

RRSA Assessment Report: Level 1 (Silver)

Assessment Details

School	Valley Invicta Primary School at Leybourne Chase
Headteacher	Nicola Craig
RRSA Coordinator	Lauren Carlow
Local Authority	Kent
Assessor	Paul Harris
Date	25 th June 2018

The School Context

Valley Invicta Primary School at Leybourne Chase is a school for pupils aged 4 to 11 years, with 155 children currently on roll. The school is part of the Valley Invicta Academies Trust. The proportion of pupils eligible for the pupil premium is 15% and 9% of pupils have English as an additional language. 0.3% of pupils have an EHC Plan.

First registered for RRSA March 2017

RoC achieved November 2017

Assessment Information

Progress and evaluation form received	Yes	Impact evaluation form received	Yes
Attendees at SLT meeting	Headteacher and RRSA coordinator.		
Number of children and young people interviewed	Focus group meeting: 18 pupils in total (reception to year 6). Learning walk: 4 pupils from the steering group (years 5 & 6). Class visit: approximately 24 pupils (year 1).		
Number of adults interviewed	2 teaching staff (includes a parent), 1 support staff, 1 school volunteer (also a grandparent), 1 parent and a governor.		
Evidence provided	<ul style="list-style-type: none"> ▪ Learning walk ▪ Pupil focus group discussion ▪ Written evidence ▪ Class visit 		

The Assessment Judgement

**Valley Invicta Primary School at Leybourne Chase
has met the standard for the
Unicef UK Rights Respecting Schools Award at Silver**

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 has a clear strategic commitment to the UN Convention on the Rights of the Child and as its website comments 'our curriculum and values are underpinned by an ethos that is focused on respecting individual differences and rights'. The headteacher explained how Rights Respecting work has helped to provide the school with a 'framework' and 'given us a common language for the children'. Several policies are linked to particular articles from the Convention. These include the anti-bullying (with Articles 2, 14 and 15), equality (Article 2) and e-safety (Articles 13, 15, 17, 19, 31 and 36) policies. Articles from the Convention have also been linked to the school's life skills programme.
- 'Rights Respecting' work has been very effectively coordinated with the provision of staff training and detailed weekly up-dates which can be found on the school's website. In the self-evaluation of the impact of its Rights Respecting work, the school judged this to be 'significant' in all areas. Alongside a focus on some of the UN sustainable development goals, pupils' understanding of the global dimension has been developed and the coordinator explained that the 'awareness that children have now about the needs of other children around the world is incredible'.

Standard B:

The whole school community learns about the CRC

- Pupils were able to give examples of a wide range of rights. These included the right to be safe, to an education, to a name, to privacy, to be able to practise one's own religion, to give opinions, to relax and play and to have clean water and healthy food.
- Pupils have opportunities to learn about rights in a variety of ways including through weekly assemblies, displays, elements of the curriculum and school events. Assembly themes have included harvest (linked to Articles 6 and 24), anti-bullying (linked to Article 19) and World Children's Day. Pupils understand that children's rights are universal (for 'everyone in the world'), inherent, unconditional and inalienable. They also know that many children in the world are being denied their rights because of conflict (such as in Syria), natural disasters and child labour.
- A governor confirmed that the governing body are fully supportive of the school's Rights Respecting work, commenting upon its positive impact and how it has 'cascaded through the school'. The RRSA coordinator has also given a presentation to the governors about the work. Parents receive up-dates through the website, newsletters and 'parent mail' as appropriate. A member of support staff commented how RRSA 'builds a more global picture' for the children and a teacher explained how links to rights were being made in curriculum areas such as PSHE, RE and computing.

Standard C:

The school has a rights-respecting ethos

- Charters were seen in all of the classrooms visited and were prominently displayed. Each charter includes a range of articles along with Rights Respecting actions. Charters have been created with the active involvement of pupils and help to support a positive classroom environment; for example, a pupil explained how the class charter 'helps with learning'. A school charter is also displayed in the main hall and references Articles 3, 12, 19, 24, 28 and 31.
- When asked, all pupils agreed that they felt safe in school. The school held a 'stay safe' week last autumn which included assembly presentations about e-safety, road safety, fire safety, anti-bullying, 'stranger-danger' and a presentation from the NSPCC. During the learning walk, pupils explained that children can also access support through the



school's 'listening ear' pastoral support system and by using the 'worry box'. At playtimes, there are year 4/5 'play leaders' and year 6 'peer mediators' to help support a Rights Respecting ethos.

