

UNICEF UK RIGHTS RESPECTING SCHOOL AWARD

ASSESSMENT REPORT LEVEL ONE

School:	Green Lane CE Primary School
Headteacher:	Mrs Paula Ford
RRSA coordinator:	Ms Jackie Tweedy
Local authority:	Durham County Council
Assessor:	Chris Shannon
Date:	19 th May 2016

The school context:

Green Lane CE Primary School is an average sized primary school with 224 children on roll. It is situated in a small market town in rural Teesdale. The school shares a site with High Force initial teacher training and Green Lane Nursery and childcare centre. The children are overwhelmingly of white British heritage. Approximately 15% of children have Special Education needs, 3 children have a Health care plan and 2 have a Statement of Education needs. Approximately 14% of children are entitled to additional support through the Pupil Premium. The school was inspected by Ofsted in 2013 and was judged good. A SIAMs inspection in July 2014 judged the school to be outstanding.

First registered for RRSA: May 2013

Recognition of Commitment: July 2013

Assessment information:

Progress and evaluation form received	Yes	Impact evaluation form received	Yes
Attendees at SLT meeting	Headteacher, RRSA coordinator, 2 Assistant headteachers, Business manager		
Number of children and young people interviewed	24 children in Focus groups 15 children for learning walk (in small groups)		
Number of staff interviewed	1 teaching staff 1 governors	3 parents	
Evidence provided	Learning walk	Written evidence	Class visits

The Assessment Judgement:

**Green Lane CE 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 Improvement Plan to link most priorities explicitly to relevant Articles of the UNCRC. (Criterion 2)

Ensure that most policies are explicitly cross-referenced to appropriate rights from the Convention. Consider pupil involvement in the policy review process and enable children to write their own child-friendly policies. (Criterion 2)

Without losing the benefits of a whole-school approach, seek to develop a core team consisting of children and adults to lead further RRSA developments. Try to involve a parent, a member of the Governing Body, a representative of the wider community. (See Steering group guidance on the RRSA website)

Continue with a structured approach to engage parents / families in learning about and understanding the UNCRC and also about their Human Rights. (Criterion 7)

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)

Further develop the ambassadorial role of the children by supporting the local Secondary School to become Rights Respecting. (Criterion 18)

Build on the good charity work already undertaken by enabling and empowering the young people to become advocates and campaigners for the rights of all children locally and globally. Consider joining Unicef Campaign network. (Criterion 18)

In addition, the school might also consider:

Aim to participate in RRSA training to support your journey to Level 2. The next Moving from L1 to L2 training is on 9th November in York.

<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

- Becoming a Rights Respecting school is a high priority for Green Lane CE Primary School and is embedded throughout the school helping to create the strong 'Team GL'. The Assistant Head teacher said, *'What we've created are lovely human beings with skills that they can take into their future careers.'*
- The School Improvement plan and some policies have references to the UNCRC threaded through them.

Standard B:

The whole school community learns about the CRC

- Children have a good knowledge of a wide range of rights and understand that they are inalienable and unconditional. One child said, *'All children should have their rights, it doesn't matter about which country they are from or their skin colour or their religion.'*
- Learning about rights is well established across several areas of the curriculum. Topic work is linked to relevant articles. In RE Year 5 children posed the question, 'Is what is inside more important than what we look like?' They linked their work to articles 7, 8, 14 and 23.
- Children were able to talk confidently about a range of global issues and sustainable development, quoting the Fairtrade big breakfast they took part in and why it was important. Children also recycle in school.

Standard C:

The school has a rights-respecting ethos

- Staff, children and parents talked about the positive impact of charters throughout the school. One child said, *'Charters have set boundaries that we've made and we feel comfortable with them.'* Another said, *'if there's a problem, we go to the charter and figure it out.'* A member of staff said, *'they work together better.'*
- All children say that they feel safe in school and know who to go to if they have a problem. They are all confident that any issues will be dealt with in a timely and fair manner. Children said the staff support them whether the problem is from school, home or the local community. Year 6 pupils 'buddy' reception children for their first year in school.

Standard D:

Children are empowered to become active citizens and learners

- Pupil voice is strong. The school council are a proactive group, children all felt confident to go to their representative with ideas and suggestions. There is also a suggestion box in the corridor and the head teacher said that she regularly receives letters from children offering their ideas for changes.
- The school has a strong and generous tradition of fundraising and supporting charities. The children spoke with enthusiasm about supporting their partner school in Zimbabwe and about their current work to support homeless people