



## RIGHTS RESPECTING SCHOOL AWARD ASSESSMENT REPORT LEVEL ONE

<b>School:</b>	Bowesfield Primary School
<b>Headteacher:</b>	Emily Hodgeon
<b>RRSA coordinator:</b>	Emily Hodgeon
<b>Local authority:</b>	Stockton
<b>Assessors:</b>	Naomi Priestley
<b>Date:</b>	16 <sup>th</sup> July 2013

I would like to thank the Headteacher, staff and young people for their warm welcome to the school, for the opportunity to speak with staff and pupils during the assessment and for the evidence detailing the work towards becoming a Level One Rights Respecting School. Prior to the assessment visit you provided a comprehensive self-evaluation form and impact evaluation form. It was clear to the assessor during the visit that everyone places a real importance on developing a rights respecting ethos.

Congratulations to the school and to all involved in this achievement. It was notable that children at Bowesfield Primary are particularly well informed about keeping themselves safe and that the school has applied the rights respecting ethos to support children identified as being particularly vulnerable

Standards A, B, C and D have all met the necessary criteria.

## THE ASSESSMENT IN DETAIL

### The school context

Bowesfield is an average sized primary school (approximately 200 pupils) in the centre of Stockton on Tees. Children come from a wide range of ethnic backgrounds, with approximately 70% from Black and Minority Ethnic families. The proportion of pupils in receipt of a statement of special educational need is above the national average and the number of children learning English as an additional language is much higher than usual. A significantly higher than average proportion of pupils (45%) are eligible for free school meals. The school has a highly mobile population with children arriving and leaving the school during their primary education.

The school was awarded its ROC in February 2011.

Bowesfield has a Gold Healthy Schools award, Bronze Eco School award and an Activemark award.



## Assessment information

<b>Self-evaluation form received</b>	Yes
<b>Impact evaluation form received</b>	Yes
<b>Attendees at SLT meeting</b>	Headteacher
<b>Number of children and young people interviewed</b>	16 children in two groups according to Key Stage
<b>Number of staff interviewed</b>	2 teaching staff 1 support staff
<b>Evidence provided</b>	Learning walk Written evidence including examples of previous displays, lesson plans, examples of pupil work, copies of assembly PowerPoints and copies of school policies. SEF and Impact evaluation forms



## Standard A: Rights-respecting values underpin leadership and management

### Summary

#### Standard A has been met.

The vision of the school is described in terms of rights and the CRC is reflected in the School Development Plan, the school's Feedback policy and in the Behaviour policy, with the aim of it being incorporated into other policies as they are reviewed. The Headteacher stated that CRC is implicit in what the school is about and is what the aims and values of the school are built on. Implementation of RRSA and CRC into the development of the school has been included as part of the Headteacher's performance management. The CRC is promoted in signage around the school listing children's rights. These signs are eye catching and are displayed in classrooms and corridors, with larger and more hardwearing signs in the hall and playground to ensure, as one child mentioned, 'that parents know about our rights too'. In each classroom there are class charters, written by the children and focusing on articles and rights which are age relevant. Learning about CRC is a required part of planning for each year group beginning with class charters at the start of each new school year. Children are aware that rights are for all children under the age of 18 but that not all children have these rights met. The children interviewed were aware of procedures in place at Bowesfield Primary to ensure equality of access to education irrespective of family income, for example the school provides and washes PE kits for all children, and coats and wellies are provided in EYFS for children to access the outdoor areas. In order to ensure parents are confident in supporting their children's education, parents are required to pick up reports from the school in person when they also have the opportunity to talk to the class teacher about progress.

The school uses the CRC to inform and add value to its work within the community. The Headteacher has presented the school's work on CRC through the Education Matters meeting at Stockton LA to other Heads, leading to further schools becoming involved in RRSA. The school is now working in partnership with another Stockton school to support their RRS journey. The children at Bowesfield Primary are also part of the Junior Neighbourhood Watch in partnership with Cleveland Police. Children have participated in Send my Friend to School for two subsequent years and the work forms part of a large display at the entrance of the school.

The Deputy Headteacher has arrived at Bowesfield Primary since the school applied for its ROC however he has worked in partnership with colleagues to develop his understanding and has ensured that learning about CRC, global citizenship and sustainable development are key to the school's assembly focus with an implicit link to articles. CRC is also included in planning for Social, Moral, Spiritual and Cultural Education in each of the year groups, which is taught across the curriculum. CRC has also been taught through literacy, history and geography where opportunities have arisen, as is evidence in plans provided and feedback from children.



## **Standard B:** The whole school community learns about the CRC

### **Summary** **Standard B has been achieved.**

The children participating in both focus groups could describe a large number of UNCRC articles, including a KS1 pupil who mentioned the fact that the CRC applies to all children equally (article 2). They understood that the UNCRC applies to all children up to 18 but that not all children's rights are respected in England, as well in other parts of the world. Staff have received in-school training on RRS and were enthusiastic in relating examples of curriculum work and actions around rights. One example given was in year 5 literacy where a study of 'Street Child' by Berlie Doherty led to cross curricular exploration of rights during Victorian times and now, both in England and internationally. Children and staff have participated in children's workshops exploring different rights hosted by the Redcar and Cleveland cluster of schools led by UNICEF RRSA education advisors.

Parents/carers have received information about RRS in assemblies, school reports and newsletters while governors have had reports on RRS as evidenced in minutes. Children have attended a Governor Board meeting to inform about RRS work taking place. There is a whole school display on RRS in the main entrance which includes photographs taken from the PowerPoint created by year 6 pupils. Children's awareness of CRC is reinforced through weekly whole school assemblies planned and led by the Deputy Headteacher. Teaching about the named articles is included in Social, Moral, Spiritual and Cultural Education planning which is taught cross curricular using a themed based approach. Children are informing parents about issues raised in the CRC. For example, a parent has reported that their child questioned her at home about whether she should be leaving medicine out in the kitchen.

