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RIGHTS RESPECTING SCHOOL AWARD ASSESSMENT REPORT LEVEL ONE

School:	Gourock Primary
Headteacher:	Mrs Patricia Robertson
RRSA coordinators:	Mrs Andrea Hunter
Local authority:	Inverclyde Council
Assessors:	Sally Peel & Gerry McMurtrie
Date:	27 May 2014

We would like to thank the leadership team, staff and young people for their warm welcome to the school, for the opportunity to speak with staff and pupils during the assessment and for the evidence detailing the work towards becoming a Level 1 rights-respecting school. Prior to the assessment visit you provided a comprehensive self-evaluation form and impact evaluation form. It was clear to the assessors during the visit that everyone places a real importance on developing a rights respecting ethos.

Standards A, B, C and D have all met the necessary criteria.

THE ASSESSMENT IN DETAIL

The school context

Gourock Primary is a non-denominational, co-educational primary school in Inverclyde, on the west coast of Scotland. The current school building was opened in 2002 as one of the first new build schools within Inverclyde. The current pupil role is 236, with 11 teaching staff. The pupils are 90% white/scottish, with 12.32% eligible for free school meals, lower than the national and local average. There are 7 pupils who speak English as their second language - the pupil's first language being Polish, Cantonese and Hungarian. There have been no exclusions in recent years.



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Assessment information

Self-evaluation form received	Yes
Impact evaluation form received	Yes
Attendees at SLT meeting	HT, RRSA Co-ordinator
Number of children and young people interviewed	3 Class visits (79 pupils) 12 steering group members
Number of staff interviewed	5
Evidence provided	3 Class visits Evidence walk Written evidence folder RRSA Steering Group members

Standard A:

Rights-respecting values underpin leadership and management

Summary

Standard A has been achieved.

The HT advised that the RRSA has been included in the School Improvement Plan since 2012, and as detailed in the evidence folder, continues to be included in the current SIP 2013-15. The current HT has been in post since 2013 and had previously achieved the Level 1 RRSA within her previous school of Highlanders in Greenock. The HT stated “we have always been doing rights. Inverclyde are developing policies on restorative practice to promote positive behaviour and everything links in with GIRFEC, CfE, and the UNCRC. The vision in Inverclyde is of a Nurturing local authority with the child at the centre of everything we do, and the RRSA is central to this. There was so much going on, with becoming a Fair Trade & Eco school that we needed a focus. The RRSA has helped Gourock Primary to shape the way forward. It has given us criteria to meet and measures to show where we have changed and made an impact on the life of the school, our pupils, staff and parents”. The HT advised that all staff received basic training from the children’s rights officer during in-service and have all been given resources from the VLE and support, including lesson guides from the RRSA co-ordinator.

The school values are linked with the local authority values of: Respect, Honesty & Tolerance. The school has additional values of: High Expectations, Care, Consideration & Opportunity. The HT advised that from August 2014 they will be working with parents and pupils to review their vision and values to strengthen links with the UNCRC. The school have made links to the UNCRC and GIRFEC and have developed a GIRFEC tree, as displayed in the school corridor. The GIRFEC principles are displayed within the branches of the tree, linked to Articles from the UNCRC. This tree was also used at a recent Inverclyde Education Enterprise event, showcasing the work of the school and the RRSA. Global links to rights have been mainly through charity work, fundraising and campaign for



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change, particularly via Fair Trade and UNICEF. The school has been working with other schools within the cluster to promote the UNCRC and the RRSa at a recent child led conference. Whole school assemblies are linked to rights and are displayed within the RRSa evidence folder. Each class has been learning about rights, mainly from Health & Well-being topics and social subjects. The HT expects all teachers to link rights to topics and detail these within their forward plans. The HT advised that staff are becoming more confident in linking rights to everyday teaching and learning, and this will continue to be supported next term. The HT advised that this will ensure that rights are fully embedded into the life of the school, locally and globally. Global links are mainly through the school involvement in Just Trading Scotland Fairtrade Rice project which helps send children to school in Malawi.

Standard B:

The whole school community learns about the CRC

Summary

Standard B has been achieved.

Staff and pupils were confident talking about children's rights and were able to reference numerous article numbers. It was evident that learning about rights was a priority within the school, and numerous art displays throughout the school were linked to rights and article numbers. The school have designed a 'rights star', ensuring that this is clearly visible. Various articles when they are being linked are put within the rights star, and pupils said "when you see the rights star, you know that there is a link to a right, it's really helpful and my mum said so too". Staff received training on the UNCRC during in-service and have been given support to link to the curriculum using resources from Education Scotland and the UNICEF VLE. Staff advised they had also used resources from Oxfam, Save the Children and SCCYP and have resources available to them on the staff shared system. All classrooms have rights displays. Pupils interviewed were able to evidence that "all children have the same rights no matter where they come from, but it's not fair that some countries don't help the children".

All parents have received UNCRC leaflets, and information is evident within school newsletters, website and assemblies. Parents were invited to attend the school enterprise showcase and the cluster rights conference, all showcasing the work of the school while spreading the message of rights. The parent council have also been kept informed and the steering group have presented rights work to them. The school have a RRSa notice board detailing the work of the pupils and copies of steering group minutes, along with art displays. Most assemblies are linked to rights and this will continue to be developed within forward planning.

