



## RIGHTS RESPECTING SCHOOL AWARD ASSESSMENT REPORT LEVEL ONE

<b>School:</b>	Esh CE Primary School
<b>Headteacher:</b>	Roger Ward
<b>RRSA coordinator:</b>	Juliette Conrad
<b>Local authority:</b>	Durham
<b>Assessors:</b>	Kathy Kirsopp-Reed & Kath Hull
<b>Date:</b>	22 May 2013

We would like to thank the leadership team, staff, governors and young people for their warm welcome to the school, for the opportunity to speak with staff, governors and children during the assessment and for the evidence detailing the work towards becoming a Level 1 rights-respecting school. Prior to the assessment visit you provided a comprehensive self-evaluation form and impact evaluation form. It was clear to the assessors during the visit that everyone places a real importance on developing a rights respecting ethos.

It was particularly notable that children had an in-depth understanding of some issues in the wider world, for example fairtrade, and felt able to make a difference to those whose rights are not fully met. The class charters were outstanding in terms of the links they made between the local, national and global as well as recognising the pertinent articles to the children's age and stage of development.

Standards A, B, C and D have all met the necessary criteria. Standard D has exceeded expectations.

### THE ASSESSMENT IN DETAIL

#### The school context

This is a below average sized school situated in a small village close to Durham city. Children attending the school come from the local community. The area is mixed socially and economically. Most children are of White British heritage. A below average proportion of children is eligible for a free school meal. There is a below average number of children with learning difficulties and/or disabilities. Recent awards include Basic Skills Quality Mark, Healthy School Award, Activemark and Silver Artsmark. In September 2008, Ofsted rated the school as outstanding. A new Headteacher was appointed in 2010. The school registered to work towards becoming rights-respecting in 2011.



## Assessment information

Self-evaluation form received	Yes
Impact evaluation form received	Yes
Attendees at SLT meeting	Headteacher / RRSA coordinator
Number of children and young people interviewed	13 children interviewed plus learning walk with 6 children on steering group
Number of staff interviewed	2 teaching staff 0 support staff 2 parents 2 governors
Evidence provided	Learning walk Written evidence Creative Curriculum Day – multi-cultural carousel – cooking and food from different countries with international students from local college

### Standard A:

#### Rights-respecting values underpin leadership and management

##### Summary

##### Standard A has been met.

There are clear links between school values and ethos and those of the UNCRC, the schools most recent SIAS inspection report highlights that “ the love, care and respect of all connected with the school are evident and everywhere”. The school uses the UNCRC to establish a global curriculum and as a framework to add value to local, national and global work. RRSA is not an add-on but is embedded and the Headteacher describes the school as “a nurturing, community school”. Policies have been reviewed with reference to children’s rights and we saw evidence of this in the schools portfolio. The Headteacher commented that “reviewing policies and our core values in relation to children’s rights has helped us spread the message”. A link has been established with a school in Zambia and this is now developing into e linking as funds have been raised to develop a hub. Other links are being explored, for example, the school is looking into establishing a link with a Native American school in the USA. RRS has challenged children’s views. “Children are now much more globally aware” for example in games they play, discussions and the news articles they bring to school. A programme of assemblies incorporates learning about the UNCRC articles.

The RRSA Coordinator explained that they did not start RRSA in order to improve behaviour as it has always been excellent. The school wanted to enable the children to know their rights, develop global awareness and become global citizens. The Headteacher, RRSA Coordinator and Governors all agreed that the RR journey had made a real difference and provided a framework for improving global understanding and citizenship. The school is inclusive and aims to empower children to make a difference. For example, in the dinner hall



there is display linked to Article 30 which includes the fingerprints of all children and depicts a globe, emphasising that everyone is special and that the children can make their mark on the world. In Class 4 this is reinforced with the Starfish Man story on a display reminding the children that even small acts can make a big difference to one person. In the Y2/Y3 classroom there was a display illustrating the work the children had done on exploring identity and respect for difference using IT to make their portraits all different colours, one of the children explained that "...it's about how to treat other people nicely."

## **Standard B:** The whole school community learns about the CRC

### **Summary**

#### **Standard B has been met.**

Parents and the school community are closely involved in the RR journey and the school website and letters home have kept parents informed about progress. There is a strong school community with regular events taking place, such as the Zambian visit event and the opening of the wildlife area. At Governors' meetings the school council/RRSA steering group update on development and progress and there is wide representation from the community on the RRSA steering group. Both of the Parent Governors we met agreed that Juliette Conrad's visit to Zambia, exchange visit and subsequent letters and contact "...has helped make global citizenship real" for children in school.

