

# RRSA Assessment Report: Level 1

## Assessment details

<b>School</b>	Town Lane Infant School
<b>Headteacher</b>	Mrs J Murphy
<b>RRSA Coordinator</b>	Mrs J Armstrong
<b>Local Authority</b>	Wirral
<b>Assessor</b>	Mrs F Parsonage
<b>Date</b>	26.4.17

## The School Context

The school is larger than average with 255 children on roll plus 52 places in the nursery. The children come from a mix of socio-economic backgrounds with some children identified as living in a neighbouring area of high social deprivation. The percentage of pupils known to be eligible for Pupil Premium is in the 0-10% bracket. The percentage of children with SEND is 7.8% when compared with the National 12.1%. The vast majority of pupils are White British. A very small minority of pupils have English as an additional language with Chinese being the most frequently occurring language other than English (thirteen pupils 4.2%). The school's deprivation indicator is in the 50/60<sup>th</sup> Percentile - 0.15 compared with the national indicator 0.21. The FSM percentage is increasing year on year but remains low when compared to national percentages. The proportion of pupils entitled to free school meals is below average, although the school serves a typically mixed community. The school was last inspected by Ofsted in November 2007, it was judged as outstanding.

**First registered for RRSA** Sept 2015

**RoC achieved** March 2016

## Assessment information

<b>Progress and evaluation form received</b>	Yes	<b>Impact evaluation form received</b>	Yes
<b>Attendees at SLT meeting</b>	Mrs J Murphy, Headteacher / Mrs J Armstrong, RRSA coordinator		
<b>Number of children and young people interviewed</b>	30 children/pupils/students		
<b>Number of staff interviewed</b>	6 teaching staff 2 governors	2 support staff 1 student teacher	1 parent
<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

Town Lane Infant 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 strong commitment to RRSA, it features in the School Action Plan and is part of the school curriculum in a number of areas. The leadership team, all staff and governors are aware of the key features of Children's Rights.
- There has been an investment in training teaching staff, TAs, Governors, admin staff, midday supervisors, extended school club, parent helpers and parents about RRS, this has been led by the Headteacher, SLT and RRS Co-ordinator who is committed to all aspects of RRS. Reviewed school policies reflect RRS and, these policies are regularly updated on the school website. Time is allocated at the beginning of each academic year to spend on RRS activities.
- There is a massive commitment by the Headteacher, staff and governors to develop *'each child's personality, talents and abilities fully'* this is evident by the many different aspects of the creative curriculum embedded in the school. The multi-cultural week is recognised by the whole school community as contributing to global citizenship. A parent commented, *'my child is aware of other religions and cultures and also how to treat other children'*.

### Standard B:

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

- Children have an excellent knowledge of a good range of articles in the CRC, they mentioned rights to: clean water, nutritious food, the right to learn, to have a home, the right to play. One year 2 child said *'you have these rights until you are 18'* A Year 1 pupil said, *'a right to go to school, to eat healthy food'*. The children learn about the convention throughout all aspects of the school day, assemblies, lessons, play and extracurricular activities. A child in year 2 mentioned, *'there are articles stuck around school, they are mentioned in assembly and lessons too.'* Many aspects of the school curriculum make reference to RRS, the 'Religion of the Half term', 'Article of the Month', 'Day for Change', 'World Water Day', 'Outright Campaign'. The local MP visited the school to talk about democracy.
- Governors are very well informed, they have been updated through action plans and regular meetings. They have received training and commented on the displays around school and the information that has been included in newsletters and on the website. Governors regularly visit classrooms and emphasise the value of pupil voice, they ask children questions about all aspects of school life and report at governors meetings. Governors also commented about anti-bullying week and internet safety sessions.
- Parents spoke enthusiastically about their understanding of the CRC, one parent commented *'my daughter talks at home about how to treat other children, not just in school, but all children.'* Parents commented on the school newsletter and the information on the school website, the multi-cultural week and the anti-bullying week, a parent commented that *'the week links with the right for children to be safe'*. Parents receive copies of the class charters and understand their purpose.



### Standard C:

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

- Children explained how their charters were created, time is allocated at the beginning of the school year. Playground and lunchtime charters have also been created by involving the school council, who in turn gathered the ideas of the whole school. These charters are prominently displayed and referred to by lunchtime and playground supervisors. Parents receive a copy of their child's class charter. A student teacher mentioned that *'charters can be used as a way of approaching issues'*.
- All adults model rights respecting language, children and staff recognise rights-respecting language. Staff are confident in their understanding of the language of rights there has been input in staff meetings, assemblies and themed days. Lesson observations note down the use of RR language. The understanding of rights is evident throughout the school and the commitment of the headteacher and co-ordinator has ensured that this understanding is embedded.
- The children feel safe in school, they know that they can speak to adults and other children in school if anything concerns them. They mentioned anti –bullying week and were able to explain about internet safety and other aspects of safety in school such as accident prevention and first aid. The children talked about being healthy, The Health Week, healthy snacks and school lunches, they talked about some of the clubs in school that keep them healthy including, street dance, dodge ball and fizzy kids.

### 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. Governors visit classes and ask for children's views on all aspects of school life, including their learning. As the children move through the school the children share their views through the school council and with teachers, children are consulted at all stages of learning, curriculum leaders have designated time for pupil voice. A teacher commented, *'children make choices in the classroom, there is pupil voice at all levels'*.
- Throughout school council meetings children are able to discuss how teachers listen to their views and take them into account, they also discuss how they can ask any of the adults throughout school to help them if they have a problem, they understand that where possible their requests will be considered. A council member in year 2 said *'we wrote to Mrs Murphy asking for equipment, and we got some new equipment.'* This inclusive environment ensures that children and adults have excellent relationships. A recent visit from the local MP enabled children to find out about democracy first hand.
- Within school children are involved in raising money for children and charities locally and globally these include, NSPCC Number Day , Macmillan, Day for Change, Charles Thompson Mission, Claire House, Shoe Box Appeal, Seeds for Africa. The children regularly suggest ideas for fundraising. Children are taught about natural disasters and how fundraising can support those affected. As a Green Flag school involved in recycling, they recycle into bins and make recycled art in the art club, children are taught about the environment in many aspects of the curriculum, all children access Forest Schools programme.

## 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

Continue to develop 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 D 18), involve the children in sharing the good work with the Governing body.

### Standard B

Continue to focus on fully embedding the RRSA guidance around the language of rights and respect. (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)

### Standard C

Build on the work already done to enable the children to look at global issues from a perspective of rights so that they develop a heightened sense of justice and equity. (Criterion 15)

### Standard D

Embed a systematic approach to providing access to age appropriate, relevant current news media for all children and facilitate their critical reflection in response. (Criterion 17)

Seek to build upon excellent fundraising activities by further developing a rights based approach and seeking more opportunity for pupil led advocacy and campaigning on local, national and global issues.(Criterion 18) Build on excellent , established links with local government if possible.

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/>



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

Further develop the membership of the Steering Group to include more teaching, support staff and governors. Look at the schedule of the meetings and how best they can be managed.

Include rights based work creatively within your Multi-Cultural Week, perhaps by producing video, drama piece or art work.

Develop links with other schools within the cluster of Infant Schools, sharing good practice and perhaps planning joint events centred around rights.