

RRSA Assessment Report: Level 1

Assessment details

School	Lytchett Matravers Primary School
Headteacher	Simon France
RRSA Coordinator	Jemma Murray
Local Authority	Dorset
Assessor	Jilly Hillier
Date	9 th March 2017

The School Context

Lytchett Matravers Primary School is an above average sized primary school with 432 children on roll. 42% of children come from outside the immediate catchment area, from towns such as Hamworthy, Upton and Poole. The majority of children are of White British heritage. 15% of children have been identified with special educational needs and 12% are eligible for free school meals/ pupil premium. The last Ofsted inspection was in June 2015 when the school was rated as Good.

First registered August 2014 **RoC achieved** February 2015

Assessment information

Progress and evaluation form received	Yes / No	Impact evaluation form received	Yes / No
Attendees at SLT meeting	Headteacher, Deputy Headteacher, RRSA coordinator		
Number of children and young people interviewed	75 children (learning walk, focus groups and in class)		
Number of staff interviewed	6 teaching staff 2 governors	2 support staff	2 parents
Evidence provided	<ul style="list-style-type: none"> ▪ Learning walk ▪ Written evidence ▪ Classes visited 		

The Assessment Judgement

Lytchett Matravers 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

- Rights-respecting values are a key part of the school's strategic planning and ethos which is summed up in the vision statement "Strive to achieve, learn to dream, shape tomorrow." This is underpinned by Articles 28 and 29 and "*every child's right to achieve their potential.*" (Headteacher). RRSA has a specific strand within the School Development Plan and development points are all related to RRSA criteria with actions and outcomes for children and adults. It is clear that all staff are involved and this is a whole school approach. As policies are reviewed they refer to the UNCRC e.g. Nutritional Standards Policy (Article 24) and Anti-bullying (Articles 3 and 19)
- The school effectively promotes the Convention, linking it to a range of school activities and ensuring staff, children and parents have many regular opportunities to develop their learning and understanding. There is an informative RRSA page on the school website that includes a guide to RRSA made by children. The school works closely with parents and a large number of community groups and organisations who support children's learning and provide opportunities for children to see how the wider community helps to ensure children's rights are met such as keeping them safe e.g. fire service, police, dog safety, first aid and anti-bullying conference.
- The school is developing a systematic approach to helping children understand what it means to be rights-respecting global citizens. Work carried out by student groups such as Student Voice, Eco Group, and Forest School are all underpinned by the Convention and explore how they can work to improve the school community and the wider local and global community. Learning about how to campaign and write letters on topical issues to key people who influence decision making is incorporated into everyday learning. The Headteacher explained, "*We need to give them a grounding in fairness*" and said that now "*children have the ability to articulate things at a different level.*"

Standard B:

The whole school community learns about the CRC

- It was clear that staff, parents and children are given many opportunities to develop their understanding of children rights. Staff felt well supported and commented that RRSA had "*shifted our approach*" so that "*the meaning of why we do and say things*" had grown. Governors have a supportive and monitoring role and felt the language of rights had "*gradually become embedded*" so that it wasn't just "*tokenism*". Parents are kept informed about RRSA and are key partners in a range of ways e.g. in the Nutritional Standards Policy parents are seen as being critical in shaping and reinforcing the children's choices with regard to healthy food and the newsletter is organised by a parent graphic designer. KS2 children were enthusiastic and very confident in naming a whole range of articles from the Convention and were able to talk about the relevance of rights to their own and others' lives. KS1 children were confident to talk about basic rights at a level appropriate to their understanding.
- Assemblies, displays and lessons all provide rich opportunities for children to learn about the Convention. All staff were involved in drawing up topics for the 2016-7 curriculum with annotated plans to show which articles would be highlighted in different topics. For example, a Year 1 teacher explained how through this term's topic on India was helping children to learn about the right to different religions and culture and the right to clean water. Learning about global citizenship and sustainable development is on-going e.g. by learning about fair trade, by keeping informed about topical events from a rights perspective and by learning about how the "Future of the Planet is in our hands" (display title).



