



UNICEF UK RIGHTS RESPECTING SCHOOL AWARD ASSESSMENT REPORT LEVEL ONE

School:	Roseberry Primary School
Headteacher:	Maggie Fearnley
RRSA coordinator:	Victoria Hansen
Local authority:	Stockton Borough council
Assessors:	Chris Shannon
Date:	12 th January 2016

1. INTRODUCTION

I would like to thank the Head teacher Mrs M Fearnley, leadership team, staff, governors and young people for their warm welcome to your school, for the opportunity to speak with staff, pupils, governors and parents during the assessment and for the evidence detailing the work towards becoming a Level 1 rights respecting school. I would particularly like to thank Miss V Hansen for organising the day.

Prior to the assessment visit you provided a comprehensive self-evaluation form and impact evaluation form. It was clear during the visit that everyone places a very high importance on developing a rights-respecting ethos.

It was particularly notable that the ethos of the school is fully inclusive and supports children's rights. Standards A, B, C and D have all met the necessary criteria. I anticipate that the dedication and enthusiasm of senior leaders, practitioners, pupils, governors and parents will ensure that further progress is made, and that Roseberry Primary School will continue its journey towards Level 2 accreditation.

2. THE ASSESSMENT IN DETAIL

2.1. The school context

Roseberry Primary School is a slightly larger than average primary school with 397 full time pupils. The school operates in 2 buildings, with KS1 and KS2 separated by a large field. The pupils are mostly from a white British background. 41% are in receipt of free school meals, this is higher than the national average. The percentage of pupils identified with learning difficulties and/or disabilities is lower than in most schools. (Data dashboard) In June 2015, Ofsted rated the school good in all areas.



Roseberry Primary School has gained the following awards: Eco School, International School Award, Gold Sainsbury Sports Award, Healthy School Award, Parent Partnership Award.

2.2. Assessment information

Self-evaluation form received	Yes
Impact evaluation form received	Yes
Attendees at SLT meeting	Mrs Fearnley, Miss Hanson, Miss Grylls
Number of children and young people interviewed	17 children in the focus group 3 children for learning walk
Number of staff interviewed	4 teaching staff 2 support staff 2 parents 2 governors
Evidence provided	Learning walk Written evidence Assembly

Standard A: Rights-respecting values underpin leadership and management

Standard A has been achieved

The Leadership team and Governors are fully committed to Rights Respecting school work which they believe is fully embedded into the school. They talked with enthusiasm and passion about their work. The Governors and parents interviewed agreed that the school ethos is very child oriented.

Rights respecting work is an integral part of the school Improvement plan with allocated personnel and clear time scales. It is included in policies as they are reviewed eg EYFS Play policy is closely linked to Article 31.

The Headteacher and Rights Respecting Schools Co-ordinator have a clear vision for the school and can describe this in terms of rights respecting values. Their enthusiasm is obvious and this is also demonstrated by other members of school staff.

The Head Teacher and all staff met with in school, were focused and very enthusiastic about the Convention being an integral element of the schools development. The evidence



provided through the impact evaluation highlights a positive change in all 8 areas with significant impact in four of the areas.

The Head clearly understands the impact of Rights Respecting School work. She described the impact of RRS on their Behaviour, saying, *'it moved on from behaving well, to the children understanding how their behaviour affects others. Their understanding has moved to another level.'* Behaviour in school was recently described as outstanding by the school improvement partner.

Children's views are actively sought through suggestion boxes and they are consulted weekly by the RR champions. When describing the impact of this, the headteacher said, *'Knowing their rights gives children a sense of power and when they see their suggestions implemented, they have a sense of ownership and are more engaged in learning. They are empowered and motivated to learn.'*

The leadership team are very aware that the school is essentially mono ethnic and therefore narrow culturally. They work hard to introduce aspects of life in other parts of the world, emphasising similarities as well as differences, and focus on how Children's Rights are being met or denied. The HT said that RR work was, *'a vehicle to help the children look out into the world as it gives them the skills to be global citizens.'* The school has achieved the International schools award and are part of the Global Learning programme.

Standard B:

The whole school community learns about the CRC

Standard B has been achieved

The content of the CRC is well understood by practitioners and pupils, fostering an increasing empathy for the lives of children in the UK and other countries.

All staff, children, parents and governors interviewed spoke very enthusiastically about the CRC and adults clearly understood their role as duty bearers. One parent said, *'RRS work is all positive and it is wonderful for the child.'* The Chair of governors said, *'It's a very good initiative for the school, we're all embracing it. The children impress me.'*

Children were able to quote a range of articles, including the right to play, education, clean air, clean water, nutritious food, safe environment, shelter, medical care and the right to say what we think and be listened to. They know that adults are duty bearers, they also said that if someone tried to stop them having their rights met, they would *'talk to a teacher or their parents.'* All children agreed that working with the CRC had made a difference in school and that *'charters are good'*. Children understood that the rights are the same for all children but some children don't have their rights met because there is a war in their country or because it is too hot and they don't have enough clean water. They also said that some children in this country don't have their rights met because they don't have parents or they have parents who don't respect them, also because of poverty or homelessness.



Governors and parents have been invited to special RRS days and are regularly informed about RRS work in newsletters. All parents received a copy of the articles. A group of children report RRS work to governors termly. The Chair of Governors said, *'I am very impressed by their reports and it's wonderful how confident they are.'* There is also a dedicated RRS section of the school web site which is regularly updated by the co-ordinator.

