

# UNICEF UK RIGHTS RESPECTING SCHOOL AWARD

## ASSESSMENT REPORT LEVEL ONE

<b>School:</b>	Owlsmoor Primary School
<b>Headteacher:</b>	Elizabeth Cole
<b>RRSA coordinators:</b>	Amanda Fish
<b>Local authority:</b>	Bracknell Forest
<b>Assessor:</b>	Paul Harris
<b>Date:</b>	21 <sup>st</sup> June 2016

### The school context:

Owlsmoor Primary School is a community school with 597 children on roll aged 3 to 11 years. The proportion of pupils eligible for the pupil premium is 13.4%. 8.9% of pupils have English as an additional language and approximately 0.7% of pupils have a statement of special educational needs or an education, health and care plan. The school was last inspected by Ofsted in November 2012 and graded 'good' for overall effectiveness and 'outstanding' for 'Behaviour and safety of pupils'.

**First registered for RRSA: August 2014      Recognition of Commitment: March 2015**

### Assessment information:

<b>Progress and evaluation form received</b>	Yes	<b>Impact evaluation form received</b>	Yes
<b>Attendees at SLT meeting</b>	Headteacher, Deputy Headteacher, Assistant Headteacher, Key Stage 1 Co-ordinator, Early Years Co-ordinator, SENCO and RRSA Co-ordinator.		
<b>Number of children and young people</b>	8 pupils during the learning walk and a range of classrooms visited (nursery & reception and year 2 to 5) with discussions held with a year 2 class (approximately 30 pupils) and a year 4 class (approximately 25 pupils). 24 pupils from two focus groups.		
<b>Number of staff interviewed</b>	2 teaching staff, 2 support staff, 1 governor and 9 parents (1 parent is also a governor & member of support staff, 2 parents are also governors and 1 parent is also a supply teacher).		
<b>Evidence provided</b>	Meetings, learning walk & class visits, pupil focus groups and written evidence.		

### The Assessment Judgement:

**Owlsmoor Primary School has met the Standards for Unicef UK's Rights Respecting Schools award at LEVEL 1**

## Moving towards 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

- Ensure that most school policies are explicitly cross-referenced to appropriate rights from the Convention. Considerer pupil involvement in the policy review process. (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)

### Standard B

- Work towards deepening and widening the knowledge and understanding of the UNCRC across the whole school community. (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)
- Continue to develop the focus on Global Citizenship and sustainable development, making links between these and children's rights. Consider further CPD in this area and engagement with [The World's Largest Lesson](#) (Criterion 9)

### Standard C

- Continue to embed the [Unicef RRSA Charter Guidance](#) making sure that all charter rights can be specifically linked to articles of the UNCRC and a focus on the language of 'respect for rights' including actions for Duty Bearers as well as for children is maintained. (Criterion 10)
- Help the whole school community to continue to develop a sense of critical enquiry, informed by the UNCRC when looking at the world and at global issues such as sustainable development. (Criterion 15)

### Standard D

- Continue to strive for more creative and significant opportunities for the participation and decision making of children 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)
- Build on the good charity work already undertaken by enabling and empowering the young people to become advocates and campaigners for the rights of all children locally and globally. Consider joining in with Unicef UK's [Outright](#) Campaign. (Criterion 18)

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/>

Consider taking advantage of a free Unicef UK / BT [The Right Click](#) e-safety workshop.

**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's leaders have developed a very clear and carefully considered strategic vision which links the ethos and everyday practice of the school to children's rights. As the headteacher explained rights respecting work has been '*incorporated into [the school's] vision*' and is '*no longer a bolt-on, its integral*'. Co-ordination of this work is a strength with the RRSA co-ordinator meeting weekly with the pupil ambassadors and termly with the headteacher, the link governor and other colleagues to discuss ongoing progress. As members of the leadership team explained rights respecting work has become '*part of everyday language*'. The school's 'British Values' statement is linked to specific articles.
- School leaders have ensured that global citizenship and sustainability have a high profile within the school community. Assemblies have been delivered on these themes, a permanent display board is being used, a school 'green team' group has recently been set up, pupils participate in 'walk to school' week and subject leaders look to make relevant curriculum links such in Geography with regard to fairtrade and access to clean water.

**Standard B:**

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

- Pupils were able to give examples of a range of rights. They were clear that rights were universal and unconditional. Pupils understood that for some children in the world their rights were being denied. In a year 2 class pupils gave examples of this including Syria and one pupil explained that '*[you] also get homeless people in England*'.
- Regular assemblies are given with a focus about children's rights and several displays around the school link to specific articles. PSHE topics are cross referenced to articles and several other topics are also linked to rights. The latter include a year 3 rainforests topic where a pupil talked about '*some poor people have to move to different places*', a year 4 topic on civil rights as part of Black History Month, a 'design a poster' activity in year 3 RE with respect to article 3 and a year 1 topic about different types of home linked to article 27.

**Standard C:**

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

- A very respectful ethos was evident during the assessment visit. There is a culture of support, inclusivity and individual classes use their version of the school charter to show how pupils and adults will respect particular rights. Older children support younger pupils for particular school events like the Christmas play and Arts Fortnight. Play leaders and playground pals help ensure that pupils enjoy their play time and the playground charter written by some of the children includes reference to '*look after each other, play nicely and not hurt anyone*'.
- A beautiful sensory garden based on designs and ideas provided by the children is a stunning example of the school community working together and translating this into an area for quiet reflection and to experience the natural world through the different senses.

**Standard D:**

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

- The school council has two pupil representatives from each class and there are over twenty very enthusiastic and committed rights respecting champions. The latter ensure that a high profile is maintained in the school's rights respecting work. For example, pupils organised an 'I am a global citizen' poster competition and have produced a very informative 'The rights times' newsletter. The school council's work has included the introduction of 'playground pals' and pupils have also been involved in the selection process of new staff.
- Pupils have supported a range of charities including 'Make-A-Wish', Children in Need, a local foodbank and Unicef UK's 'Day for Change'. At the harvest festival in the local church, pupils from years 3 and 4 gave presentations about every child's right to clean water & healthy food and fairtrade.