

# RRSA Assessment Report: Level 1 (Silver)

## Assessment Details

<b>School</b>	Bordesley Green Primary School
<b>Headteacher</b>	C.Harris
<b>RRSA Coordinator</b>	V.Grimes
<b>Local Authority</b>	Birmingham
<b>Assessor</b>	Deb Barnes
<b>Date</b>	29.6.18

## The School Context

Bordesley Green Primary School is a larger than average urban primary school with around 740 children on roll. The school serves an ethnically and socially diverse local community with all of the children speaking English as an additional language. In recent years a significant proportion of the intake of children have been of Romanian origin and currently there are around 90 Roma children on roll. There is some considerable economic disadvantage in the local area and approximately one third of the children are eligible for support through Free School Meals or other Pupil Premium eligibility criteria which is higher than the national average.

**First registered for RRSA** 7.4.2017

**RoC achieved** 22.11.2017

## Assessment Information

<b>Progress and evaluation form received</b>	Yes	<b>Impact evaluation form received</b>	Yes
<b>Attendees at SLT meeting</b>	Headteacher and Deputy Headteacher , RRSA coordinator		
<b>Number of children and young people interviewed</b>	23 children during tour and focus group		
<b>Number of staff interviewed</b>	4 staff    3 parents		
<b>Evidence provided</b>	<ul style="list-style-type: none"> <li>▪ Learning walk</li> <li>▪ Written evidence</li> <li>▪ Class visits</li> </ul>		

## The Assessment Judgement

**Bordesley Green Primary School has met the standard for the Unicef UK Rights Respecting Schools Award at Silver**

## 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 Headteacher and Senior Leadership Team place a high priority on learning about, and respecting, children's rights which is a clear part of the School Development Plan. There are a number of working groups across the teaching staff this year with a focus on issues such as curriculum development. One of these groups is working to ensure all parts of the school community become aware of children's rights and includes the Headteacher.
- School policies have all been linked to children's rights and the RRSA is regularly discussed with Governors.
- The school vision/values are encapsulated in the phrase 'We care, we create, we champion'. Ensuring that children and staff are aware of the Convention on the Rights of the Child has helped strengthen work towards these values. For example, staff 'champion' children by ensuring they have access to as many opportunities as possible inside and outside schools. They support parents to negotiate the, sometimes unfamiliar, health and education system and encourage all pupils to make the most of their right to an education.
- A regular yearly event involves a week where male relatives are invited into school to work with their children. This year around 250 dads, grandads, uncles etc. came into school during the week and this strengthens relationships and helps develop the partnership with parents.

### Standard B:

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

- Many of the children spoken to have a good knowledge of the Articles of the Convention on the Rights of the Child, those in Early Years were particularly confident for their age. Pupils understand that these rights are universal and cannot be taken away although they recognise that other children may not receive these rights in some countries due to issues such as war or poverty.
- All children have been given a copy of the CRC to take home and pupils were encouraged to participate in a homework activity to design a poster or write a poem to illustrate an Article, winning entries are displayed in the school.
- There has been regular staff training facilitated via the school co-ordinator. This has included training for all teaching and non-teaching staff including lunchtime supervisors. All staff have been given 'sentence openers' which some have on their back of their ID badges. This helps staff to begin conversations with a rights respecting approach and they have found this really helpful. The RRSA co-ordinator has been supporting staff to look at opportunities to focus on rights within their schemes of work
- Rights Ambassadors remind their classes when a right is mentioned in class and they use stickers to keep a record of this in a booklet of articles. This helps the RRSA co-ordinator to track which articles are most commonly mentioned and which might need more attention.



- Parents spoken to have noticed the way that their children now talk about rights at home and are more confident about voicing their opinions. They believe that children will come out of school as 'little ambassadors, who know how to treat each other'. Parents are also proud of the work school carries out to support new arrivals to the community and encourage integration in the community.

### Standard C:

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

- Children at Bordesley Primary School feel very safe and appreciate the role their teachers play in looking after them.
- Class charters have been developed in each year group to describe the ways in which children will respect rights in their classroom.
- The whole school community has become more confident in linking the CRC to lesson activities and techniques such as P4C support this.
- A Romanian cultural project had has helped develop links with other schools and children are learning about global issues such as the importance of the rainforests.

### Standard D:

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

- Children are involved in many charity activities including collecting food donations for the local food bank during Ramadan and fund raising to buy a UNICEF's 'School in a box'.
- The School has been actively involved in litter picking through the Great British Spring Clean. Teachers have noted that this has significantly changed pupils' attitudes to litter and made them 'much more aware of their local community'. Talking about this issue in terms of children's rights has helped emphasise its importance.
- Children are actively involved in their learning and help set success criteria to assess their work.
- Pupil representatives from each year group are elected onto a School Council and have an effective role in bringing about change in school. For example, locks have been added to toilet doors, extra basketball nets have been put up in the playground and efforts are being made to waste less paper and recycle.

## Moving to Gold

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

### Strand A – Teaching and learning about rights

Build upon the work already begun to promote the CRC within the curriculum, particularly with reference to global citizenship, and ensure that most curriculum plans refer to appropriate Articles of the Convention.

Develop a more structured approach to engage parents/families in learning about and understanding the CRC, consider a focus during the next 'Father's week'.

Work towards deepening and widening the knowledge and understanding of articles across the whole school community - appropriate to age and ability - develop awareness of rights being: Inherent, Inalienable, Indivisible, Universal and Unconditional including appropriate CPD and staff induction.

Help the whole school community to develop a greater sense of critical enquiry, informed by the CRC when looking at the world and at global issues such as sustainable development.

### Strand B – Teaching and learning through rights

Continue to support adults and children in the use of language which emphasises respect for rights.

Continue to embed the Unicef RRSA Charter Guidance and focus on the language of 'respect for rights'. In the next 'round' of class charters endeavour to include actions for Duty Bearers as well as for children.

Continue to promote an ethos of inclusion, where all feel supported and valued

### Strand C – Teaching and learning for rights

Continue to strive for creative and significant opportunities for the participation and decision making of children and young people 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.

In addition to your well established and successful charity fund raising, facilitate more opportunities for the children/young people to initiate powerful advocacy and campaigning work, particularly with regard to children's rights Consider joining in with Unicef UK's [Outright Campaign](#).

Empower children (and the school community) to recognise connections between actions and impact locally and globally and respond appropriately.



Enhance ambassadorial activity by enabling children and staff to promote and encourage Rights Respecting values and actions and knowledge of the CRC with other schools and in the wider community.

Aim to participate in RRSA training to support your journey to Gold.

Level 1 (Silver) is an important milestone on the rights respecting journey. In the light of the assessment visit, the assessors have 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.