

UNICEF UK RIGHTS RESPECTING SCHOOL AWARD

ASSESSMENT REPORT LEVEL ONE

School:	Langrish Primary School
Headteacher:	Sarah Wright
RRSA coordinator:	Deborah Fiers
Local authority:	Hampshire
Assessor:	Paul Harris
Date:	28 th April 2017

The school context:

Langrish Primary School is a community school for pupils aged 4 to 11 years. There are currently 205 pupils on roll. Approximately 5% of pupils are eligible for the pupil premium and 3% have English as an additional language. 0.5% of pupils have either a statement of special educational needs or an education, health and care plan (EHCP). The school was graded 'outstanding' in all areas by Ofsted in October 2007 and an Ofsted interim assessment in January 2011 reported that 'performance has been sustained'.

First registered for RRSA: November 2015
Recognition of Commitment: July 2016

Assessment information:

Progress and evaluation form received	Yes	Impact evaluation form received	Yes
Attendees at SLT meeting	Headteacher, Assistant Headteacher and the RRSA co-ordinator.		
Number of children and young people interviewed	A pupil focus group (approximately 20 pupils) and discussions with 2 classes (year 2 and year 6).		
Number of staff interviewed	2 teachers, 1 member of support staff, 3 parents, 1 school volunteer and 1 governor (who is also a parent).		
Evidence provided	Learning walk (with members of the steering group), written evidence and meetings with pupils, staff, parents, a governor and a school volunteer.		

The Assessment Judgement:

Langrish Primary School has met the Standards for Unicef UK's Rights Respecting Schools Award at LEVEL 1

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

- School leaders have a clear commitment to the principles and values of the UNCRC. The headteacher explained how rights respecting work was '*giving children a voice*' and the RRSA co-ordinator described how it was also helping to develop pupils' awareness of global citizenship. In the school's evaluation of its rights respecting work, a 'significant impact' grading was given for five out of eight areas of school life.
- Rights respecting work is an integral part of the school development plan and there is also a detailed action plan for the RRSA. The school's anti-bullying and child protection policies reference children's rights to protection from harm and the 'rights respecting behaviour' policy has been developed in consultation with the whole school community. The RRSA co-ordinator has provided staff training including for new staff and ensures that everyone is kept up-dated about the school's work through regular staff meetings. The co-ordinator also meets half termly with the steering group.

Standard B:

The whole school community learns about the CRC

- Pupils were able to cite a range of rights including the right to an education, to be listened to and to have a 'voice', to have nutritious food and clean water, to relax and play, to have shelter and the right to not be discriminated against. They showed good understanding that rights are universal and unconditional. Pupils understood that some children were being denied their rights because of conflict such as in Syria and a year 6 pupil explained Malala's work in connection with a right to an education. They were also able to apply their understanding of rights in different contexts. For example, when asked how the effects of climate change such as lack of rain were linked to children's rights, a year 3 pupil explained that dry weather could lead to crop failure thereby affecting the right to nutritious food which another pupil was able to reference against article 24. Displays around the school also help to promote an understanding of rights and include a display about the school parliament linked to article 12 and a year 4 assembly presentation about Cinderella and her rights linked to a range of articles.
- Examples of curriculum planning were provided which showed how specific articles of the UNCRC were referenced to particular topics within subject areas. For example, in year 1 PSHE, the 'relationships' topic was linked to articles 3, 12, 15 and 29; the year 3 PSHE topic 'living in the wider world' linked to articles 2, 3, 8, 12, 22, 23, 30 and 38; a year 4 history topic about the Vikings linked to articles 17, 28 and 29 and a year 5 history topic about immigration linked to articles 2, 9, 14, 22 and 30. Staff also provided further examples such as the 'Great Fire of London' year 1 topic being linked to the rights to shelter and safety. A series of assemblies have been cross referenced to a range of rights. Examples include 'Martin Luther King Day' linked to articles 1 and 2; a key stage 2 assembly 'Red Hand Day for Child Soldiers' linked to articles 37 and 38, 'World Water Day' linked to article 24 and 'Fair Trade' linked to articles 2 and 24. Parents and governors are supportive of the school's rights respecting work and there is a link governor who has met with the steering group. When asked about the value of the school's rights respecting work, one parent explained that for pupils it was '*such a positive thing to have a voice*'.

