

UNICEF UK RIGHTS RESPECTING SCHOOL AWARD

ASSESSMENT REPORT LEVEL ONE

School:	Northway Primary School
Headteacher:	Ros Gill
RRSA coordinator:	Rachel Kneale
Local authority:	Sefton
Assessor:	Margaret Ellams
Date:	27 th June 2016.

The school context:

Northway is a larger than average Community Primary school with around 325 children on roll. The children are predominantly of white British heritage with inly around 2% speaking English as an additional language, substantially below the national figure. The community served by the school is of varied socio-economic make up and around one fifth of the children are entitled to additional support via the Pupil Premium – the national average is approximately 25%. The number of children with a Statement of Special Educational Needs or and Education, Care and Health Plan is 2.8% which is double the average for England.

First registered for RRSA: Sept 2014

Recognition of Commitment: May 2015

Assessment information:

Progress and evaluation form received	Yes	Impact evaluation form received	Yes
Attendees at SLT meeting	Headteacher & RRSA coordinator		
Number of children and young people interviewed	20 pupils		
Number of staff interviewed	2 teaching staff Chair of governors	1 support staff	4 parents
Evidence provided	Learning walk	Written evidence	Class visits

The Assessment Judgement:

**Northway Community Primary school has met the
Standards for Unicef UK's
Rights Respecting Schools Award at LEVEL 1**

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:

- Continue to ensure that most school policies are explicitly cross-referenced to appropriate rights from the Convention and consider pupil involvement in the policy review process. (Criterion 2)
- Enhance ambassadorial activity by enabling children and staff to promote and encourage Rights Respecting Values, Actions and Knowledge of the UNCRC with other schools and the wider community. (Criteria 4 & 18)
- Work towards an increased knowledge of the origins of the Convention, its global impact and, for older pupils, its place within the wider picture of Human Rights. (Criterion 6)
- Find ways to coordinate and cross reference the good examples of “ global awareness” – consider engaging with the Global Learning Programme (Criterion 9)
<http://glp.globaldimension.org.uk/>
- In the next round of class charters endeavour to include actions for Duty Bearers as well as for children. This will help to promote the RRS values to all staff. (Criterion 10)
- In addition to your established and successful charity fund raising, facilitate opportunities for children to initiate advocacy and campaigning work for example through Unicef's Day for Change or Outright campaigns,

In addition, the school might also consider:

Aiming to participate in RRSA Training to support your journey to Level Two

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

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

- Strong leadership drives the delivery of the Rights agenda across the school. It was evident that not only the leadership team but the Governing Body believe in the effectiveness of the programme and its relevance to the school and its pupils. *" we have always had pupil voice, it links to our school values, the RRS fits what our school is doing"*
- School leaders have ensured that the Rights Respecting Schools agenda remains at the forefront of their strategic planning. *"Togetherness is a common theme"*. It is a constant which permeates other areas of school life such as work on British Values and the school values of Aspiration, Perseverance, Honesty, Courage and Resilience
- Important policies such as behaviour and anti-bullying have been linked to the UNCRC and there is excellent termly monitoring of progress towards achieving the award.

Standard B:

The whole school community learns about the CRC

- The Rights Council take responsibility alongside staff in promoting the UNCRC with a focus on a specific right for each half term. Whole school assemblies and work programmes are delivered on the identified right so pupils have a clear understanding of its meaning. Detailed curriculum maps in PSHE and RE indicate where and when rights are being taught across the age groups.
- There is clear information about RRS on the school website including pictures of Class Charters with links to unicef's RRSA page.
- Parents and Carers receive regular newsletters which contain information about the development of the rights programme in school. The newsletters encourage parents to improve their child's understanding of the rights.

Standard C:

The school has a rights-respecting ethos

- Data from both staff and pupil questionnaires indicate that there is a good understanding amongst pupils about the UNCRC and how these rights impact upon their lives. *"If someone doesn't like the same things as you, you can still be their friend."* Reception pupil
- Age appropriate class charters are evident in all classrooms, *"It makes us realise that not everyone in the world is the same, as some children in Ghana don't have clean water"* - year 3 pupil. Similarly, the Playground Charters in both key stage playgrounds were identified by pupils as being a useful reminder of how they should treat each other.
- Parents, Governors and Staff are aware of the impact of working towards RRS status *"my daughter has grown in confidence and has found her voice. The school has opened her eyes to the wider world"*.

Standard D:

Children are empowered to become active citizens and learners

- There are many examples of how pupil voice is heard with a Rights Council, School Council, Digital Leaders and Eco Council. Pupils know they have a clear route to expressing their views through one or more of these groups. *"We only get the best out of them if we listen to them."* Headteacher

- After reading the book “Cosmic” a focus on persuasive writing in years 5/6 used the plight of children in Sierra Leone who are not receiving their right to a “healthy lifestyle”, Article 24. They also used persuasive writing when corresponding to the “Community Champion” with a request to set up a Uniform Bank.
- Digital Leaders have some responsibility for “e safety” which is a strength of the school. Pupils had produced a booklet “How Carrot the Rabbit Learnt to Stay Safe” during their Safer Internet Day earlier in the year.