The RRS co-ordinator holds fortnightly RRS assemblies. The RR Champions lead and focus on issues related to the articles, other assemblies showcase RR work done throughout the school. Most displays in school are linked to the articles and children have put relevant articles around the school eg Article 16, the right to privacy is next to the toilets. One HLTA said, *'Every topic, every display – it's all connected.'*

The curriculum has RR work threaded through topic work and PSHE/Citizenship. At the beginning of every topic, children are asked what they already know and what they would like to learn. This is then written into the topic planning. At the end of the topic children evaluate what they have learnt. One teacher said, *'Rights are interwoven into topics eg Stoneage, children were quite shocked at the lack of rights children had.'* Children throughout the school are given verbal homework related to rights. 'How are your rights met at home?' These are linked to certain articles eg 12 and 31.

Global work and sustainability are taught systematically. Children know about homeless people, child labour in other countries and the plight of refugees. Children speak enthusiastically about their forest schools work and fair trade. They grow vegetables and do weekly litter picks. They also have a greenhouse built from plastic bottles. One child said. *'I watch newsround with my mum to find out what's going on in the world and we talk about it.'*

Children regularly evaluate RRs work throughout the school. They complete a learning walk and fill in a questionnaire which involves looking at Charters, displays, the web site and assemblies.

Standard C: The school has a rights-respecting ethos

Standard C has been achieved

The ethos of this school is caring, supportive and mutually respectful, allowing children to make moral choices which respect the Rights of others The Chair of Governors said, *'the school is very child oriented, it builds confidence and self-esteem. Children are listened to.'*

All classes have prominently displayed charters, these are negotiated agreements made by adults and children, promoting positive rights respecting behaviour throughout the school. There is also a lunchtime charter. Lunchtime supervisors worked with the children to agree the lunchtime charter. Everyone agreed that Charters have had a positive impact on



behaviour. One child said, *'I feel happier because people have learned to respect, it's a lot more safe.'* A member of staff said, *'since introducing charters, children speak in a different manner, they have more positive conversations.'* Another said, *'Children will tap a child on the shoulder and say your talking is stopping me having my right to learn met.'* Charters are regularly evaluated by staff and children.

It is clear from talking to pupils and adults around school that children's interests are at the heart of the school and that 'respect' and 'pupil voice' are very strong and greatly valued. During my visit pupils and staff modelled rights respecting language and behaviours. Children were praised and their opinions and contributions were welcomed. In lessons the atmosphere appeared to be purposeful, as children engaged in a variety of different learning tasks. The learning environment was positive and was a safe space for children to contribute and express themselves.

Safety is given a high priority in school and all children in the focus group said that they feel safe in school and know who to talk to if they have a problem. Risk assessments, written by the children (including EYFS) are displayed in all areas of the school, also before going on an educational visit, children write risk assessments. They are very safety conscious. According to a pupil questionnaire, 90% of pupils feel safe in the playground and 97% say there is an adult they could go to for help. Ofsted 2015, stated, *'Pupils have a good understanding of how to keep themselves safe.'* They also said, *'There are very good relationships between adults and pupils and between pupils themselves.'*

Children are awarded RRS tickets for good respectful behaviour. One weekly champion is drawn out of a box each week.

Standard D:

Children are empowered to become active citizens and learners

Standard D has been achieved

Children are given many opportunities, individually and in groups, to be involved in a range of decision-making processes, and most are sufficiently confident to take an active role in their learning and the promotion of Rights.

Suggestion boxes are prominent in both KS1 and KS2. These are emptied weekly by the Y5/6 Rights Respecting Champions and all suggestions are discussed and acted upon. Children are involved in all topic planning and in the setting of their learning targets. They are consulted when designing new areas of school including the newly acquired library bus. They choose their Golden time treats. Children are also working to improve their school buddy system. A suggestion was made for a buddy bench in the playground so children have written letters to local businesses to raise funds to pay for one.

Pupils and staff from Roseberry Primary have been involved in a wide variety of fundraising, campaigning and awareness raising activities. As a school they financially support a village called Thandigudi, in India. They collect 'Friday pennies' each week and hold 'Thandighudi day' each year. Also to ensure that all children are taking part, they have introduced a year group challenge where each year group has 1 month to creatively raise as many pennies as



they can. Year 2 filled smarty tubes and year 5 made penny Christmas trees. Regular assemblies are held when letters or information from the village are received.

School has also raised money for Daisy Chain charity and this year, their focus is Butterwick children's hospice.

Children in years 4 and 5 wrote to their local MP to ask him to protect the rights of children.

The children are very aware of the importance of charity and ensuring that all children around the world are having their rights met. One child said, *'We're a Rights respecting school and it makes me feel proud that we're doing things to help others.'*

2.3. The future

The assessor would like to encourage the school to continue work on becoming rights respecting and work towards the award at Level Two.

The following recommendations are made to support the journey based on those that have proven valuable in other schools and settings in helping them to develop their practice at Level 2. The recommendations made by the assessors are listed below:

The RRS co-ordinator and/or Head teacher to attend Level 1 to Level 2 training programme, in preparation for initiating a Level 2 Audit and Action Plan. The next training is on 26th April at Newcastle City Library.

Remove all reference to 'responsibilities linked to rights' from your web site, Charters and all paperwork.

Continue to link policies to specific articles as they are reviewed.

Extend your steering group to include children from across the whole school or set up a mini-steering group for the youngest children in your school to have their voice heard.

Explore how Children's Rights are being met/denied/hindered in the local community, and continue to develop an 'advocacy role', whereby pupils can campaign for Rights-related causes locally, nationally and internationally, without necessarily fundraising. The school could also consider joining Unicef's Schools Campaign network to encourage social justice campaigns as well as fund raising activities.

Work with Northfield secondary school to support their Rights respecting work, perhaps by helping set up a Y7 steering group or by building rights into transition activities.