Standard C:

The school has a rights-respecting ethos

- The school's ethos is underpinned by high levels of respect which was very evident throughout the assessment visit. During the focus group discussion and learning walk, pupils were courteous and supportive of each other. A school volunteer also commented that pupils were very thoughtful. One year 6 pupil explained that an understanding about rights helped to resolve any disagreements and was becoming '*entwined into our everyday lives*'. A reflection time sheet encourages pupils to consider the impact of their behaviour by asking 'how did your choices prevent other children from accessing their rights?' There are

- also weekly citizenship awards which come about through peer nominations and voting.
- Charters were seen in the majority of classes and referenced particular rights alongside rights respecting actions. The latter which help to establish and maintain a positive and supportive learning environment during lessons are referred to by staff and pupils as appropriate. A copy of the UNCRC is also displayed in each classroom. When asked, pupils said they felt safe at school and were able to describe ways in which this was achieved including being able to talk to teachers if they had a concern. A beautifully created mural of a tree within the school's foyer, in which each pupil has their own unique leaf, captures the inclusive nature of the school where diversity is both valued and respected.
 - Pupils' understanding of the global dimension is being developed in a range of ways. For example, earlier in the year the school's 'Cultural Day' provided opportunities for pupils to celebrate the culture and traditions of different countries from around the world and pupils have also taken part in the 'World's Largest Lesson' about gender equality. A letter about 'Red Nose Day' prepared by some of the pupils specifically referenced articles 16, 27 and 32.

Standard D:

Children are empowered to become active citizens and learners

- 'Pupil voice' is developing well within the school and is reflected in the school parliament which is made up of the RRSA steering group, the school council, play leaders and art leaders. Members of the school's parliament have met with the caterers to help produce an adapted lunch menu. Pupils have also been able to be actively engaged with their learning by helping to develop 'Successful Learner' profiles for their classes.
- Pupils are supported to make informed decisions regarding their health, safety and well-being through elements of the curriculum including the PSHE programme. They have also received e-safety and anti-bullying guidance. Year 5 and 6 pupils have had opportunities to attend presentations from representatives of Childline and British Telecom, the latter in connection with internet safety. During the focus group discussion, pupils showed a good understanding of healthy eating and were able to give examples of healthy foods.
- The school has supported a range of charities including Children in Need, NSPCC and Save the Children. The RRSA steering group is currently arranging a sponsored walk in connection with Unicef UK's 'Day for Change'. These activities alongside elements of the curriculum such as the geography topics about fair trade and 'Obama's America' in years 3 and 6 respectively, help to ensure that pupils' knowledge and understanding of the wider world are being nurtured.

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

- 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. (Criterion 2)
- Enhance ambassadorial activity by enabling pupils and staff to promote and encourage rights respecting values & actions and knowledge of the UNCRC with other schools and in the wider community. (Criteria 4 and D18)

Standard B

- Work towards deepening and widening the knowledge and understanding of the UNCRC across the whole school community- for all staff (teaching & support), pupils (Reception and older years), parents and governors. (Criterion 6)
- Continue to develop pupil's knowledge and understanding about rights and the UNCRC including the right to be safe and how this links to the school's work in areas such as e-safety; finding creative ways of making rights even more visible and high profile around the school by linking topic displays with specific articles and through the provision of information on the school's website and in newsletters. (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. Cross reference curriculum documentation with specific articles of the Convention. (Criterion 8)
- Continue to develop the focus on global citizenship and sustainable development, including further engagement with [The World's Largest Lesson](#) and [UN Global Goals](#) (Criterion 9)

Standard C

- Use the [Unicef UK Charter Guidance](#) to review the school and class charters with a focus on the language of 'respect for rights' and the link to articles of the UNCRC. (Criterion 10)
- Continue to support adults and children in the use of language which emphasises respect for rights. (Criterion 11)
- Where appropriate, enable the children and 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)

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, including rights respecting work, and for the impact of this work to be displayed and celebrated. (Criterion 16)
- Build on the good charity work already undertaken by enabling and empowering pupils as appropriate 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)

In addition, the school might also consider:

- Attending Level 2 training to support your continuing RRS journey. Please see web link [here](#)
- Visiting a recently accredited Level 2 RRSA school to share expertise.