

RRSA Assessment Report: Level 1

Assessment details

School	Camrose Primary with Nursery
Headteacher	Sharon Crick
RRSA Coordinator	Theresa Chapman – interim
Local Authority	Harrow
Assessor	Frances Bestley, Di Layzelle
Date	11 July 2017

The School Context

The school is an average-sized primary school in Harrow with around 400 pupils on roll. 94% of the pupils come from ethnic minority groups. The largest group is of White heritage but not White British. 80% of pupils speak English as an additional language which is considerably higher than average. The proportion of pupils supported through the pupil premium is above average.

Ofsted judged the school as good in 2013. The school holds the International Schools Award, the Leading Parent Partnership Award, Healthy Schools Award and is a Centre of Excellence for Inclusion.

This is a re-accreditation at Level 1.

Level 1 achieved: July 2013

Assessment information

Progress and evaluation form received	Yes	Impact evaluation form received	No
Attendees at SLT meeting	Headteacher / Deputy Headteacher		
Number of children and young people interviewed	21 children		
Number of staff interviewed	4 teaching staff 4 parents (including 2 parent governors) 1 governor		
Evidence provided	<ul style="list-style-type: none"> ▪ Learning walk ▪ Class visits 		

The Assessment Judgement

Camrose Primary with Nursery has met the standard for the Unicef UK Rights Respecting Schools Award at Level 1

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

- There is a strong commitment to achieving RRSA. It underpins the school vision. *'RRSA and British Values are at the core of the school vision' 'RRSA is integral, valued and voices are heard'* explained the headteacher.
- A core set of articles are included in all policies, the SDP(linking to the Personal Development, Behaviour and Welfare section), the Curriculum Development Plan, and the Home School Agreement.
- There is a good focus on ensuring that adults and young people develop sound knowledge and understanding of the Convention with planned mapping of the PSHE curriculum. This includes a wide variety of lesson activities and topics related to the articles that the school has chosen to emphasise. *'We are always looking at global citizenship within the PSHE lessons'* The school governor told us *'it is very evident how children take rights on board' and 'it is in the DNA of the school that rights are embedded'*.
- The school has achieved several high profile awards that reinforce the ethos of the RRSA. The Lead Parent Partnership Award provides an excellent platform to build on to increase parental involvement in promoting the RRSA principles and to further develop existing community projects harnessing the rich cultural heritage of the school.

Standard B:

The whole school community learns about the CRC

- The children and adults we met demonstrated an understanding of the Convention and were able to describe key articles as well the fact that rights are *'for all children'*, although they understood that *'some children do not get their rights'*. Teachers were able to explain how they teach about rights and described the 'Expert Learner' scheme which recognises *'children who uphold the rights'*, giving an example of an Expert Learner in reception that *'helps others in a creative way'*.
- The parents we spoke to said they were all given a sheet explaining RRSA adding *'as soon as you walk into the school it is plastered all over the school.'* They expressed the differences they noticed in their children. *'It has made him more confident'; 'My child knows it is not just knowing rights but you have to respect other children's rights' and 'They take what they have learnt inside the school out – it is embedded that far.'*
- The school and classroom displays are very creative and link clearly to rights. There are various articles in the corridors that are personalised using photographs of the children and reinforce their learning about rights. The children talked about weekly assemblies and class time where rights are highlighted and how *'we can discuss them in class.'*

Standard C:

The school has a rights-respecting ethos

- The school charter and bespoke classroom charters are visible in all classrooms with an emphasis on core school linked articles. A child in Reception came up unprompted to explain to us the class charter and the rights that the class were using. The Convention is often situated next to each classroom charter.
- The RRS ethos is one of the mechanisms employed to ensure an effective learning environment. *'We usually respect each other and listen to other people's opinions'* explained a Year 6 girl. Both the parents and school staff commented about the positive impact of behaviour on the learning of the children. External visitors to the school regularly give positive feedback about the learning atmosphere and the behaviour of the children in class and around the school.



- Safety is a key priority and initiatives such as the Squad 19 group have been effective both in the classrooms and in the playground in supporting article 19. Selected children wear high visibility tops and were able to explain their role. *'Our job is to make sure everyone is safe'*; *'We set an example'* and *'if someone is sad or playing alone, we can help them'*.

Standard D:

Children are empowered to become active citizens and learners

- It is evident that pupil voice is important in the school. They were very positive about the worry box and were clear that any pupil concerns were addressed within a week.
- Members of the school council were able to explain the democratic election process and the purpose of their role. The school council has actively made a difference in the school including listening to the views of their class to have the school menu improved, installing a shelter and water fountain in the playground. The school governor mentioned that the school council were *'very vocal'* and *'we see them every term'*.
- The children were able to describe some of the fund raising activities that they have been involved in including Red Nose Day, and Sport Relief, although they could not expand on how the money they have raised impacts the rights of other children.

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:

Standard A

- Consider developing the school's improvement plan to link most school priorities to a broader range of Articles of the UNCRC, as well as the Articles currently promoted that are relevant to the specific needs of the children in the school. Develop clearer reference between your various high profile Awards and the RR ethos (Criterion 2)
- Ensure that most school policies are explicitly cross-referenced to a broader range of 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 in the wider community. (Criteria 4 and 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)

Standard B

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



- Further embed a focus on the planned learning about children's rights to ensure systematic and planned coverage throughout most aspects of the curriculum. (Criterion 8)

Standard C

- 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 for all classes. (Criterion 10)
- Enable the children/young people to look at global issues from a perspective of rights in a wider range of curriculum areas so that they develop a heightened sense of justice and equity. (Criterion 15)
- 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)

Standard D

- Seek to build upon fundraising activity by further developing a rights based approach and seeking more opportunity for pupil led advocacy and campaigning on local, national and global issues. Consider joining in with Unicef UK's [Outright](#) Campaign. (Criterion 18)

In addition, the school might also consider:

- Supporting your new RRSA coordinator through training
- Participate in Level 2 training to support your journey to Level 2. See:

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