

## UNICEF UK RIGHTS RESPECTING SCHOOL AWARD ASSESSMENT REPORT LEVEL TWO RE-ACCREDITATION

<b>School:</b>	The Glebe Primary School
<b>Headteacher:</b>	Glenda Repton
<b>RRSA coordinator:</b>	Emily Walsh
<b>Local authority:</b>	Stockton
<b>Assessors:</b>	Alwyn Bathan and Chris Shannon
<b>Date:</b>	7 <sup>th</sup> December 2017

### 1. INTRODUCTION

The assessors would like to thank the children, the Head Teacher, the staff and governors for their warm welcome to the school, for the opportunity to speak with adults and pupils during the assessment and for the detailed evidence provided to support the assessment. Prior to the assessors' visit, the RRSA Lead provided a comprehensive self-evaluation form and impact evaluation form. It was clear to the assessors during the visit that everyone at The Glebe Primary School is strongly committed to maintaining and developing a rights-based culture and ethos.

Particularly impressive elements of this school are the strong commitment, passion and enthusiasm of all the stakeholders to being rights respecting.

Standards A, B, C and D have all been achieved.



## 2. REQUIREMENTS BEFORE ATTAINING LEVEL 2

No requirements noted.

## 3. MAINTAINING LEVEL 2

- Continue to refine school's curriculum planning by creating links on short term plans and widening the comprehensive range of Articles to which pupils are exposed.
- Further develop school's practice in policy revision by adding a range of Articles of key significance to your core purpose.
- Extend the current excellent practice of creating specific newsletters about the school's rights respecting work into your main school newsletters by adding Articles to items of key focus, e.g., attendance and punctuality.
- Continue to develop school's use of social media to integrate reference to rights and specific Articles.
- Build on school's expert Global Learning Programme by creating even more opportunities for first hand learning experiences which will bring pupils' learning to life.

## 4. THE ASSESSMENT IN DETAIL

### 4.1. The school context

The Glebe Primary School is a larger than average primary school situated in an urban area of Norton, Stockton. There are currently 362 pupils on role and the school offer Breakfast Club and After School provision on site. There are places for 52 pupils in Nursery. Pupils are predominantly of white British heritage with only 1% having English as an additional language. The percentage of pupils with SEND is 11%, and 25% qualify for pupil premium.

The school was last inspected by OFSTED in February 2016 and was graded good.

The Glebe first registered for RRSA in March 2011, gaining ROC in 2012 and Level 1 in April 2013. The school achieved Level 2 in October 2014 and this visit was a re-accreditation at Level 2.

## 4.2. Assessment information

<b>Self-evaluation form received</b>	Yes
<b>Impact evaluation form received</b>	Yes
<b>Attendees at SLT meeting</b>	Head Teacher, Deputy Head Teacher and RRSA Lead
<b>Number of children and young people interviewed</b>	24 pupils
<b>Number of staff interviewed</b>	4 teaching staff 2 support staff 2 parents 1 governor
<b>Evidence provided</b>	Learning walk Written evidence Portfolio of evidence Class visits

### Standard A:

Rights-respecting values underpin leadership and management

**Standard A has been achieved**

There is a strong commitment to continue and develop rights-based learning at The Glebe Primary.

The Senior Leadership Team at The Glebe have maintained their drive to teach their pupils about rights and develop a rights respecting ethos in school. The Head Teacher described this as resulting in '*a common language that we all talk*' and linked this to a significant positive impact on pupil-staff relationships and on pupil attainment. The Deputy Head Teacher endorsed the strength of impact from their Rights Respecting (RR) work, indicating that, '*it's the most significant thing we do out of every single thing we've taken on board*'. Dovetailing their rights respecting journey with their Expert Centre work in the Global Learning Programme (GLP) resulted in '*real value in gearing children up for the wider world*'.



The school's development plan references rights respecting work alongside other priorities and links this to the impact on pupils' attainment, attendance, relationships and well-being. The leadership monitoring schedule creates an expectation of RR work in lessons and in pupils' books. The role of the RR Lead has recently changed due to the retirement of the previous post holder. The strong links previously formed between staff have allowed rights respecting transition to be successful and further develop. The staff recruitment procedure features questions for candidates on the United Nations Convention on the Rights of the Child (UNCRC), and support is given to new staff joining school to facilitate their knowledge base and use of RR language. Key policies reference Articles of the UNCRC, for example, the policies for pupils with SEND or who are Looked After feature Article 29 (developing skills and talents).

