

RRSA Assessment Report: Level 1

Assessment details

School	St Matthews C of E Primary
Headteacher	Thomas Johnson
RRSA Coordinator	Anthony Hughes
Local Authority	Trafford
Assessor	Pat Peaker
Date	4 th July 2017

The School Context

St. Matthew's is an average-sized primary school. There are 238 children on roll. The proportion of children eligible for pupil premium funding is above average. The proportion of pupils from minority ethnic groups is above average as is the proportion of those who speak English as an additional language. The proportion of those receiving support for special educational needs and/or disabilities is twice as high as the national average. Those pupils with a statement of special educational needs or an education, health and care plan is higher than average. In May 2017, the school was graded 'good' by OFSTED.

First registered February 2016

RoC achieved November 2016

Assessment information

Progress and evaluation form received	Yes	Impact evaluation form received	Yes
Attendees at SLT meeting	Headteacher, RRSA coordinator /early Years Co-ordinator		
Number of children and young people interviewed	28 children		
Number of staff interviewed	2 teaching staff (one of whom is a governor) 1 support staff 2 parents 1 governor		
Evidence provided	<ul style="list-style-type: none"> ▪ Learning walk ▪ Written evidence ▪ Class visits ▪ Web site 		

The Assessment Judgement

St. Matthew's CE Primary School has met the Standards for Unicef UK's Rights Respecting School 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

- Discussion with the leadership team indicates the strength and passion of their vision to develop as a rights respecting school. The school's vision, 'Let your light shine' is explicitly linked to Article 29 of the United Nations Convention on the Rights of the Child (UNCRC). The headteacher considers that the impact of the children learning about their rights *'has been significant and has captured their imagination'*. They have become *'more engaged in their learning'* he added. The Impact Evaluation indicates that it is noticeable that the language of rights is becoming more prominent in school.
- The RRSA is included in the school development plan. Policies are being updated to include the language of rights and relevant articles are linked to them. Staff have received training and governors are kept well –informed of the school's work. The governor present for the meeting commented *'there is pride, we are totally behind it'*.
- There is close collaboration with a neighbouring infant school which started on the journey to becoming a rights respecting school at the same time. The headteacher spoke of his commitment to St,Matthew's serving its community in line with its vision and to *have an input beyond the school gates'*. The links with the infant school *'have enabled both schools to be stronger, it's very affirming to work with another school'*.

Standard B:

The whole school community learns about the CRC

- Children interviewed confidently named a large number of rights and some are visually displayed in appropriate places in corridors and at the entrance as a constant reminder of their significance in the school. They have a good understanding that rights are inherent, universal and unconditional *'they are for all the children in the world'*. They are able to apply their knowledge about rights in different contexts. For example, when exploring the effects of climate change such as extreme drought or heavy rainfall, they were able to understand how these events could deny children their rights to clean water, food, lack of shelter (Article 24,6). They cited the street children of Brazil and the children who live on the rubbish dumps in Cambodia being denied healthcare, education, food and a safe place (Articles 24,28.6).
- Pupils learn about rights through assemblies, displays around the school, school events and through elements of the curriculum. A recent global learning week for the whole school has reinforced their understanding of rights and an open afternoon at the end of the week enabled parents to engage with the work their children had been doing. A parent commented *'they feel empowered to speak'*. A Rights and Diversity week was another opportunity for further awareness of rights with visits by religious leaders and the neighbouring infant school.
- Staff, parents and governors are very supportive of the school's rights respecting work. A member of the teaching staff commented on the changed behaviour policy and the class charters now *'making a huge difference'* The children and the staff *'are using the language of rights with each other'* she continued.



Standard C:

The school has a rights-respecting ethos

- There is a school charter which links clearly to the school's Christian values and the rights of the UNCRC. Together these permeate all aspects of school life. Staff model these in daily interactions which lead to positive relationships and mutual respect. OFSTED commented that *the school's commitment to being a rights respecting school is clear*. All classrooms were visited and, in each, pupils were very proud of their class charters. They had by common consent chosen a number of articles relevant to their classroom, the role of the teacher had been defined and all had signed.
- The school council and the RRS steering group with elected representatives from KS1 and KS2 has a written constitution which quotes in its opening statement Article 12 of the UNCRC. Its mission is clearly stated as *'working on behalf of our fellow students to improve school and community'*.

Standard D:

Children are empowered to become active citizens and learners

- Developing pupil voice is a key element in the school's rights respecting journey with children being increasingly aware of and supportive of the rights of others in the world. To mark World Refugee Day, the pupils along with those from their partner school in the neighbourhood, marched to Stretford Town Hall with banners they had made to hand in a petition to their local member of parliament. A pupil stated *'Kate Green can raise her voice in parliament and do something to help'*. The headteacher explained that *'the march sparked debate amongst the community on twitter and on facebook. Parents sprang to the defence of the refugees which caused some consternation in the community'*. A parent added that *'it generated massive discussion, parents were empowered as well as children'*. Another parent who follows the MP's twitter account saw that the petition had been handed to the Prime Minister and was proud that *'we made that happen'*.
- Curriculum work is helping children to understand what it means to be a global citizen. A letter to the RRS lead apologising for being unable to attend the assessment included the comment that her daughter *'recognises when rights are not being met, what right is missing and that all people have these rights. These are values that I hope we demonstrate at home but it is wonderful to have them vocalised so clearly and unequivocally by her school'*.
- Children have a range of opportunities to promote children's rights on a local and global scale through their support of charities. A sponsored silence this week in Year 5 which they suggested is raising funds for a charity which works with the Cambodian children who live on the rubbish dumps and provides them with shoes. They engaged with Red Nose Day and created posters and wrote letters relating to stopping the spread of malaria. So that all children can enjoy Article 27, they are fundraising for toilet twinning with another country. Many of the initiatives the children are anxious to support come from them. The headteacher commented that, *'we have given them the language to verbalise, rights are so inclusive, very powerful, it's an eye opening journey'*. There is a strong sense in the school of there being a social imperative to prepare and nurture caring and responsible citizens for the future.

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:

Ensure that most school policies are explicitly cross-referenced to appropriate rights from the Convention. Consider 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 the wider community. (Criteria 4 and 18)

Work towards deepening and widening the knowledge and understanding of the UNCRC across the whole school community. (Criterion 6)

Develop a more structured approach to engage parents/families in learning about and understanding the UNCRC. (Criterion 7)

Continue to develop the focus on global citizenship and sustainable development, capitalising on the rich cultural heritage of the school. Consider engagement with The World's Largest lesson. (Criterion 9) www.worldslargestlesson.globalgoals.org and www.unicef.org/agenda2030

Help the whole school community to develop a greater sense of critical enquiry, informed by the UNCRC when looking at the world and at global issues such as sustainable development. (Criterion 15)

Embed a systematic approach to providing access to relevant current news media to facilitate a critical and reflective response according to their age and capacities. This can be linked to their development of literacy skills eg. Writing press releases, practising interview skills and research skills. (Criterion 17)

In addition, the school might also consider:

Involving a parent or member of the governing body in meetings with the steering group.

Visiting an established Level 2 Rights Respecting School.

Aim to participate in RRSA training to support your journey to Level 2