

# RRSA Assessment Report: Level 1

## Assessment details

<b>School</b>	Corpus Christi Catholic Primary
<b>Headteacher</b>	Christine Ingle
<b>RRSA Coordinator</b>	Detta Wright
<b>Local Authority</b>	Gateshead
<b>Assessor</b>	Kate Hinton
<b>Date</b>	6 <sup>th</sup> June 2017

## The School Context

The school is an area of considerable social and economic disadvantage in a poor area of Gateshead. There are 224 children on roll with a third on free school meals, well above the national average. The area is becoming more ethnically mixed and includes refugee families. 40% of the children are from ethnic minorities, 31% of whom have English as an additional language. Just under a third of pupils are identified as having special educational needs. All of these figures are above the national averages. The most recent Ofsted report, from 2008, judged the school to be outstanding.

**First registered November 2014**

**RoC achieved October 2015**

## Assessment information

<b>Progress and evaluation form received</b>	Yes	<b>Impact evaluation form received</b>	Yes
<b>Attendees at SLT meeting</b>	Headteacher / RRSA Coordinator		
<b>Number of children and young people interviewed</b>	4 children on the learning walk 26 children interviewed		
<b>Number of staff interviewed</b>	1 parent 1 governor Conversation with 1 teacher in early years		
<b>Evidence provided</b>	<ul style="list-style-type: none"> <li>▪ Learning walk</li> <li>▪ Written evidence</li> <li>▪ Class visits</li> <li>▪ Part of a whole school assembly</li> </ul>		

## The Assessment Judgement

**Corpus Christi Catholic Primary School has met the standard for the Unicef UK Rights Respecting Schools 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

- The Headteacher and RRSA Coordinator are fully committed to the Convention. As the head said *'It supports our school ethos and is very relevant to our diverse community' and 'Children understand the reasons for the way we work.'*
- Good leadership of the RRS is shown through staff training, assemblies, charters, the reward system and engagement with children.
- RRSA is included in the School Improvement Plan and is seen as contributing to the Catholic ethos of the school, such as fundraising for local and global charities, Pope Francis' letter Laudato Si, care for the environment and links with Kenya.

### Standard B:

#### The whole school community learns about the CRC

- Children have good knowledge of those rights that relate most closely to school life. They told us that *'We have a right to education, a clean environment, to be listened, to be cared for.'* They know that all children have these rights though in some parts of the world do not get their rights. *'War takes rights away'.*
- Children learn about rights from charters, assemblies and RE and PSHE lessons. All staff have had training and those spoken to are enthusiastic about children's rights. All parents and governors have received a school-produced leaflet explaining the UNCRC and those interviewed are well informed.

### Standard C:

#### The school has a rights-respecting ethos

- Charters are prominent around the school and in each classroom. The articles were chosen by the children and identify child and adult actions. As a governor said *'Charters are a gentle reminder to the children' 'RRS has had a great impact on children and staff'.*
- Children feel very safe in school, listened to and well respected. Sports and playground Buddies help children to share and play together. Children greatly appreciate the reward system, which uses the RRS mascot at KS1 and RRS champions at KS2.
- Diversity is recognised positively, such as parents contributing to Africa week and the sharing of a refugee experience. The recruitment of a Down's Syndrome child led to substantial learning about the condition and full support for the child's rights.

### Standard D:

#### Children are empowered to become active citizens and learners

- Children are actively involved as learners at the start of each new topic, contributing ideas about what they want to learn, and value the teachers' feedback.
- Children know they are listened to through the School Council, Mini Vinnies and RRS Suggestion Boxes. As the children say *'We have better sports equipment now'.*
- Children are very actively involved in fund raising and are keen to help others both locally and globally. They are ready to learn more about the role of local and national governments and to be involved in campaigning.

## 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 policy review. (Criterion 2)

Enhance ambassadorial activity by enabling children and staff to promote and encourage Rights Respecting values and knowledge of the UNCRC with other schools and the wider community (Criterion 4 and 18)

Develop a more structured range of approaches to engage parents and families in learning about and understanding the UNCRC and school activity (Criterion 7)

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

Find ways to coordinate and cross reference the good examples of 'global awareness' and learning for sustainable development already in place. Ensure that these have a focus on rights. (Criterion 9)

Enable children to look at global issues from a perspective of rights so that they develop a heightened sense of justice and equity. (Criterion 15)

Continue to strive for creative and significant opportunities for the participation and decision making of children to influence and shape the life and work of the school, perhaps through explicit involvement in school improvement planning or evaluation of teaching/ learning.(Criterion 16)

Build on the good charity work already undertaken by enabling and empowering children to become advocates and campaigners for the rights of children locally and globally. Consider joining in Unicef UK's Outright Campaign. (Criterion 18)

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/>