Staff at The Glebe believe that their underpinning knowledge about children's rights has helped them successfully address circumstances around an individual pupil's change in gender identification. The Head Teacher felt that the rights framework enabled the school to communicate with pupils and members of the school community in a manner which upheld the dignity and identity of the individual. The school's success in this regard has led to moving toward a Stonewall award. The most recent Send My Friend to School campaign promoted the rights of all pupils with disabilities to access education. The school's most recent OFSTED report endorses this, indicating that '*the staff work tirelessly in promoting diversity and respect for each other and different cultures.*'

The Glebe is part of a network of local RR schools in Stockton and they regularly share good practice together, currently planning a pupil conference for the Spring term 2018. The Head Teacher is part of a network of Stockton primary schools "Education Matters" and, as one of the first LA schools to achieve RRSA Level 2, is in a position to drive forward and spread the RR message to other schools. Staff from local secondary schools were recently invited to The Glebe to find out more about the UNCRC and its impact in schools.

Linked with their GLP work, staff at The Glebe regularly discuss and reference the Global Goals for Sustainable Development. This programme enables the school to access a much wider range of very specific resources and they are charged with sharing their specialist knowledge with other Stockton schools. Staff feel it helps them '*look deeper at the world we live in and to challenge prejudice and stereotypes.*' Key campaigns such as OutRight are undertaken annually to support international issues.

## Standard B:

The whole school community learns about the CRC

**Standard B has been achieved**

Pupils and staff at The Glebe share a sound knowledge of rights.

Pupils at The Glebe are knowledgeable about rights. OFSTED inspectors, at their last visit, commented favourably that '*pupils have a well-developed understanding of the rights of the child.*' Pupils encountered easily listed 19 rights, including the right to privacy (Article 16), to life (Article 6), to be excluded from war (Article 38), to not be abducted (Article 11) as well as

the right to a voice and to follow one's own religion amongst others. Children knew their rights could not be taken away although some children did not have their rights met, and that rights were unconditional and applied to all children. Multi layered strategies such as a Right of the Fortnight, rights discussed in Assemblies and through themed weeks such as FAB week (Friends Against Bullying) have enable the pupils to have very secure knowledge in this regard.

The school has developed a particular strength in enabling parents to become aware of the CRC. Rights-based homework such as Birthday Rights Bingo and inviting parents to see class assemblies which feature rights have been very successful in enabling parents and carers to be aware of this work. They have also been able to express a desire to have particular rights covered in school. There is a discrete RR section on the school website and regular RR newsletters ensure that parents can link what the children have been learning in school to a rights framework. Governors are made aware of the school's RR journey through the termly Head Teacher's report.

The school's displays and teachers' medium term curriculum plans all reference relevant Articles and Global Goals across all year groups. Pupils have found themed weeks, such as the most recent one about Goldilocks, linked through all curriculum subjects to rights, very engaging. Pupils have been able to consider Goldilocks' right to shelter, nutritious food and to be safe in this topic. Older pupils were able to debate Goldilocks' right to shelter against the right of the bears to theirs and their privacy! Lesson plans are used and monitored by teaching staff to ensure wide coverage of rights across the curriculum.

Global citizenship and sustainable development are key priority areas at The Glebe and all staff have been provided with a table of rights linked to the Global Goals. Assemblies and special event days linked to global events are planned and each classroom have a set of global goals displays linked to relevant articles of the UNCRC. A whole school focus on Fairtrade throughout the year supports pupil's awareness of the universality of rights. Pupils at The Glebe were able to identify that not all children had their rights met and they were able to give examples of countries with situations of war (Syria) and extreme weather conditions which could curtail rights.

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

**Standard C has been achieved. The rights respecting ethos of the school is strong.**

The ethos and atmosphere at The Glebe Primary School is warm, friendly and upholds strong rights respecting values. There are charters in all classes which are drawn up by the children as a democratic process. These are linked to relevant Articles and contain child and adult actions. A Year 1 charter was linked to Articles 31 (the right to play), 12 (pupil voice), 24 (Health and health services), 28 (education). The school has also developed a range of other charters, such as whole school and playground. All members of the school community agree that things are better since the introduction of the charters. A member of staff said,

*'Charters are a tool to support behaviour management, everything is linked to rights and children know that.'*

At The Glebe, all stakeholders are fully committed to rights respecting work. All staff and children use the language of rights automatically. Staff talk in quiet voices and model respectful conversations between all stakeholders and remind children to respond appropriately. All staff have accessed regular RR training which has ensured that they understand about the UNCRC. New staff take part in a comprehensive induction which includes RR in every part of the process from application to appointment. Children talk about rights and respect constantly. This is supported by visual displays of RR language around the school. Rights respecting behaviour is celebrated in many ways such as RRSA merits, stamps, nominations for a weekly award and a trophy and medals awarded at the end of the year.

