

RRSA Assessment Report: Level 1

Assessment details

School	King Street Primary School and Pre-School
Headteacher	Joanne Nugent
RRSA Coordinator	Alexandra Tait
Local Authority	Durham
Assessor	Alwyn Bathan
Date	4 th December 2017

The School Context

King Street Primary and Pre-School is an average-sized school based in an ex-mining village in Spennymoor, County Durham. There are currently 214 pupils on roll and there is governor-led pre-school provision for 21 children. The school is largely mono-ethnic with only one pupil with EAL, although there is a higher than average percentage of pupils with SEND at 28%, and 32% of children qualify for Pupil Premium. The school was last inspected in October 2014 and was graded good.

This was an assessment visit to re-accredit the school with RRSA at Level 1.

First registered: March 2010

L1 achieved: March 2011

Level 2: March 2012

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	60		
Number of staff interviewed	4 teaching staff 1 governors	1 support staff	1 parent
Evidence provided	<ul style="list-style-type: none"> Learning walk Written evidence Class visits Active learning assembly 		

The Assessment Judgement

King Street 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 Senior Leadership Team and Rights Respecting Lead Teacher at King Street are wholly committed to maintaining and developing their RR journey. The new Head Teacher, previously Deputy Head at a local RRS Level 2 school, brings her passion and knowledge to King Street.
- Due to staffing changes since the school's original RRS award, school leaders have launched a successful and wide-ranging "refresh" strategy undertaking whole staff training and utilising their links with a network of local RR schools to share good practice.
- The school's development plan prioritises their rights-based education in terms of the impact on pupils, i.e., their attendance, well-being, relationships and behaviour.

Standard B:

The whole school community learns about the CRC

- Staff at King Street have a multi-layered approach to teaching children about rights, utilising regular Assemblies, House groups and curricular opportunities. This has resulted in pupils having a good knowledge about rights.
- A Year 5 class visited were easily able to generate a list of 15 rights, including the right to an education (Article 28), to information from the media (Article 17), to best possible health (Article 24), and to an identity (Article 8). Pupils knew that rights were unconditional, available to all children under 18, and that adults around them must help them access their rights.
- One teacher could recall examples of where rights had been taught in class. For example, in studying the Stone Age (in LKS2) and considering the harsh realities of life at that time, and whether children of that era actually had rights. Through literacy, stories studied outlined the negative treatment of children as key characters. This triggered much discussion in class using a rights-based framework to consider tricky issues encountered.

Standard C:

The school has a rights-respecting ethos

- Pupils at King Street are polite and respectful to adults and to each other. During all stages of the assessment they behaved impeccably and worked co-operatively to "show-off" their school and their knowledge of rights. Children agreed that staff treated them well, supervised them carefully and made sure they are safe in school and online.
- There are charters in all classrooms and children could recall how they were created, recalling the word "democracy" to describe voting for which key rights should feature in individual class charters. One of the school's teaching assistants described watching a Year 1 pupil modelling the creation of a playground charter each lunchtime, agreeing steps for safe and friendly play, and getting peers to sign up!
- A unique feature of King Street's RR practice is their Newspaper Charter. Together, the children and staff produce a regular journal-type newspaper of their own to ensure they can access accurate information. The latest copy of the journal gave simple

explanations of democratic processes, explained key aspects of each party's manifesto for the last General Election, and described the role of Members of Parliament and how to contact them.

Standard D:

Children are empowered to become active citizens and learners

- Pupil voice is developing well at King Street and the school has ambitious plans to add an Eco-Council, Buddies, Learning Ambassadors to complement their current Rights Champions and School Council. School Council's current focus is on creating playground buddies and a buddy bench to improve the quality of their playground experience and the right to relax and play.
- Pupils enjoy a wide range of fund-raising opportunities and are able to link these to the improvement of rights for children somewhere. They have supported Children in Need, Unicef's Day for Change and Save the Children's Den Day. They were able to accurately describe what a refugee is and they could give examples of where children may not have their rights met through war (in Syria), through lack of money for a decent home (in Florida, USA), or because of abusive adults around them (anywhere).
- Pupils are developing their capacity to campaign. After participating in Send My Friend to School, the children invited Helen Goodman, their local MP into school to discuss this. This was flagged up with the Minister for International Development, and Priti Patel (then Minister) wrote back to the children to explain the steps being undertaken to widen access to education.

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 7)

Develop a more structured approach to engage parents/families in learning about and understanding the UNCRC. (Criterion 7)

Find creative ways of making rights even more visible and high profile around the school and on the website. (Criterion 8)

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)

In the next 'round' of class charters endeavour to include actions for Duty Bearers as well as for children. (Criterion 10)

Enable the children/young people to look at global issues from a perspective of rights so that they develop a heightened sense of justice and equity. (Criterion 15)

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)

Embed a systematic approach to providing access to relevant current news media for all pupils, consistent with their evolving capacities, and facilitate their critical reflection in response. (Criterion 17)

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/>