Standard C:

The school has a rights-respecting ethos

- Charters were present in each class visited with clear actions to help promote rights-respecting classrooms. There is also a School Charter and one parent described how a Playground Charter was devised to support children's experience at playtime and how it was being used in a practical way to help resolve issues. Charters were also seen to be helping embed rights-respecting language, "*As we have become more immersed in RRSA, I think the language has become more meaningful*" (Teacher). The Convention is also used to help children reflect on their actions e.g. behaviour reflection sheets refer to rights that have been affected.
- Children said they felt safe in school and the school listens to any concerns have about safety, responding in a practical way e.g. by providing more playtime equipment to reduce running around and injuries. A lot of work has been done to help children understand what bullying is and how to respond to it. Leaflets, a video and song were all made and children readily described how this was linked to their right to be safe and protected. Children were very proud of this work and said how it "*brought the school together.*"
- The language of rights and respect in relationship to global citizenship is encouraged in a variety of ways e.g. through regular discussion of topical events, assemblies that highlight rights issues, supporting the Child of Hope School in Uganda and exploring ways in which children can take action to make a positive difference.

Standard D:

Children are empowered to become active citizens and learners

- The school is outward looking and provides many opportunities to enable children to express their opinion, be active learners and active local and global citizens. Student groups such as Student Voice, Eco Group, Sports Leaders and Play leaders all have key roles in school linked to rights. Student Voice are part of the RRSA Steering Group and are involved in aspects of decision making in school e.g. attending the PSHE pyramid anti-bullying meetings. They also have their own page (the KIDS Junction) in the school newsletter. One child was keen to show me her Hot off the Press display (linked to Article 17) where she posted topical stories of interest to children. Play Leaders see their role as helping children enjoy their right to play.
- Children from all year groups are regularly involved in learning walks to monitor different aspects of their learning and there are Worry boxes, Happy Henry boxes and PE boxes available for all children to express their ideas and views about aspects of school life.
- A large amount of evidence was presented showing how children are engaged in local and global issues and take action to support the rights of others. It was particularly impressive to see that children were aware of a range of ways to take action. They are regularly involved in writing to parents about charities and organisations they would like to support and these are often described with reference to rights e.g. in a letter to parents about supporting Children in Need, children wrote, "*As a rights respecting school, we believe all children have the right to a happy and healthy childhood. Therefore on Friday, the Student Voice has voted to support Children in Need.*" Children also write letters to the local MP about a range of issues they are concerned about from the Ebola crisis to Syrian refugees.

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 your child rights approach by creating a Child friendly SDP with children so they know and are involved with helping to achieve the school's key areas of development. (L2 2 criteria 16)
- Develop your ambassadorial role by providing more opportunities for children and staff to promote of the UNCRC with other schools (including your pre-school) (Level 2 criteria 4 and 18)
- Continue to develop a systematic approach to learning about the Convention by explicitly referring to key articles on curriculum planning (using your annotated curriculum plans) (Level 2 criteria 8)
- Develop charters using the charter guidance on the RRSA website so that they refer to key rights and the rights-respecting actions of both children and adults (duty bearers). For KS1 children, decide on rights that are age appropriate and embed these in language and learning. (Level 2 Criteria 10)
- Look for ways to further develop Global Citizenship across the school. We discussed the use of a world map in each classroom to locate countries when discussing topical events and rights issues; developing considered language when referring to other countries e.g. terminology around third world, developing world, majority world; introducing the idea of rights and justice to older children; exploring the Sustainable Development Goals as a whole school project; exploring what can be learnt from your link school in Uganda about sustainable development (Level 2 criteria 5 and 15)
- Find out about Craftivism (craft and activism) as a way of children using their creative energy to help make the world a better place (Level 2 criteria 18)

In addition, the school might also consider:

Attending RRSA Moving from Level 1 to Level 2 training. See website for dates and venues.