

Continue to embed the Unicef RRSA Charter Guidance. In the next "round" of class charters endeavour to include actions for Duty Bearers as well as for children. Explore the possibility of a lunchtime and / or playground charter.

Strand C – Teaching and learning for rights

Continue to strive for more 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.

Seek to build upon fundraising activity by further developing a rights based approach and seeking more opportunity for pupil led advocacy and campaigning on local, national and global issues.

- Aim to participate in RRSA training to support your journey to Level 2.