

UNICEF UK RIGHTS RESPECTING SCHOOL AWARD

ASSESSMENT REPORT LEVEL ONE

School:	Oswald Road Primary School
Headteacher:	Deborah Howard Acting Headteacher- John Beisly
RRSA coordinator:	Kathryn Whalley
Local authority:	Manchester
Assessor:	Martin Russell
Date:	9 th June 2016

The school context:

Oswald Road is a larger than average urban primary school with around 630 children on roll. The school serves a diverse local community with around one third of the children speaking English as an additional language; this is significantly higher than the national average. Although there is some economic disadvantage in the local area, only around 18% of the children are eligible for support through the Pupil Premium which is below the national average. Although the school identifies a significant number of children as requiring additional support with their learning, fewer than 1% have a statement of special educational needs (SEN) or an education, health and care (EHC) plan.

First registered for RRSA: April 2015 Recognition of Commitment: September 2015

Assessment information:

Progress and evaluation form received	Yes	Impact evaluation form received	Yes
Attendees at SLT meeting	Acting Headteacher and RRSA Coordinator		
Number of children and young people interviewed	25 children spoken with in meetings plus extended discussion in three classrooms during the tour.		
Number of staff interviewed	2 teaching staff 2 support staff (one a parent) 2 other parents one of whom is the Chair of Governors		
Evidence provided	Learning walk Written evidence Class visits		

The Assessment Judgement:

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

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:

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. Considerer 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 in the wider community. (Criteria 4 and D 18)

Look for ways to incorporate an explicit commitment to education for global citizenship and sustainable development into the heart of the school's mission and purpose. (Criterion 5)

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

Work towards an increased knowledge of the origins of the Convention, its global impact and, for older pupil's it's place within the wider picture Human Rights. (Criterion 6)

Continue to develop the focus on Global Citizenship and sustainable development, capitalising on the rich cultural heritage of the school. Consider further CPD in this area and engagement with [The World's Largest Lesson](#) (Criterion 9)

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. (Criterion 10)

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. (Criterion 18)

In addition, the school might also consider:

Continue to strive for more creative and significant opportunities for the participation and decision making of children (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. (Criterion 16)

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

<http://www.unicef.org.uk/rights-respecting-schools/training-and-support/training-courses/moving-from-level-1-to-2/>

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 school's leadership are wholeheartedly committed to developing a rights based ethos across the school. Phrases such as *'the children really challenge our thinking.'* And *'they are confident in [appropriately] holding us to account'* are indicative of a school that is really embracing the principle of participation which is so important in the Convention on the Rights of the Child.
- Governors are involved and committed to the school becoming Rights Respecting and the School Improvement Plan demonstrates that the school sees the embedding of rights as a strategic priority.
- Parents spoke very positively about the schools rights respecting work and value the opportunity to be engaged with policy development for example, the recent behaviour policy consultation which included extensive reflection on relevant Articles from the Convention.

Standard B:

The whole school community learns about the CRC

- Pupils of all ages demonstrated a very good knowledge of a wide range of different rights. They could also explain why, sometimes, children were unable to access particular rights; examples included UK poverty and abusive treatment as well as lack of education, war and infections such as malaria in overseas contexts.
- One Y4 pupil shared a highly sophisticated explanation of 'seeking asylum' and another child showed a deep understanding of rights when he said: *'Teachers also have rights – all adults. You should respect other people's rights not just your own.'* It is evident that planning has begun to incorporate a good range of Articles into the learning. The plague, WWII evacuees and E-safety were among a large number of examples shared.
- The Rights Ambassadors have worked with staff to ensure that Articles are highly visible around school and feature prominently in a large number of displays. They are currently writing a song to promote and celebrate rights. The school has also ensured that parents know about the CRC and some commented that Rights Respecting has empowered their children to be *'more confident in speaking up'* and another said their child had much more understanding of the wider world

Standard C:

The school has a rights-respecting ethos

- Class charters are based on the Articles of the CRC and help shape and influence life, learning and relationships. One child explained *'we all sign it to show that we agree and want to follow them.'*
- Rights Respecting language is used widely across the school and is becoming established practice. The children value the idea of rewards and recognition for respecting the rights of others. Adults commented that *'It has really given them a language...they are better at solving disputes among themselves on the playground.'*

Standard D:

Children are empowered to become active citizens and learners

- All children and adults spoken with were keen to explain that rights respecting has strengthened the voice of pupils across the school and that they now have a strong and widely valued voice in many areas of school life. Increased dignity, more choice and greater fairness were recurring themes of the examples shared by children. That so much change

has come about demonstrates a real culture of mutual respect across the school.

- Numerous charity actions take place throughout the year including support for a children's cancer charity and Comic Relief. The Rights Ambassadors have a growing role in leading action for others and initiated a recent drive to support Unicef's work in Syria. There is a strong platform here for the children to build on fund raising by exploring issues in more depth and then activity campaigning for the rights of others both locally and globally.