

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

<b>School:</b>	Sciennes Primary School
<b>Headteacher:</b>	Alison Noble
<b>RRSA coordinator:</b>	Lucy Gallagher
<b>Local authority:</b>	City of Edinburgh Council
<b>Assessor:</b>	Jen Drummond, Angela Burnett,
<b>Date:</b>	11 <sup>th</sup> May 2016

### The school context:

Sciennes Primary School was built in 1892. It stands adjacent to the Royal Hospital for Sick Children and serves the communities of the Grange, Sciennes and Mayfield, on the south side of Edinburgh. The school is co-educational and non-denominational. There are 22 classes, and the current roll is 645 pupils. Around 23% of the pupils are bilingual and approximately 20% come from outwith the catchment area. The school is a beautiful example of Victorian architecture, but can provide challenges for learning and teaching in the 21<sup>st</sup> Century. The Headteacher is supported by 2.5 Depute Headteachers. The school has an active Parent Council fully involved in the life and work of the school.

**First registered for RRSA: Sept 2015      Recognition of Commitment: October 2015**

### Assessment information:

<b>Progress and evaluation form received</b>	Yes	<b>Impact evaluation form received</b>	Yes
<b>Attendees at SLT meeting</b>	RRSA coordinator / Deputy Headteacher		
<b>Number of children and young people interviewed</b>	25 children during focus groups Classes of children during walk around school		
<b>Number of staff interviewed</b>	3 teaching staff 3 governors/parent council Janitor	0 support staff Active Schools Co-ordinator	5 parents Business Manager
<b>Evidence provided</b>	Learning walk	Written evidence	3 Class visits

### The Assessment Judgement:

**Sciennes 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 was introduced to the whole school and features in the School Improvement Plan. The DHT (RRSA lead) has led and managed implementation, and progress has been recorded comprehensively by her.
- The SLT clearly value pupil input highly and gave several examples of this. Pupils were actively involved in consultation when the school was selecting new playground equipment. For pupils wishing to voice and idea, the DHT has a child friendly mechanism in place to do so, which pupils were able to explain.
- The DHT and another staff member have both provided training to staff to raise awareness of the UNCRC and the principles of the RRSA. A questionnaire was issued to staff to check on progress. The DHT and Business Manager both spoke highly of the school and said that they felt they had been a school with a respectful ethos for a long time.

### Standard B:

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

- All staff have been made aware of the convention and their role as duty bearers through training sessions. The whole school have focussed on 'The Right to Learn,' 'The Right to be Safe,' and 'The Right to Play.' The values and principles of the RRSA are promoted through assemblies and some pupils were able to talk about these. (For example; Equal Rights assembly, Earth Day assembly, World Art Day house assemblies.) There were some excellent posters on display in the school hall showing clear links to children's rights.
- There is an excellent record of work completed in the form of an online blog, which links school events to relevant articles of the UNCRC, and the Sustainable Development Goals. This enables the whole school community to keep up to date with progress.
- Some P7 pupils were able to talk about their use of Launchpad to help develop their understanding of some of the articles of the UNCRC. Pupils interviewed were able to talk knowledgeably about the convention and were able to give examples of a range of rights. They were aware that every child has rights. Homework tasks had encouraged pupils to engage with parents about the convention. One pupil commented, *"I interviewed my Dad about the articles and he told me what rights he thought were important and why."* When asked about the impact of RRSA, a parent commented; *"The children definitely know about their rights, it's permeating into the home."*

### Standard C:

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

- Charters were evident in some classrooms and some pupils could explain their use. Staff identified the creation of charters as a development area for next session. Use of charters in all classes will help embed the language of Rights across the school, and raise the profile of the agreement between adults and pupils in enabling all children to enjoy their rights.
- Sciennes has a very supportive Parent Council who work closely with staff and pupils to initiate change and improve aspects of the school. The parent representatives spoke enthusiastically about the school and its engagement with RRSA. “The school put the children first always, the children are remembering what they are learning about their rights.”
- The Business Manager commented that the school has always had a nurturing ethos and that it is now just about strengthening further the links with the UNCRC. The Janitor also spoke very highly of the school. *“The people in this school put the children first always, it just comes naturally, we work as a team. We are all pushing for the same thing, we strive to be the best we can, to do the best for all the children.”*

### Standard D:

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

- Pupils are encouraged to share their views and take an active role in the improvement of their school. There are Pupil Council Reps, Eco Reps, House Captains, Sports Captains and JRSO’s in the school. Pupils interviewed on some of these groups were clearly very proud of their role. There are also a range of clubs in the school to allow pupils a range of experiences.
- The school has been involved in a number of initiatives such as Fairtrade Fortnight, the 1 in 5 Child Poverty Awareness Campaign, Sport Relief and Day for Change. One pupil commented, *“We thought of ideas to help people in poverty and do fundraising.”* In response to pupil input, a dressing up donation box is being created to ensure all children can be included in such events. The pupils were able to speak to the SLT and were encouraged to act upon their idea, again reflecting the importance placed by staff on pupil voice. The Hungry for Books campaign encouraged pupils to donate unwanted books to a Foodbank and highlighted to children that fundraising is not the only option to initiate change or help those in need to realise their rights.
- A highly successful International Event was held in school where people were encouraged to bring in samples of food from their home country. The children were able to learn about each other’s cultures and celebrate diversity. Pupils are encouraged to speak in their home language in class alongside learning to speak English.