

RRSA Assessment Report: Level 1

Assessment Details

School	St Wilfrids Roman Catholic Primary School
Headteacher	John McHugh
RRSA Coordinator	Kate Pollard
Local Authority	Lancashire
Assessor	Margaret Ellams
Date	19 th May 2017

The School Context

St Wilfrid's is a smaller than average primary school with around 175 children on roll. The overwhelming majority of families served by the school are of white British heritage and only around 5% of the children speak English as an additional language; this is significantly below the national figure. Approximately 13% of children receive additional support through the Pupil Premium; this is around half the national average. Although the school ensures additional support with learning for many of the children, there are currently none with an Education, Health and Care Plan or a Statement of SEN.

First registered December 2015

RoC achieved September 2016

Assessment Information

Progress and evaluation form received	Yes	Impact evaluation form received	Yes
Attendees at SLT meeting	Headteacher / RRSA coordinator / Senior Leadership Team		
Number of children and young people interviewed	32		
Number of staff interviewed	4 teaching staff, 4 support staff, 5 parents and 2 governors		
Evidence provided	<ul style="list-style-type: none"> ▪ Learning walk ▪ Written evidence ▪ Class visits 		

The Assessment Judgement

St Wilfrid's Roman Catholic 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 school has fully embraced the RRS values, led by a committed Headteacher, ably supported by the senior leadership team. This is evident by the inclusion of RRS in the School Improvement Plan and relevant school policies such as Safeguarding. It is also an integral part of the RE & PSHE curriculum plans and embraces other curriculum subjects. The decision to endorse the Rights agenda when planning whole school assemblies illustrates the conviction of the leadership team in ensuring this is a fully embraced school initiative.
- The Headteacher's appraisal targets relate to Rights Respecting work and this, in turn, has been included in both teaching and support staff targets. *"It ties in with what we do, (RRS) has given us a framework and we are all involved in its delivery."* said the Headteacher.
- Whole staff training has taken place as part on an Inset day. To support this, and in order that all staff have knowledge and understanding of the RRSA, a Staff Induction Pack for new staff members and supply teachers has been created, ensuring that all are aware of the RRS values. This induction pack is excellent practice and worthy of replication in other settings.

Standard B:

The whole school community learns about the CRC

- There is an RRS statement at the entrance to the school and it is very apparent that everyone in the school community is involved in learning about the UNCRC. The school website explains not just how the school is working towards the level one award but why it is important to the school. Parents are informed through newsletters giving them information on the particular right being highlighted each half term. High quality displays around the school are linked to specific rights so everyone is aware of how this underpins both curriculum and pastoral work.
- Assemblies, both whole school and class, are an important way of cascading information about RRS. Governor and parent attendance at class assemblies is very high so they have a good understanding of what the school is promoting. *"It has filtered naturally through class assemblies and underpins our ethos"* reported a staff member who is also a parent.
- "Rights" reward certificates, awarded to both pupils and staff members, on a weekly basis ensure that RRS is at the forefront of school celebration. One parent said, *"Children are building up an awareness of rights and how they relate to their lives."*

Standard C:

The school has a rights-respecting ethos

- Each class has an age appropriate Charter which they refer to with pride as pupils explain how they were created. For example, the year one Charter is displayed with a



Minecraft theme as that was the children's choice. Pictures of these Charters are on the school website ensuring parents understand about RRS.

- 'Article 16: The right to privacy' was mentioned quite frequently by pupils of all ages and they explained that Wilf the Worry Pig is there for pupils who have some concerns. Pupils can put a confidential note into the pig for the headteacher to read and act upon, if necessary.
- Pupil language about individual rights is very impressive they are able to recall both the Article number and how the right impacts upon their lives. When talking about Article 31 the right to relax and play one Y5 child said "*learning about rights has made me realise that some children around the world don't get their rights, they don't have enough and we are very lucky.*" A particular strength were the class songs, which pupils had written themselves:
*"Education opens up a gate, To a life of learning free from fear and hate.
Learn to read, write & care, learn to love, learn to share,
It's all there in article twenty eight."* Extract from Year 4 song

Standard D:

Children are empowered to become active citizens and learners

- Pupil responses to the Refugee crisis have been marked with year six pupils writing letters to local MP's. This also led to fund raising through cake sales and the school have used the CAFOD resources to raise awareness of the refugees' plight. "*Children realise they have a voice, they can be part of the process on a global scale.*" said a Year 6 teacher
- The school responded immediately to the Westminster terrorism act by adapting a crucifix in the corridor which was part of a Lent display. The pupils explained that they had put sticking plasters on the "cross" words replacing them with "healing" words. *A member of the support staff team explained "They turned this terrible event into a positive."*
- Pupils have a range of opportunities to be involved in the development of their school through: Eco council, School council, Sports council and participating in Learning Walks around the school. They have worked with the church community on a joint Fairtrade initiative. Pupil suggestions for school can be put in New Ideas Wilf linked to Article 12 so all feel included and valued. "*At the beginning of the year our teachers ask us to vote on which After School Clubs we want.*" Explained a Year 3 pupil.

Moving to Level 2

In order for the school to progress successfully to Level 2, the following steps and actions will be required:

- 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 & D18)
- Work towards an increased knowledge of the origins of the Convention, its global impact and for older pupils, it's place within the wider picture of Human Rights (Criterion 6)
- Continue to develop the focus on Global Citizenship and sustainable development and consider engagement with the World's Largest Lesson:
<http://worldslargestlesson.globalgoals.org/> (Criterion 9)
- Help the whole school community to develop a greater sense of critical enquiry, informed by UNCRC, when looking at global issues such as sustainable development. (Criterion 15)
- Introduce a systematic approach to providing access to relevant current news media for all pupils in order to develop their sense of critical reflection. (Criterion 17)
- Aim to participate in RRSA training to support your journey to Level 2

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

In addition, the school might also consider:

- The class songs were beautifully performed and conveyed knowledge and understanding of the individual articles within the UNCRC. Consider how these could be used to promote RRS beyond the school community and in the local area.