

## UNICEF UK RIGHTS RESPECTING SCHOOL AWARD ASSESSMENT REPORT - LEVEL ONE

<b>School:</b>	Drumpark & Greenhill Primary School
<b>Headteacher:</b>	Gillian Pollock and Lorraine McBride
<b>RRSA coordinator:</b>	Miss Daigle and Miss Weir
<b>Local authority:</b>	North Lanarkshire
<b>Assessor:</b>	Gerry McMurtrie & Jenny Price
<b>Date:</b>	3/11/16

### The school context:

Drumpark and Greenhill Primary School are co-located in Coatbridge, within North Lanarkshire. They moved to a new build and refurbishment joint campus in 2012 and while they have a head teacher with specific staff for each school, they have undertaken a huge number of joint projects, including RRSA. Drumpark primary is located on the ground floor of the building and Greenhill Primary are based upstairs. The schools share the physical activity area, changing facilities, drama room, the dining hall and the outdoor playing courts and playground space. On the upper floor they have a shared library and staffroom.

Greenhill Primary caters for 217 pupils from primary one to seven. Drumpark Primary caters for 140 Additional Support Needs (ASN) pupils, including nursery for 3-5 year olds.

**First registered for RRSA: 16/10/13**

**Recognition of Commitment: 25/3/15**

### 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 / deputy headteacher x 2		
<b>Number of children and young people interviewed</b>	123 children (pupil group interview, tour and 5 class visits)		
<b>Number of staff interviewed</b>	4 teaching staff 1 church minister	2 support staff	4 parents
<b>Evidence provided</b>	Learning walk, written evidence folders, Class visits Displays and staff/parent/community/pupil interviews		

### The Assessment Judgement:

**Drumpark & Greenhill Primary School has met the  
Standards for Unicef UK's  
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

- RRSA is a priority on the school's improvement plan (SIP) and has been for 3 years. There are other areas on the SIP that also relate to RRSA which has been developed further in partnership with each other. The move to the joint campus in 2012 for both schools provided an organic opportunity for them to grow and develop a viable project around children's rights and respect. One DHT said "we were already doing some rights work, but RRSA gave us a focus, an umbrella to bring us all together. It's been lovely to go on this journey together. A real positive focus to our joint work, fostering good relationships between children and staff".
- SMT staff facilitates the Make a Difference (MAD) and UNITY pupil groups to support and nurture pupil voice at both schools.
- The involvement in joint and wider school community and fundraising events demonstrate the SMT commitment to RRSA.

### Standard B:

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

- All children are a member of a particular pupil MAD (Make a Difference) group where pupil voice is paramount. Rights-based assemblies, workshops, newsletters, resources, social media and home learning are promoted and all made accessible to parents, staff, pupils and the wider community (including the local Chaplin) – all created through the pupil MAD or Unity groups, showing the strength of pupil voice in both schools. Parents are also invited to join the RRSA Steering group but there is also an active Parent Council who have learned about RRSA and UNCRC articles. One parent commented, "Our children certainly know that they have rights. They are more confident and more aware of inequality and they ask what they can do to help".
- All staff have participated in relevant CPD linked to specific RRSA and Global Citizenship. Some IDL planning reflects the promotion of UNCRC articles in some areas of the curriculum such as music, PE, outdoor learning, RME, Health & Wellbeing.
- Displays around the school reflect the learning around the UNCRC Rights. There are noticeboards for each MAD or Unity group illustrating what they are doing to "make a difference" in their school, their community or their world. Whole school displays show links to the wellbeing indicators (SHANARRI).

### Standard C:

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

- Class displays show that all classes have their own charters. Some children were able to talk about the charter and explain why they had chosen the specific rights to focus on. Staff have said that the use of the language around rights helps to empower them when dealing with more challenging situations/behaviour but one also commented "the best thing about learning about children's rights for us is that it has empowered our pupils, giving them

lifelong tools for their whole life”.

- Most children were able to confidently share their knowledge of rights and why they were important to them. The children we spoke to felt they were listened to and really enjoyed when projects came alive that had started off as an idea. This was apparent when they talked about the idea for an outdoor classroom. The children were able to explain how they worked together to come up with ideas and although they didn't always agree with each other, they worked together to come up with ideas that everyone is now happy with.
- The children seem to really enjoy being part of a MAD or Unity group as well as being “buddies”. One pupil from Drumpark said “I’m a buddy. It’s fantastic. We help each other”. Both parents and children seem to value the Right of the Month which facilitates reciprocal learning in school and at home. The language associated with children’s rights is embedded with the children we spoke to. One pupil said, “We want to make a difference. We learn about the world and our voice is heard. That makes us feel good”.

### Standard D:

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

- The children showed they were aware of their right to an education and the children we spoke to said that they enjoy learning. One child said “we get to share our learning at assemblies sometimes”. The Chaplin described how the RRSA journey was having an impact on the children, “they are beginning to recognise that others have rights too”.
- Classroom Assistant and Playground staff commented on how issues in the playground are dealt with better since starting the RRSA journey, “the kids resolve issues in the playground themselves, using the rights language, showing respect for each other’s feelings. They know that everyone is different but that that’s ok”.
- Children themselves are noticing the relevance of Children’s Rights in their world around them. A couple of pupils in P7 explained that when they were reading a book, they noticed that some children were not receiving all their rights, which opened up a discussion about discrimination and equality, linking the UNCRC articles.

## 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**

- 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)
- 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 D 18)

### **STANDARD B**

- Develop a more structured approach to engage parents/families in learning about and understanding the UNCRC. (Criterion 7)
- Build upon the work already begun to promote the UNCRC within the curriculum, particularly with reference to global citizenship, and ensure that most curriculum plans refer to appropriate Articles of the Convention. (Criteria 8&9)
- 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)
- Continue to develop the focus on Global Citizenship and sustainable development, capitalising on the rich cultural heritage of the school. Consider further CPD in this area and engagement with [The World's Largest Lesson](#) (Criterion 9)

### **STANDARD C**

- In the next 'round ' of class charters endeavour to include actions for Duty Bearers as well as for children. (Criterion 10)

### **STANDARD D**

- In addition to your well established and successful charity fund raising, 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)