

UNICEF UK RIGHTS RESPECTING SCHOOL AWARD

ASSESSMENT REPORT LEVEL ONE

School:	Osmani Primary School
Headteacher:	Remi Atoyebi
RRSA coordinator:	Saleha Daya & Amira Rahman
Local authority:	London Borough of Tower Hamlets
Assessor:	Frances Bestley
Date:	18 th July 2017

The school context:

Osmani Primary School is located in Whitechapel. It is larger than the average-sized primary school with 430 pupils on roll. The proportion of pupils who are eligible for the pupil premium is greater than average. The proportion of pupils representing minority ethnic groups is much higher than average. Most pupils represent Bangladeshi heritage. A much higher proportion of pupils speak English as an additional language than average.

At its last Ofsted inspection in November 2016, the school was judged to be 'good' overall and outstanding in several areas.

First registered for RRSA: May 2016 Recognition of Commitment: July 2016

Assessment information:

Progress and evaluation form received	Yes	Impact evaluation form received	Yes
Attendees at SLT meeting	Headteacher, Assistant headteacher, RRSA coordinator		
Number of children and young people interviewed	18 children		
Number of staff interviewed	3 teachers, 1 Lunchtime supervisor (also a parent), 1 parents, 1 governors (also a parent)		
Evidence provided	Learning walk Assembly	Written evidence	Class visits

The Assessment Judgement:

Osmani 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

- The headteacher is extremely committed to embed rights respecting values at the heart of school life. She identified RRSA as being something to connect children and staff. The school vision has been reviewed and refocused explicitly on Articles. She spoke of *'the child being in the middle of everything we do; it's really transformed our school.'*
- Achieving RRS Level 1 is included in the school development plan, and all subject policies make reference to embedding rights respecting language. The Ofsted report identified the impact of understanding the Convention on highly effective SMSC.
- Two RRSA coordinators have been appointed which provides evidence of the school's commitment to implementing the award. Training has been provided by Unicef UK staff and both RRSA leads have followed this up and supported staff with regular training and guidance materials. *'All our staff are on board.'* Impact is regularly evaluated.

Standard B:

The whole school community learns about the CRC

- Children have a good knowledge of the Golden Rights: the rights to education, to be the best they can be, to health care, clean water and nutritious food, to have friends, to relax and play, to be protected, to privacy, to be heard and to know their rights. They understand that rights are universal *'for children all over the world'* and cannot be withdrawn or earned. They cited how children in Nigeria or Somalia might not have access to clean water or education as there *'is not enough money'* and children in the UK could be affected by poverty or *'not be aware of their rights.'*
- Children explained that they learned about rights through the Golden Rights posters, PHSE linked to Jigsaw materials and through Thursday assemblies. Prominent displays linked to Articles are very visible: celebrating the school anniversary linked to Article 31, Sports Day to Article 24, Celebrating difference to Articles 2, 14, 23 and 30.
- The rights respecting project homework has been very effective in engaging parents in the Convention and ensuring they understand the language of respecting rights. Fridge magnets of the Golden Rights have been sent home. Parents explained *'It's had an impact at home and how we talk and use language like violation and respecting right.'* They described how their children use the language to resolve issues with siblings. *'Children feel important, more like adults and listened to.'*

Standard C:

The school has a rights-respecting ethos

- Golden Rights and TAG (tell, ask, go for help) posters are displayed in all classrooms. Children could explain how they worked collaboratively to agree and design their class charters, *'We wrote rights on hands'* and how the charters are used to *'help us with our learning.'* Children explained *'Golden rights have stopped bullying'; 'They have made our school even happier.'*
- Rights respecting language by staff and children was extremely well developed. Throughout the visit children talked fluently about *'Respecting the right to enjoy...'* or someone *'Not respecting their right to...'* Staff, parents and children were universally positive about the impact of this: *'I wouldn't have thought it would have had such a big impact.'* *'The awareness and confidence about enjoying and violating rights encourages reflection'; 'Children have greater autonomy linked to Golden Rights.'* *'It's natural now.'* Reflection sheets focused on the Golden Rights and TAG
- All children we spoke to explained that they felt safe at school. *'We use TAG'* children explained and described how it worked and how it linked to rights. A Year 6 girl explained *'It helps me to know about rights; it makes me feel safe, special and good.'*

Standard D:

Children are empowered to become active citizens and learners

- Regular ambassador meetings focusing on '*What can we improve in school*', circle time, the golden box and the headteacher's question board all provide well used opportunities for children to express their views and be actively involved in decision-making.
- Children can explain how their fund-raising for chosen charities such as Children in Need, GOSH and Red Nose Day helps to support children's 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:

- Ensure that most school policies are explicitly cross-referenced to appropriate rights from the Convention. Consider 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)
- Look for ways to incorporate an explicit commitment to education for global citizenship and sustainable development into the heart of the school's mission and purpose. (Criterion 5)
- Work towards deepening and widening the knowledge and understanding of the UNCRC across the whole school community including making sure that posters of the Convention are more visible so children develop their knowledge beyond the Golden Rights. (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)
- Find ways to co-ordinate and cross reference the many good examples of 'global awareness' and learning for 'sustainable development' already in place. Ensure that these all have a focus on rights. (Criterion 9)
- Consider the role of class charters when the Golden Rights are almost the equivalent of a school charter. In the next 'review' of charters endeavour to include actions for Duty Bearers as well as for children. (Criterion 10)
- 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:

- Participate in RRSA training to support your journey to Level 2. <http://www.unicef.org.uk/rights-respecting-schools/training-and-support/training-courses/moving-from-level-1-to-2/>