P7 pupils have developed lessons and presentations on children's rights and have presented and taught these to every class throughout the school during a special children's rights day. Staff have made links to many existing topics to ensure that rights are linked throughout the school year. Specific topics on rights have been taught at the beginning of the year, for example needs and wants, right to a name, shelter, education etc. Links to rights are evident throughout the work of the school, for example links with Eco, Fairtrade etc. Pupils were able to confidently talk about how rights linked with fairtrade and the environment, and everyone has been involved in the fairtrade banana topic. The school



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have been promoting global rights at education, community and school events and have focused on selling goods including fairtrade rice at all events. The pupils have also produced a rice recipe book that included input from parents/carers, and this book is given out with rice purchases. The pupils have also been involved in making a number of the recipes in the book. Pupils also have regular input to assemblies for 'celebrating success' linking achievements within and outwith school, linking this to rights.

Standard C: The school has a rights-respecting ethos

Summary **Standard C has been achieved.**

All classes have developed their own charters and they are age and stage appropriate. Pupils were able to discuss how they were involved in the creation of the charters. All charters were signed by pupils and staff, and will continue to be developed at the beginning of the new school year. The school have produced the golden ticket award recognition for pupils who show the best links to the school values and citizenship. The school have been making forward plans to begin looking at the creation of a whole school charter and a playground charter. This will be on the RRSA steering group agenda for next term. The school also use the 'good to be green' scheme to recognise rights respecting behaviours and attitudes, linked with restorative approaches. Staff advised that the creation and agreement of charters has resulted in increased positive behaviour in class and throughout the school, with pupils having a sense of pride and empowerment.

Pupils interviewed felt safe in school and that people show more respect. A P6 pupil said "learning about rights has changed quite a lot of us. We are learning about rights and treating each other fairly. Behaviour is better and we feel safe". Another pupil stated "because we are all learning about it, everyone is being nicer. Adults keep us safe and show us respect. We know we need to listen to both sides of the story and try and work things out if we fall out in the playground. We just try to be nice and let everyone share things in the playground". Staff advised that relationships in class are more respectful, and children show greater respect for each other. The school have class monitors and playground pals to ensure that pupils feel safe and supported. Suggestion and worry boxes are available for pupils who do not feel comfortable to talk about an issue. The buddy system and paired reading programme also brings pupils together to offer support. Pupils were able to talk about how behaviour can make someone feel that they aren't receiving their rights. Pupils also stated "we always have our rights, and it's not fair if someone tries to stop up. We can talk to an adult and they will help us, or go to a buddy or a friend".

Standard D: Children are empowered to become active citizens and learners

Summary **Standard D has been achieved.**

Pupils interviewed were confident that if they wanted to talk about something that they are always respected and can speak to the HT or DHT or their own teacher. Pupils said "we



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have a right to an opinion and to be taken seriously, so we know we can talk about an issue to the HT if we need to she will listen to us". Pupils are involved in numerous groups for example the Pupil Council, Eco, Fairtrade and Rights Action Group (RAG). Every class has a representative on every group, and the class representatives responsibility is to share what has been discussed at each meeting, and bring back any ideas or suggestions. Each group also has suggestion boxes to enable pupils to put comments in. Staff advised that pupils felt supported and have a sense of ownership of their own learning, which has helped to develop confidence building skills in pupils. This is to be developed further next term to ensure that pupils are fully involved in school planning. The HT advised that pupils know the school best, and therefore have been supported to meet with parents at P1 induction days to give presentations about the life of the school. The HT stated that rather than her give this, she felt it best for parents to see the confidence of the pupils, to show encouragement and support, and for parents to see that their children will be supported to be confident, active participants of the school. This model of pupils giving the input to parents has been recognised in Inverclyde as a model of good practice, and will be supported in other schools. Pupils were able to demonstrate that during topics they are able to make decisions for themselves. Pupils are able to discuss ideas with teachers and each other, and use ICT and the library for independent research. Staff advised that the CfE lends itself well to allow pupils to shape their own learning and learn independently. Pupils have also created their own version of the UNCRC using their own art work and child friendly language to describe the Articles. This is on display in the school corridors.

The pupils from P5-P7 were also involved in developing and delivering a recent pupil led children's rights conference on the Children & Young People (Scotland) Act 2014. This conference involved all cluster schools working together to develop workshops and create presentations. The conference was aimed at parents/carers and professionals across Inverclyde and was attended by over 100 people. The feedback from this event was positive and raised awareness of children's rights, the RRSA and the implications of the Act for parents and professionals. Pupils acted as presenters and workshop facilitators and all schools within the cluster supported each other at the various workshops. Pupil's stated "we felt really nervous but really proud to stand up and talk and to talk to really important people about what children's rights is all about, what it means to us, and what they need to do for us".

The future

The assessor would like to encourage the school to continue work on becoming rights respecting and work towards the award at Level Two.

The following recommendations are made to support the journey based on those that have proven valuable in other schools and settings in helping them to develop their practice at Level 2. The recommendations made by the assessors are listed below:

- Continue to develop links to rights in all topic areas to ensure rights embedded in curriculum
- Consider pupil votes for all groups – similar to pupil council (pupil's suggestion)
- Develop a playground charter
- Develop a canteen charter (pupil's suggestion)
- Ensure rights linked to school assemblies and newsletters
- Ensure school website continues to include references to UNCRC/RRSA



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- Support other schools to become rights respecting
- Involve wider school community in upcoming revision of school vision/values