

# RRSA Assessment Report: Level 1

## Assessment details

<b>School</b>	Ayresome Primary
<b>Headteacher</b>	Lisa Biggin
<b>RRSA Coordinator</b>	Rebecca Marine
<b>Local Authority</b>	Middlesbrough
<b>Assessor</b>	Kathy Allan
<b>Date</b>	22 March 2017

## The School Context

Ayresome Primary is a large 2-11 primary school with 753 children on roll and a staff of 79. There are 27 classes and the school offers extended provision for children with morning and after school clubs. There are currently have 450 EAL pupils on roll and these children speak 35 different languages. There are also 153 SEND pupils and 428 registered as Pupil Premium.

**First registered**

**July 2015**

**RoC achieved**

**May 2016**

## Assessment information

<b>Progress and evaluation form received</b>	Yes	<b>Impact evaluation form received</b>	Yes
<b>Attendees at SLT meeting</b>	Headteacher / RRSA coordinator / Deputy Headteacher / 2 x Assistant Headteacher / Chair of Governors / Deputy Chair of Governors / Community Governor		
<b>Number of children and young people interviewed</b>	22 children (plus discussions in two classrooms)		
<b>Number of staff interviewed</b>	4 teaching staff		
<b>Evidence provided</b>	<ul style="list-style-type: none"> <li>▪ Learning walk</li> <li>▪ Written evidence</li> <li>▪ Class visits</li> </ul>		

## The Assessment Judgement

**Ayresome Primary has met the standard for the Unicef UK Rights Respecting Schools Award at Level 1**

## 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

Ayresome's Headteacher and SLT explained how the new ethos and vision are clearly linked to rights respecting values. Pupils chose the strap line 'It's awesome at Ayresome' which is used in all aspects of school life and the schools six key values are: 'respect, trust, tolerance, ambition, determination and excellence.'

Staff, including lunch time supervisors have received CPD on RRS while the schools SDP, behaviour policy, staff handbook and RE report to Governors (amongst other documents) all refer to rights and promote the principles of the Convention.

Global citizenship topics and discussions feature regularly in school through the curriculum, assemblies, and in response to world events. Children are given opportunities to talk about their own experience in their home countries and safe space is provided for discussion while watching Newsround every morning.

### Standard B:

#### The whole school community learns about the CRC

Children were able to list a wide range of Articles and understand that rights are inherent and universal. They were able to talk about how war and violence in countries such as Syria, Iraq and Albania can mean children are unable to enjoy their rights to clean water, safety and an education.

Parents have learnt about rights through the Home School Agreement, the schools website and homework. Children are '*taking ownership of rights*' and are '*discussing rights at home now*' (Staff comments).

Links have been made to rights across the curriculum for example Yr2 science topic on growing up, Yr3 history and DT and Yr5 RE along with SMSC and the cornerstones curriculum. Article posters are present around school and interactive images appear on classroom doors asking children to identify rights being enjoyed or denied. Staff explained how visual cues are particularly useful in learning about rights as there are 35 different language spoken in school. Children are now '*bringing rights into lessons*' and sharing their learning with each other.

### Standard C:

#### The school has a rights-respecting ethos

Charters are present in all classroom and include pupils and adult (duty bearer) actions. They also feature across the school with a playground, library, school hall and dinner hall Charter being developed by the School Parliament. Children explained that '*seeing the rights helps remind us,*' '*we learn from them,*' '*they're ours we chose the Charter.*'



The inclusive ethos at Ayresome is supported by adult's use of rights respecting language and actions, it provides a common language across school and creates a positive learning environment. Children are becoming empowered to use their voice to ensure their rights and the rights of others are being met within school and at home. They are also starting to refer to rights to clarify moral dilemmas.

Children feel safe in school and confident to talk to a '*trusted adult*' if they need to. They we also valued steps the school undertakes to keep them safe such as high fences, locked doors and inviting organisations such as the NSPCC in to talk to them.

### **Standard D:**

#### Children are empowered to become active citizens and learners

Children's voices are valued in school and encouraged to share their stories and ideas. Staff explained pupils are '*very open in sharing their stories*' and have gained '*confidence to join in and contribute to lessons,*' while '*children in Yr1 are now leading the lesson.*' A risk assessment for the sensory garden was completed by children and the school council have been involved in improving the playground and dinner hall, organising new equipment and reviewing seating so all children get to enjoy article 31.

Ayresome pupils are actively engaged in a wide range of fundraising and charity work. Pupils in Year 5 attend Sanctuary Week learning provision and others have become 'school ambassadors' visiting other schools and sharing good practice. Year 6 pupils have been involved in a campaign to support the rights of refugees and wrote to Theresa May and other world leaders asking them to help.

## 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:**

Consider developing the school's improvement plan to link most school priorities to the relevant Articles of the UNCRC. (Criterion 2)

Ensure that most school policies are explicitly cross-referenced to appropriate rights from the Convention. Considerer pupil involvement in the policy review process. (Criterion 2)

Continue and 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 18)

Look for ways to develop a systematic approach to linking rights, global citizenship and sustainable development to the curriculum. (Criterion 5)

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 picture Human Rights. Introduce terms such as UNCRC, UN, Unicef and duty bearers to children. (Criterion 6)

Continue to embed the Unicef RRSA Charter Guidance and focus on the language of 'respect for rights'. Keep Charters simple and consider reviewing Charters regularly to ensure new children are included and they remain relevant. (Criterion 10)

Help the whole school community to develop a greater sense of critical enquiry, informed by the UNCRC when looking at the world and at global issues such as sustainable development. (Criterion 15)

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)

In addition to your well established and successful charity fund raising facilitate more opportunities for the children to initiate powerful advocacy and campaigning work, particularly with regard to children's rights. (Criterion 18)

**In addition, the school might also consider:**

Participating 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/>

Linking Governors and steering group pupils to monitor RRS – re undertake learning walks, monitor Charters, deliver training to new staff etc.

Engaging external staff such as social worker, counsellor with UNCRC and rights language.

Engaging in a local network with other Rights Respecting schools: contact [kathya@unicef.org.uk](mailto:kathya@unicef.org.uk) for further information.