

RRSA Assessment Report: Level 1

Assessment details

School	Fulwell Junior School
Headteacher	Peter Speck
RRSA Coordinator	Angela Avery
Local Authority	Sunderland
Assessor	Alwyn Bathan
Date	30 th January 2018

The School Context

Fulwell Junior School is a large junior school catering for 348 KS2 pupils. Pupils are drawn from an area of social advantage serving a population of predominantly white British heritage. The percentage of pupils with EAL is low at 3%. The proportion of pupils qualifying for Pupil Premium is 16% and 11% have SEND.

The school was last inspected by OFSTED in September 2017 and reaccredited as outstanding.

First registered: July 2016

RoC achieved: January 2017

Assessment information

Progress and evaluation form received	Yes	Impact evaluation form received	Yes
Attendees at SLT meeting	Headteacher, RRSA co-ordinator and Deputy Headteacher		
Number of children and young people interviewed	88 pupils		
Number of staff interviewed	3 teaching staff 1 governor	3 support staff	3 parents
Evidence provided	<ul style="list-style-type: none"> ▪ Learning walk ▪ Written evidence ▪ Class visits to 2 classes 		

The Assessment Judgement

Fulwell Junior 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 Senior Leadership Team at Fulwell Juniors share a strong passion to becoming a Rights Respecting School and have committed time, effort and resources into strengthening their journey. The RR lead has attended Unicef central training, and the Steering Group has visited a Level 2 school in Gateshead in their quest for good practice.
- The Head Teacher used his pre-existing experience of RRSAs (from a previous school) to enhance and enrich the positive ethos at Fulwell Juniors. The SLT has worked hard to ensure that all members of the school team are adequately trained, including the lunchtime team and members of the Governing Body.
- Key documents at Fulwell are used to inform the community about the school's commitment to teach children about their rights. This features predominantly in the School Improvement Plan, School Prospectus and some policies.

Standard B:

The whole school community learns about the CRC

- Pupils at Fulwell have a sound grasp of a good range of rights. In one Y4 class visited, pupils quickly generated 15 rights including the rights of refugee children (Article 22), the rights of children separated from their parents (Article 9) as well as the right to privacy, clean water and nutritious food, and information from the media.
- Learning Birthday Rights, assemblies, displays and curricular topics have all been vehicles for teaching about rights, as well as a whole school logo competition. Pupils know that all children have these rights, that they are unconditional and cannot be taken away.
- Parents are aware of children's rights through letters home, a dedicated section for rights respecting work on the school website, and open afternoons when they were able to hear about the school's RR journey directly from staff and pupils.

Standard C:

The school has a rights-respecting ethos

- There is a strong rights respecting ethos at Fulwell Juniors, Staff and pupils use the language of rights freely and frequently. Pupils are respectful and polite. Staff believe that the rights respecting journey has been pivotal in improving (already good) relationships with many less entries into their lunchtime incidents reporting system.
- Staff believe that pupils are treated as equals to staff in school and that mutual respect is the foundation for their positive relationships. The language of rights as attributed as *'promoting maturity in class discussion'*, and *'allowing pupils to consider the consequences of their actions (in denying the rights of others) and reflect on this more purposefully'*.
- Charters feature in every classroom detailing both pupil and adult actions as well as the key rights each class wish to focus on. Staff and pupils believe that the charters create a clear framework for their purposeful co-existence, and they were particularly vocal about the positive impact of their Playground Charter. Pupils recounted a

consistent approach by all staff on duty of using a shared visit to the charter to identify where rights have been negatively affected and verbal reflection offered to consider the consequences of unthoughtful actions.

Standard D:

Children are empowered to become active citizens and learners

- Pupil voice is developing well at Fulwell Juniors. Pupils have access to suggestion boxes for items they wish to be discussed at School Council or at the RRSA Steering Group. Pupils and they were able to nominate and vote for their own choice of charities to positively impact on the rights of others. As a school close to the coast, they chose the Royal National Lifeboat Institution (RNLI) and support the right to safety, and they understand that their fundraising for Water Aid will provide clean water to those currently without.
- Fulwell is the only school with primary-aged delegates on Sunderland's Youth Council, where pupils are able to express a view on current issues such as homophobic bullying in school. The Head Teacher has received feedback from the adult supporters of the Youth Council that Fulwell pupils are polite, respectful and able to express their views in a thoughtful and mature manner. This has been attributed in part to their RR focus.
- The school curriculum has been reshaped to shine a spotlight and enrich pupils' understanding of global citizenship. A themed day was held in the autumn term to consider children and their rights across the globe. Pupils were able to identify that some children in Sunderland may have some rights denied, for example, being abused by adults around them, or not being kept safe. They also cited Mexico as a place affected by earthquakes and therefore impacting on children's rights to shelter, nutritious food and clean water.

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's improvement plan to link most school priorities to the relevant Articles of the UNCRC. (Criterion 2)

Ensure that most school policies are explicitly cross-referenced to appropriate rights from the Convention. Considerer pupil involvement in the policy review process. (Criterion 2)

Develop a more structured approach to engage parents/families in learning about and understanding the UNCRC. (Criterion 7)

Find creative ways of making rights even more visible and high profile around the school and on the website. (Criterion 8)

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)

In the next 'round' of class charters endeavour to include the terminologies of Duty Bearers (adults) and Rights Holders (children). (Criterion 10)

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

Facilitate more opportunities for the children/young people to initiate powerful advocacy and campaigning work, particularly with regard to children's rights Consider joining in with Unicef UK's [Outright](#) Campaign. (Criterion 18)

In addition, the school might also consider:

Participating in RRSA training to support your journey to RRSA Gold award – see website for further details.