

RRSA Assessment Report: Level 1 (Silver)

Assessment Details

School	Warblington School
Headteacher	Julia Vincent
RRSA Coordinator	Jane Fletcher
Local Authority	Hampshire
Assessor	Paul Harris
Date	20 th April 2018

The School Context

Warblington School is a community school for pupils aged 11 to 16 years. There are currently 665 pupils on roll. The proportion of pupils eligible for the pupil premium is 33.4% and 3.5% of pupils have English as an additional language. 0.6% of pupils have a statement of special education needs or an EHC Plan. The school was inspected by Ofsted in September 2014 and was graded 'good' for overall effectiveness.

First registered for RRSA June 2013

RoC achieved November 2016

Assessment Information

Progress and evaluation form received	Yes	Impact evaluation form received	Yes
Attendees at SLT meeting	Headteacher, Assistant Headteacher and RRSA coordinator		
Number of children and young people interviewed	2 focus group meetings: 21 pupils in total (Years 7 to 10) Learning walk: 3 pupils (Years 9 to 11). Tutor groups: approximately 75 pupils (Years 8 to 10)		
Number of staff interviewed	2 teaching staff, 3 support staff and 3 governors (including a parent governor).		
Evidence provided	<ul style="list-style-type: none"> ▪ Learning walk ▪ Pupil focus group discussions ▪ Written evidence ▪ Class visits 		

The Assessment Judgement

**Warblington School 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

- School leaders are fully committed to the principles and values of the UN Convention on the Rights of the Child (CRC). Warblington is a '*highly inclusive school*' which seeks to support each pupil in achieving their full potential. Several policies (such as the behaviour and e-safety policies) highlight the Convention and the school's aim of 'placing it at the heart of everything we do'. The school improvement plan also includes action planning to help progress towards RRSA level 1.
- Linking assemblies and some of the enrichment day activities to particular rights alongside the involvement of staff in developing a school charter with the pupils, reflects the strategic commitment of the school to embedding the Convention in its everyday life and practice.
- In the school's self-evaluation of the impact of its Rights Respecting work on different aspects of school life, all areas were assessed as showing 'significant impact' or 'some noticeable impact'. Staff have received training about the Convention which has also included concepts such as the universality and unconditionality of rights.

Standard B:

The whole school community learns about the CRC

- Pupils were able to give examples of several rights including the right to an education, to be safe and to be protected from abuse, neglect and war, to have healthy food and clean water, to be able to practise one's own beliefs and religion, the right to have shelter and not to be discriminated against. They were clear that rights are inherent, universal and unconditional.
- Pupils have learnt about rights through an assembly programme which links particular Articles from the CRC to themes such as 'European Day of Languages' (Article 30), safeguarding (Article 19) and Human Rights Day (Articles 1 and 2). Last autumn, a 'rights, equalities and diversity' school enrichment day focused on a range of issues related to prejudice and this was also linked to several Articles. Pupils have also learnt about rights in some areas of the curriculum such as English (when studying *A Christmas Carol*), Child Development Studies, Food & Nutrition and RE.
- Parents are informed about the school's Rights Respecting work through the school's bulletins and newsletters. In addition there is information about the Convention and the RRSA on the school's website. The governing body is fully supportive of the school's Rights Respecting work with a governor commenting on '*how well its embedding amongst students*' and that it is '*well promoted around the school*'. A link governor meets with the RRSA coordinator on a termly basis.

Standard C:

The school has a rights-respecting ethos

- A school charter has been developed and is soon to be displayed around the school. A pupil steering group played a leading role in the development of the charter which references eight Articles (12, 14, 19, 23, 24, 28, 29 and 31) and rights respecting actions. Respect is an integral element of the school's ethos and forms part of the school's 'PRIDE' values (personal excellence, respect & friendship, inspiration, determination & courage and equality). A positive and supportive learning environment was evident throughout the assessment visit and during the focus group meetings pupils listened carefully to the contribution of their peers. The school supports individual pupils in a variety of ways including through nurture programmes and a pastoral system which



includes heads of year, teaching assistants, a support & guidance manager and school matron.

- When asked, pupils said they felt safe at school. They gave several examples of how the school keeps them safe including being able to talk with staff if they had any concerns and through e-safety guidance. Year 7 to 10 pupils took part in an enrichment day earlier in the year which focused on safeguarding and which was linked to Articles 3, 6, 29, 33, 34 and 36.

Standard D:

Children are empowered to become active citizens and learners

- Two pupils from each tutor group (Years 7 to 11) form the school's 'Student Voice'. Pupil views are listened to and taken seriously. For example, the school menu has been revised, staff in the outdoor areas at break time wear 'high visibility' jackets to help pupils more easily see them, out-door canopies have been provided and as part of the school's dining room refurbishment pupils helped to choose the furniture. Other pupil leadership opportunities within the school include prefect and student ambassador roles.
- The school's 'personal development learning' programme helps supports pupils in having an informed knowledge and understanding of their health and well-being. Similarly, 'careers information, advice & guidance' provision is also made. Pupils' awareness of the wider world is promoted through support of particular charities. Each year group chooses a charity to support. Pupils organise events and activities to raise funds for their chosen charities which have included 'Comic Relief', 'Children in Need' and 'Mission Christmas'.

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 - 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.

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 CPD in this area and engagement with the Sustainable Development Goals through [The World's Largest Lesson](#)

Strand B – Teaching and learning through rights

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 reference correlation between improved outcomes for pupils and the implementation of a rights-based approach across the school.

Further develop the school's strategic 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.

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.

Continue to develop the use of the language of rights and respect to strengthen school systems for resolving conflict (such as the use of restorative justice) and the promotion of positive attitudes and actions for rights.

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 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, 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.