

RRSA Assessment Report: Level 1

Assessment details

School	Bonner Primary School
Headteacher	Martin Tune
RRSA Coordinator	Jessica Garner & Oliver Larkin
Local Authority	Tower Hamlets
Assessor	Frances Bestley & Claire Quarrell
Date	26 th April 2017

The School Context

Bonner Primary School is a larger than average urban school in Tower Hamlets with 745 pupils on roll; it operates on two sites Bonner Mile End (classes from Reception to Year 4) and Bonner Bethnal Green (from Reception to Year 6). It has 36% children eligible for FSM. A much higher than average proportion of children come from minority ethnic backgrounds, mainly Bangladeshi.

It is an outstanding school and identified as one of Ofsted's 'Twenty outstanding schools', a National Teaching School and a Healthy School

First registered **Oct 2014** **RoC achieved** **July 2015**

Assessment information

Progress and evaluation form received	Yes	Impact evaluation form received	Yes
Attendees at SLT meeting	Headteacher / Associate Headteacher from each site/ Assistant headteacher		
Number of children and young people interviewed	6 children for each learning walk, 22 children in focus groups		
Number of staff interviewed	5 teaching staff 3 parents (one of whom was a TA and a governor)	3 support staff	
Evidence provided	<ul style="list-style-type: none"> ▪ Two learning walk ▪ Written evidence 		

The Assessment Judgement

Bonner 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 SLT were clearly committed to becoming rights respecting. The headteacher described the work as *'acknowledging what we do'* and *'providing a consistent and unifying language across the two sites.'*
- RRSA is included within the school development plan. Coordinators had been identified on both sites, funding allocated and the coordinators had attended Unicef training and delivered sessions for staff and supported them embedding rights in to lessons.
- Global citizenship and sustainable development were systematically linked to the curriculum framework. The school had good personal links with schools in Ethiopia, India and Kenya. The gardening club, vegetable allotments and the quiet flowered areas within the playground provided opportunities to learn about sustainability, health and well-being.

Standard B:

The whole school community learns about the CRC

- All children and adults, we spoke to, had a very good understanding of the Convention. Children understood that rights were unconditional and universal. *'Children's rights are especially for children everywhere'* explained a Y3 girl.
- Children described how they learned about rights through assemblies, their golden rights, their booklets, displays, the poster competition and lessons. *'Every Tuesday we have enrichment activities about rights.'* The role of the coordinators were particularly highlighted by children *'He will bring up rights at every opportunity.'*
- Parents were very enthusiastic about RRSA. All parents had received a copy of the Convention and were kept up to date through newsletters, the parents' board and text messages. They liked the rights respecting yellow slips. One parent is a member of the steering group. They identified that their children have *'greater awareness of world events and appreciate what they have.'*

Standard C:

The school has a rights-respecting ethos

- Working together staff, children and parents had identified five 'golden rights': the right to an education, to be safe and healthy in body and mind, to be listened to, to have their own thoughts, opinions and beliefs and to be safe. These were described by a Y4 girl as rights that are *special to children in this school.'* Children, staff and parents were consistently enthusiastic about the golden rights.
- The children, we spoke to, unanimously felt happy and safe in school: they understood how their disruption affected other children's right to learn. They liked the red and yellow slips *'Behaviour is better; it's improved because it's clear about what you've done.'* *'Playtimes are a lot better.'* They explained how they felt safe in part because *'Teachers take the rights seriously and that makes us more confident in school.'*
- Children could clearly explain where and why some children may not be able to access their rights, for example to shelter in Nepal because of the earthquake, to being safe and education in Syria because of the war, to be free from slavery in Saudi Arabia. The systematic use of Newsround, First News and the Human Rights Week are helping children to become global citizens.



Standard D:

Children are empowered to become active citizens and learners

- This standard is very strong. Children provided many examples of when their views had been sought and acted on ranging from the 'golden rights' to having clear rules for Foursquare in the playground, to teaching and learning '*We're asked about improvements at the end of each lessons.*' Children could describe the mechanisms of the school council, the rights respecting group and the Article 12 box.
- One Y6 girl explained '*It's not just about our rights but all children's rights.*' Children described bake sales and book sales and could explain what they were fundraising for and why they were doing it. They have been involved in Children in Need, Day for Change, raised money for clothes for refugees and supported the local food bank. Some children have written to Saudi Arabia about human rights.

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:

Continue with the very good practice identified within the report.

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 particularly local secondary schools and in the wider community. (Criteria 4 and D18)

Work towards deepening and widening the knowledge and understanding of the UNCRC across the whole school community. (Criterion 6)

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)

Work towards an increased knowledge of the origins of the Convention, its global impact and, for older pupil's it's place within the wider picture of Human Rights. (Criterion 6)

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)

Aim to participate in RRSA training to support your journey to Level 2.

<https://www.unicef.org.uk/rights-respecting-schools/training-and-support/moving-from-level-1-to-2/>