Evidence of children's rights in lesson planning was seen, specifically in RE and PSHCE and supported by one of the children explaining about exploring the articles in their PSHCE lessons in order to develop the class charters. There are clear and effective displays in school and an understanding among young people that all children have rights but not all have access and what this means to individuals and the wider community. Children we met explained that some children in Africa do not have access to clean water and identified that sometimes children in the UK are not able to live with their parents or have access to suitable housing. The children are very enthusiastic and involved, especially in the fairtrade activities. In addition, children are enabled to learn about topical issues and link these to learning about rights. A recent example included a child-led exploration around the collapse of the clothing factory in Bangladesh. Work on local history topics has also examined how rights are met now compared to in the past, for example in the mining industry.

## **Standard C:** The school has a rights-respecting ethos

### **Summary**

#### **Standard C has been met.**

There are excellent charters in each classroom and a clear focus for a whole school charter with children and adult actions. Class charters are age appropriate and children led with the staff and children we met modelling RR behaviour and attitudes. Children report that children and adults adhere to charters and that they do make a difference in school. They felt that they used the language of rights when resolving any issues that arose at playtime and said that they would involve an adult if they weren't able to resolve things themselves. One charter focused on the right to privacy and children felt that discussions around this right had built up trust among children so they felt confident that their possessions would not be tampered with by others and that people would not spread rumours about each other.



There is a respectful and safe environment in school, for example children have drawn around their hands and added messages to reinforce good behaviour and a caring ethos. Children learn about each other and their needs as well as about others in the world, for example the Shelter project during which they explored the impact of disasters on people in various parts of the world exploring how it would feel if this happened to them and responding by raising funds to support the Shelterbox charity. The children we talked to feel safe in school explaining that “we don’t leave people out if they are not the same as us”. A Parent Governor commented that “RRS has had a positive impact on all children” with children realising that they are very lucky in having their rights met most of the time and are starting to make links between going to school and learning well with future aspirations and successful lives. The main benefits of working towards RRS identified by Governors include “awareness of life outside this village”, and “respecting rights of those locally as well as globally”.

## Standard D:

### Children are empowered to become active citizens and learners

#### Summary

#### Standard D has been exceeded.

The school has worked hard to develop a strong system of children voice which has clear links to governors and staff, including a regular slot on the Governor’s meeting to update about RR activities and put forward proposals for any changes that children want to see in school. Children who aren’t on the elected school council are confident that the mechanism works and are confident developing dialogue with adults. Children know that their ideas are listened to and put into practice: in the foyer there is a poster listing the actions that have taken place in the previous year as a result of the school council. Achievements include establishing the Fairtrade tuck shop, getting bike racks in school, organising the Help the Heroes day and a summer talent show.

Children know where and how to access information safely through asking questions, using the internet and the library and are keen to share E-safety messages. Children are involved in shaping their own learning, for example prior to the SATS Year 6 children were asked to decide which areas they felt they needed to revise. They are also involved in decisions about their own well-being, for example the negotiation around introducing a healthy tuck shop. They know where to go for more information about rights and were fully involved in deciding which rights were most important to them in school. They were able to give some interesting examples of where rights may not be met in some places, eg Korea and Azerbaijan where following your own beliefs or religion may result in getting hurt or killed or put in prison. Children feel that RRS has had a positive impact in raising their awareness and understanding of the wider world with one boy explaining that “when we grow up we can make a difference”. They were able to explain the benefits fairtrade makes for farmers and producers in countries that are less-economically developed.

## The future

The assessors would like to encourage the school to continue work on becoming rights respecting and work towards the award at Level Two. The following recommendations are made to support the journey based on those that have proven valuable in other schools and



settings in helping them to develop their practice at Level 2. The recommendations made by the assessors are listed below:

- Attend Moving from Level 1 to Level 2 training – next date = Thursday 28<sup>th</sup> November at Newcastle City Library
- Carry on developing campaigning in school supporting children to understand the variety of ways to make positive change locally and globally
- Establish an ambassadorial role, possibly with schools in the local partnership or further afield
- Utilise and develop the enthusiasm of the School Council and older children in school to support development, share the message about children's rights, run training for other schools, staff and playground buddies.