- Inclusion is an integral part of the school's ethos. For example, a large display of a map of the world and connections the school community has with different countries was entitled 'diversity is the one true thing we all have in common'. A 'Cultural Day' celebrated earlier in the year provided opportunities for pupils to learn more about different cultures and traditions.

Standard D:

Children are empowered to become active citizens and learners

- 'Pupil voice' is a strength of the school and children understand that they have a right to express their views. The school's steering group has two pupil representatives from each class. The group has supported the school's Rights Respecting work through leading and helping with some assemblies and carrying out learning walks. Other pupil roles include the school council, house captains, play leaders and peer mediators. 'Pupil voice' books are used for pupils to reflect upon their learning and 'pupil voice bubbles' are also used for pupils to comment upon their work. Other examples of the impact of 'pupil voice' include pupils being involved in the review of the school's behaviour policy and suggesting resources for wet play.
- Pupil's knowledge and understanding of the wider world has been developed in a variety of ways. For example, during a 'House Arts Day' each school house focused upon a particular sustainable development goal and pupils have also participated in Unicef's 'Outright' campaign about child refugees. There is a termly charity theme led by one of the year groups and this has included fair trade, 'Operation Christmas Child', Unicef and supporting a primary school in Kenya. Pupils' environmental awareness has also been developed with a focus by the school on recycling and during 'Science Week' an assembly highlighted the problem of plastic pollution in the oceans. Pupils have also written to Kent County Council with concerns about a proposed sand extraction site.

Moving to Gold

Level 1 (Silver) is an important milestone on the rights respecting journey. In the light of the assessment visit, the assessors have 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 Gold, the following steps and actions will be required:

Strand A – Teaching and learning about rights

Work towards deepening and widening the knowledge and understanding of Articles across the whole school community and year groups - appropriate to age and ability - develop awareness of rights being: Inherent, Inalienable, Indivisible, Universal and Unconditional. Alongside this, also embed a clear understanding of 'Rights Holders' and 'Duty Bearers'. To help support the aforementioned, include appropriate CPD and staff induction as required and the use of Unicef resources such as '[The ABCDE of Rights](#)' and '[Myths and Misconceptions](#)'.

Embed a focus on the planned learning about children and young people's rights throughout most aspects of the curriculum, referencing this in relevant planning documentation.

Enable pupils to look at global issues, as appropriate, from a perspective of rights so that they develop a heightened sense of justice and equity. Consider further engagement with the Sustainable Development Goals through [The World's Largest Lesson](#).

Strand B – Teaching and learning through rights

Continue to support adults and children in the use of language which emphasises respect for rights. The resource [features of a Rights respecting classroom](#) provides further information.

Ensure that pupils are clear about how adults, as Duty Bearers, should uphold their rights, and help facilitate their access to rights. Explore ways to help pupils understand concepts such as 'dignity', 'fairness' and 'equity' and how the school promotes these principles and puts them into practice.

Further develop the school's strategic work and documentation to link to and reflect relevant Articles of the CRC and ensure that leaders at all levels can articulate school improvement in terms of the CRC. Alongside this, explore ways to reference correlation between improved outcomes for pupils and the implementation of a rights-based approach across the school.

Continue to ensure that pupils and adults are kept informed of the school's provision to support pupils' physical and mental health and well-being, and that information is accessible to all, as appropriate. Explore the role pupils play in engaging in their right to learn. Consider, with them how this can be further enhanced.

Strand C – Teaching and learning for rights

Continue to strive for further creative and significant opportunities for the participation and decision making of pupils (including the role of the [steering group](#) and school council) to influence and shape the life and work of the school, as appropriate, perhaps through explicit involvement in school improvement planning and/or the evaluation of learning and teaching. Celebrate the impact of this work through displays, presentations, newsletters and the school website as appropriate.

Enhance the school's ambassadorial activity by enabling pupils and staff, as appropriate, to promote and encourage Rights Respecting values and actions and knowledge of the CRC with other schools and in the wider community.

Build on activities such as charity based work in the school by enabling and empowering pupils, as appropriate, to become advocates and campaigners for the rights of all children and young people locally and globally.

- Aim to participate in [RRSA training](#) to support your journey to Gold.