

RRSA Assessment Report: Level 1

Assessment details

School	Oakdene Primary School
Headteacher	Mrs E Bramley
RRSA Coordinator	Mrs M Elliott
Local Authority	Stockton-on-Tees
Assessor	Chris Shannon
Date	24 th March 2017

The School Context

Oakdene Primary School is an average sized school with 305 pupils. The school is situated in an under privileged area of Billingham. The proportion of pupils who are eligible for the pupil premium is nearly double the national average. The area is mainly a white-British community with 17 pupils being from ethnic minority groups. FSM in school is above national average at 42%. Almost 30% of children receive SEN support. The school was judged outstanding by Ofsted in March 2013.

First registered January 2016

RoC achieved May 2016

Assessment information

Progress and evaluation form received	Yes	Impact evaluation form received	Yes
Attendees at SLT meeting	Executive Headteacher, Head of School, 2 RRSA coordinators		
Number of children and young people interviewed	4 children for Learning walk 20 children in the pupil focus groups 32 children in Y5 class		
Number of staff interviewed	2 teaching staff 1 governors	1 support staff 1 SCITT student	1 parents
Evidence provided	<ul style="list-style-type: none"> ▪ Learning walk ▪ Written evidence ▪ Class visits 		

The Assessment Judgement

Oakdene 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 passion, vision and commitment of everyone to Children's rights at Oakdene is tangible. The Rights respecting ethos is embedded across all aspects of the school. The Head of School said, *'it gives children a better understanding of what their life should be like.'*
- Rights and Respect are an integral part of the School Improvement Plan. A number of policies now reference relevant articles and a programme is in place to review others. RRS is also referenced in School Improvement Partner reports.
- Globalisation is embedded in the curriculum. The Executive Head teacher said, *'linking it to children's rights has made it very powerful.'*

Standard B:

The whole school community learns about the CRC

- The children have a good knowledge of a range of rights and know that they are inalienable and unconditional but understood that some children in the world don't have their rights respected because of war or poverty. They were quickly able to quote 15 rights and make links between them and work undertaken in school.
- Parents and governors are well informed by the school about RRS work. They receive weekly newsletters which usually include an article about RRS work and they are invited to termly open days which usually have a RRS focus.
- Lessons in more than 2 curriculum areas are linked to rights. Children talked about a lesson focusing on the plight of Jews in World War 2 and were able to describe the rights that were not met. Another talked about street children living on rubbish dumps in Kenya.

Standard C:

The school has a rights-respecting ethos

- All classes have charters which are linked to 4 articles and contain child and adult actions. Everyone agreed that Charters made a difference in school. One child said, *'Charters help us to treat people better.'* A teacher said, *'they are very powerful tools.'*
- All children agreed strongly that they feel safe in school and explained numerous actions taken by themselves and adults to secure their safety. They were clear who they could go to if they had an issue in the playground. A child said, *'All children in school are equal and in arguments teachers are fair.'*
- Children and adults use the language of rights and respect in areas of global citizenship. Children were able to talk about people in Kenya having a right to a nationality.

Standard D:

Children are empowered to become active citizens and learners

- Pupil voice is strong. There is an active, democratically elected school council and steering group. Children play an active part in their learning. Nursery and Reception



children have individual planning boards to decide what they would like to learn that day and older children complete KWL grids and are involved in reviewing their own targets.

- Children access a range of information. They talked about visits to school by people to provide them with information eg the NSPCC, an internet safety day and visits to Crucial Crew. One child said, *'knowing our rights helps us to make decisions.'*
- The school has a strong and generous tradition of fundraising and supporting charities. The children spoke with enthusiasm about supporting Day for change, Children in Need and a local food bank. They were able to link their charity work to appropriate articles of the Convention.

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:

- Continue the policy review and encourage pupils to write their own child friendly versions of some policies. (Criterion 2)
- Enhance ambassadorial activity by enabling children to promote RRS and knowledge of the CRC with other schools and the wider community. (Criterion 4 and 18)
- Further embed learning about Children's Rights to ensure coverage in the whole curriculum. (Criterion 8)
- Continue to support adults in the use of language which emphasises respect rather than responsibilities. (Criterion 11)
- Consider involving children more in using Rights respecting solutions to resolve playground issues. (Criterion 14)
- Build on the good charity work already undertaken by enabling and empowering children to become advocates and campaigners for Rights of Children locally and globally. Consider joining Unicef Campaign network. (Criterion 18)

In addition, the school might also consider:

- Participating 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/>
- Engaging in a local network with other Rights Respecting schools: contact kathya@unicef.org.uk for further information.