Throughout the school there was a calm, positive working atmosphere. Children were confident in expressing to adults when they need help. They contribute to the direction of their topic work, as teachers ask them what they would like to learn and reflection time is built into all learning, which then informs teachers planning and interventions to support learning further. Learning journeys include peer assessment and self-assessment and children give constructive feedback to themselves and others. Self-assessment leads to the identification of targets. Behaviour in classrooms is good and there is very little low-level disruption. Children respect each others' right to learn. A teacher said, '*If a child interrupts, some children will say you're stopping my right to education.*'

When asked if The Glebe is a safe school, the children answered in one voice that it was, and were able to give a number of examples of how the adults kept them safe by, locking gates so no strangers enter the school, CCTV cameras and supervision by staff. One child said, '*Dinner nannies supervise us well, they respect our rights and keep us safe in the playground.*' When Ofsted visited, children asked the inspector '*who are you, we don't speak to strangers, we are a rights-respecting school.*' Children carry out their own risk assessments of the cloakrooms and link them to Article 24 (clean environment) and 31 (play and relax). If classes keep their cloakroom tidy they receive an award. Similarly, the children's knowledge of online safety is good. They know not to share passwords or give away private information. One child said, '*Digital leaders go to meetings and talk about what they will do to keep us safe on line.*' Children collaborated with another local primary school to write their own e-safety song. Children spoke very positively about Toot-toot which enables them to post any worries on line, and classroom worry boxes which were described by one child as, '*toot-toot in a box.*'

A strong understanding of the CRC clearly contributes to conflict resolution and a culture of reconciliation within the school. Staff report fewer 'major incidents' as children are able to resolve conflicts in a rights-respecting way and adults are intervening less. An adult said, '*we can refer to the articles and it will calm them down. As a result, break and lunchtimes are much calmer.*' Children were clear that if they had a problem they could speak with any adult in school or their parents who they were confident would help to resolve the issues. In the playground children try to resolve issues themselves first before speaking with a member of staff. One child said, '*adults are always fair and they listen to both sides of an argument and would make you think about rights.*' Another said, '*Even if other children don't respect your rights, you will respect theirs.*'



As a GLP expert centre, global work has impacted on how children at The Glebe see others in the world and it has impacted on their understanding of their place in the world. All global activities in school are referenced to the CRC and global goals, including themed days and assemblies. E.g, Whole school work entitled 'Extreme Earth' focused on how extreme weather affects the rights of people around the world such as their right to shelter and nutritious food and clean water. Children spoke enthusiastically about European day of languages when each class studied a different European country and sampled their language and in their Harvest festival, they learnt about foods of the world, E.g, Thanksgiving in America, Festival of Yams in West Africa etc.

### Standard D:

Children are empowered to become active citizens and learners

**Standard D has been achieved: Children at The Glebe are active global citizens and they have a strong voice in school.**

Pupil voice at The Glebe is very powerful and it is taken seriously. There are a number of groups to enable children to express their opinions and play an active part in the smooth running of the school. The School council, Eco Warriors, RRS ambassadors and Digital Leaders are democratically elected by the whole school. All groups are widely valued and respected by children and adults across the school. Membership of each group includes one child from every class. Children are confident suggesting ideas to adults in school and their ideas are much more focussed as a result of RRS work. The School Council are involved in the recruitment of new members of staff and the Head boy and girl have weekly meetings with the Head teacher to discuss issues. They also have their own ideas display board where children from all year groups can make suggestions in 'the gold bag'. All classrooms also have suggestion boxes. A Year 1 child noticed that there was only one rubbish bin in the playground and suggested that more be added. Regular questionnaires enable children to have their opinion and suggest activities on how the school can be improved and become more rights-respecting.

Pupils are provided with lots of opportunities and information to develop into well-informed young people. Child Line posters and Toot-toot information is displayed around the school and children took part in 'The big first aid lesson' where they were taught key first aid techniques as part of their curriculum. Y6 pupils also take part in Bike-ability and Crucial Crew. Children take ownership for their own learning and homework activities by choosing the level of challenge from mild, hot or extra hot activities. There are opportunities for children to participate in a range of activity and fitness clubs outside school time and healthy eating is encouraged in the after school 'Let's get cooking club.'

Rights Respecting Ambassadors from The Glebe have been pivotal in spreading the word about children's rights. They have previously had links with a school in Burkino Faso and have been involved in the Comenius project. They have visited other schools or invited other schools to visit them to talk about children's rights. Last year, they hosted a Children's Rights conference for other local schools. Campaigning work is an embedded part of the school year and children are able to explain the impact of their work and how the campaigns support the rights of other children locally, nationally and globally, e.g, Outright and Send My

Friend. One campaign of which they are very proud, was their work on anti-social behaviour and graffiti in their local park. The video they produced, which helped them win the competition, has been shared by Cleveland Police with all primary and secondary schools in the Tees valley. In their most recent campaign, children wrote to the Prime Minister to ask for the definition of the family to be extended from parents to include wider family members for child refugees. The school also has a strong and generous tradition of fundraising. Some of the charities they have supported include Macmillan nurses, the local children's hospice and a food bank. Children understood the impact of their fund raising and could link it to relevant articles of the CRC.