It was acknowledged by the Headteacher that one of the biggest challenges to working towards becoming a Rights Respecting School has been the highly mobile makeup of the school population with changes of staff and, more frequently, pupils. For example, year 1 have had 11 children leave and 7 children start during the 2012-13 school year. To address this, the RRS approach is discussed with new children and their parents before they start at the school and it is a requirement in teaching plans for each year group. These plans are available on the school website. Feedback from new children shows that this approach helps them settle, that they feel that they are warmly welcomed by existing children and attendance is excellent even from children for whom this has previously been an issue.

## **Standard C:** The school has a rights-respecting ethos

### **Summary** **Standard C has been met.**

Charters based on the CRC, written by the children and age appropriate, are present in each class. There is a school charter reflecting children's rights and associated responsibilities visible in many locations around the school and also on the school website listed under 'School Policies'. Classroom practitioners and support staff, including dinner



nannies, were observed to model rights respecting language and behaviour towards the children. During the learning walk and focus groups, all children spoke of the good relations with staff and this is reinforced by feedback from children and parents on end of year reports. One year 4 child mentioned that "...teachers are nice whenever you feel unsafe or unsure". Another stated that, "Learning is fun. Teachers make sure it is fun even if it is something you don't like doing". The school cook has an active, written conversation with children based on a diary which reflected a high degree of mutual respect. There are few incidences of unacceptable behaviour and in upper KS2 children are beginning to sort out challenges to their class charter themselves, recognising that they all wrote the charter and therefore they feel they need to be involved in taking actions to ensuring the rights are upheld.

All children questioned stated that they felt safe in the school and that the school works hard to make sure that they stay safe. They gave examples of how high door handles keep Reception children safe but that these are not necessary as you get older. They pointed out gates in outside areas and that there is always an adult outside with children. Children have prepared posters on e-safety and these are prominently displayed in the computer suite alongside posters from national children's charities. Finally, all the children questioned mentioned the 'worry box' in each class which could be used to deposit notes about anything that was worrying you and which you could not sort out yourself. These were checked daily. Several children questioned had used this facility and were happy with the outcome. This positive approach to respect each others' needs and interests and to make responsible judgements on moral dilemmas has been evidenced in the school self-evaluation against Ofsted evaluation schedule (Behaviour and Safety).

Some of the pupils in the focus group were able to use the language of rights, responsibility and respect in relationship to global citizenship. They were able to discuss how they had participated in 'Send My Friend to School'. They have also 'done something funny' for Comic Relief to raise money to help children in Africa who do not get all of their rights because their families and their governments are poor.

## **Standard D:** **Children are empowered to become active citizens and learners**

### **Summary**

**Standard D has been met.**

Children at Bowsfield Primary are supported in ensuring their opinions about their learning and well-being are listened to. For example, the school cook has a daily diary where children are encouraged to comment and ask questions about their food and the cook always responds with a written answer. The Year 6 children successfully wrote letters to persuade the Headteacher that they should go to the cinema instead of having a Christmas/Eid party earlier this academic year. Such petitions are not always successful; one child has written ask for a school pet parrot. The Headteacher's considered answer showed that she had explored the suggestion but in this instance it was not possible. The school also has an active school council with minutes recorded by the children themselves. The council has been involved in assessing the consultant's plans for new playground equipment. All KS2 children interviewed mentioned how they were involved in selecting the class library books as they were the most qualified for the job. The Headteacher stated, "The processes of becoming a Rights Respecting School has empowered the children and



helped them to make decisions.” One year 6 child said, “We have choices, not only the teachers, but we also have to compromise.”

Children are regularly given information about safety including e-safety. Year 2 have just completed a curriculum theme called Medicine Matters (delivered with the support of a local pharmacist); Years 3 and 4 have had pedestrian training, and Years 5 and 6 have had cycle training. All Year 6 children have received first aid training from the Cleveland Fire Brigade, “So we can stay safe inside and outside school.” Upper Key Stage Two have also had sessions with the Eastern Ravens about being a carer.

As well as taking action to improve their own lives, that of their peers in school and to improve the lives of people in the local community, children at Bowesfield Primary have also taken part in Send my Friend to School and Comic Relief. Individuals in the school have raised money through a sponsored walk for a gravestone for a classmate who recently died of cancer. There are recycling bins all around the school and outside which are being used. Members of the school are part of the local Junior Neighbourhood Watch and they have been involved in improving the local environment through Northumbria in Bloom.

## The future

The assessor would like to encourage the school to continue with its plans towards achieving the award at Level Two.

The following recommendations are made to support the journey based on those that have proven valuable in other schools and settings in helping them to develop their practice at Level 2. The recommendations made by the assessors are listed below:

- Take the opportunity, at the start of the new school year, to challenge the current association between rights and responsibilities. The new guidance states charters are negotiated agreements which identify the rights respecting attitudes and actions of children and adults and the language has shifted from responsibility to respect. Please see the guidance attached.
- Although the Headteacher and other staff are aware, the children are not fully aware of all the hard work that the whole school continues to do towards ensuring that the school is rights respecting. Take the opportunity to make explicit the link between the wide range of activities that the school is doing and ‘rights’. Ensure that children and their families are aware that this work is being done because it is their right. Use the rights vocabulary consistently in speaking and in signage around the school and on the website.
- Continue to strive towards getting a member of the governing body to take a more active role in the work towards Level Two. Clarity for governors would be supported by linking the subheadings used in the governor’s report to the CRC.