

RRSA Assessment Report: Level 1

Assessment details

School	Langtoft Primary School
Headteacher	Mr J McCullough
RRSA Coordinator	Mrs P Wells
Local Authority	Lincolnshire
Assessor	Martin Russell
Date	23 May 2017

The School Context

The school is a slightly smaller than average primary school with around 200 children on roll. It serves a community that is predominantly of white British heritage consequently, fewer than 3% of the children speak English as an additional language (England average – 20%). The percentage of pupils known to be eligible for support through the Pupil Premium is around 5% which is approximately one fifth of the national average. Although the school provides additional learning support for a significant number of children, only 4 pupils have a Statement of Special Educational Needs (SEN) or an Education, Health and Care (EHC) Plan.

First registered for RRSA November 2015

RoC achieved December 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	19 children spoken within focus group plus many in classrooms during the tour		
Number of staff interviewed	3 teaching staff including Deputy Head 1 parent governor		2 support staff
Evidence provided	<ul style="list-style-type: none"> ▪ Learning walk ▪ Written evidence ▪ Class visits 		

The Assessment Judgement

Langtoft Primary School 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

- The Headteacher and senior leaders demonstrate a very strong commitment to RRSA, saying that it has *'become our way to move forward as a community.'* It features in the School's improvement planning and the CRC is referred to in key policies such as Safeguarding, Attendance and Behaviour.
- The SLT see RRSA and *'an umbrella bringing together a range of important areas such as SEAL, PSHE and British Values...It's made it all coherent.'* There has been a conscious engagement of all staff in helping them to see that children's rights underpin everything they do in school. This has included training, led by the children, for the lunchtime supervisory team.
- The headteacher's desire to *'help the children to see that rights are universal and unconditional'* and the strong support for staff by the RRSA lead have been important in securing the school's progress with this work. The school's '5 Cs' values of Cooperative, Courtesy, Considerate, Caring and Conscientious are seen as being entirely consistent with the principles of the Convention.

Standard B:

The whole school community learns about the CRC

- The children demonstrated an excellent knowledge of a good range of Articles in the CRC including rights to: Clean water, nutritious food, name and nationality, to learn, to have a home and the right to play. The children's strong emphasis on explaining the unconditional nature of rights was particularly impressive. There was a clear understanding that *'Rights should be for everybody but some children [at home and overseas] are not always able to enjoy their rights.'*
- Governors are very well informed and entirely supportive of the schools' rights respecting journey, they have been updated through action plans and regular briefings. Parents' knowledge of the Convention is growing, partly through their children talking about rights at home but also via the information that has been included in newsletters and on the website, which proudly proclaims the school's work with Unicef in the headteacher's welcome. One adult said of the children *'They are at the heart of all of this; it is really empowering them.'*
- Rights are highly visible around the school with relevant Articles posted in various locations and highlighted, appropriately on curriculum displays. The children designed 'gingerbread men' characters as the means of displaying the Articles. The children said that seeing the Articles everywhere really helps them to remember their rights. One adult commented that *'knowledge of rights is improving all the time.'* Aspects of the curriculum help to support this, such as year 6 'mountains and rivers' work which included an investigation of the impact of flooding in Pakistan.

Standard C:

The school has a rights-respecting ethos

- Rights based charters have been developed in classrooms with the pupils determining which Articles they wanted to focus on. These are referred to by staff and children which helps to bring the language of rights and respect into classrooms.



- All adults model rights respecting language and the school's evaluation of impact asserts that RRSA has helped to enhance the positive and mutually respectful relationships that exist across the school. The pupils know that they can speak to adults and other children in school if anything concerns them. All year 6 pupils are trained as peer mediators. This role is valued by the children with one suggesting *'It makes you feel good to know that you have helped somebody and that things have been sorted out.'* The children feel safe in school and could describe numerous actions taken to ensure that this is so. They talk about having a role to play in keeping themselves and others safe and one adult had noticed that *'The children take much more ownership of safety now that they see it as a right.'*
- Global citizenship is a concept that is becoming well understood across the school and the children are increasingly able to reflect upon the lives of others in relation to their ability to access to their rights. An excellent Global Citizenship display supports this. One adult commented that *'This is a relatively comfortable and affluent area. It is important for the children to realise what rights are and that they should be respected everywhere.'*

Standard D:

Children are empowered to become active citizens and learners

- Children's views and interests are respected and taken in to account throughout the school. The elected school Council is valued and respected by all; as one child explained *'the school council ensures that we can all have our say.'* Guaranteed opportunity for pupil voice and discussion is embedded through 'Friday Free Speech' time in every class though this is by no means the only time when children can have a say! Examples of pupil led change included the provision of a climbing wall area on the playground, website developments and charity fundraising. One group of children explained the 'Change for Life' Club in which older pupils support the younger ones with sport related activities.
- Children were very clear that they have a significant say in their learning and that teachers listen to their views and take them into account. Examples shared included the flexible approach to activities in their Learning Logs, peer and self-assessment and regular participation in the KWL approach at the start of new topics.
- The children at Langtoft are involved in raising money to support the rights of others both locally and globally. Charities supported include Water Aid, Comic Relief and the Samaritan's Purse Shoe Box Appeal. They are also working with New Hope Ministries to support access to the right to education in parts of Africa. One member of staff was very clear that the school's growing focus on rights is *'...really helping them to become more aware of the bigger world.'*

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 linking most school priorities to the relevant Articles of the UNCRC. (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 18), involve the children in sharing the good work with the Governing Body.

Standard B

Work towards deepening and widening the knowledge and understanding of the UNCRC across the whole school community. (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. Consider further CPD in this area and possible engagement with the Global Learning Programme. Explore the UN's Global Goals for Sustainable Development through [The World's Largest Lesson](#) (Criterion 9)

Standard C

Continue to embed the Unicef RRSA Charter Guidance and focus on the language of 'respect for rights'. In the next 'round' of class charters endeavour to include actions for Duty Bearers as well as for children. (Criterion 10)

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)

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 Consider joining in with Unicef UK's [Outright](#) Campaign. (Criterion 18)

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

<http://www.unicef.org.uk/rights-respecting-schools/training-and-support/training-courses/moving-from-level-1-to-2/>