# RRS lockup-85cyan_long

# **MAIN_RRS lockup-85cyanschool evaluation: Silver**

**About this document**

This is a summary document that you should use to check your progress towards the outcomes of the Silver Rights Respecting Schools Award. It should be completed by the headteacher with input from your RRSA Coordinator and RRSA Steering Group.

There are several parts to the form:

1. **Headteacher declaration:** We ask for headteachers to sign a declaration that the school is not subject to any external investigation about rights infringements.
2. **Impact statements:** We ask for the headteacher to identify the impact of the RRSA. We have been asking schools these questions for many years and they form part of our long-term evaluation.
3. **RAG rated outcomes**: RAG rate each outcome descriptor. Colour or code against each statement in the School Evaluation:  
   **RED** – little or no evidence, **AMBER** – some evidence, **GREEN** – a lot of evidence  
   Please use the form to:

* Briefly describe how you know this outcome has been achieved
* What has changed for the children and young people as a result of your actions towards achieving each outcome.
* Mention, where relevant, the evidence that will be available to the assessor, for example pupil, staff and parent questionnaires, external inspection evidence, school attendance, behaviour and attainment data, school monitoring

We expect that most of the Silver outcome descriptors would be rated as green and that you can identify the difference that Rights Respecting has made so far. If an outcome has been identified as amber, please provide a brief description of why this is the case. This won’t necessarily prevent you from achieving Silver. We will make an informed judgement with you on the accreditation visit.

You will need to send this completed form to your Professional Adviser when you feel you are ready to be accredited for Silver.

**School and accreditation visit details**

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| School name | Chirnsyde Primary School | | |
| Local authority | Glasgow City Council | Date of Silver accreditation visit | 01/12/2022 |

**Keep in touch**

Please let us know if anyone’s contact details have changed so we can keep our records up to date.

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| Headteacher name | Jackie MacIver | Headteacher email | [jmaciver@chirnsyde-pri.glasgow.sch.uk](mailto:jmaciver@chirnsyde-pri.glasgow.sch.uk) |
| RRSA coordinator name | Kate Vickers | Coordinator email | [gw18vickerskate@glow.ea.glasgow.sch.uk](mailto:gw18vickerskate@glow.ea.glasgow.sch.uk) |

**headteacher declaration**

**DUTY TO DISCLOSE**

**For the attention of the headteacher**

Very occasionally, incidents or circumstances occur in schools which may have required, or still be subject to, external investigation or legal processes. Schools may also be subject to intense media or public scrutiny over a particular issue. Where such situations involve a potential infringement of the rights of any child(ren) at the school or could damage the reputation of the school or of UNICEF UK, we ask that the information is shared, confidentially and within legal parameters, with UNICEF UK’s Programme Director for RRSA.

Please send an email to [rrsa@unicef.org.uk](mailto:rrsa@unicef.org.uk) marked CONFIDENTIAL for the attention of the Programme Director alerting us to the fact that you have some confidential information to share. This information could then be shared in a telephone conversation with the Programme Director or by sending a password protected attachment with the password sent in a separate email.

Any disclosure will be handled sensitively and will not necessarily affect the process or outcome of your RRSA accreditation.

Failure to share relevant information which subsequently comes to the attention of UNICEF UK may result in the school’s RRSA accreditation status being suspended, pending further investigation or discussion.

**Please initial the box below to confirm you have read the above.**

Headteacher - JM

**Impact statements**

**For the attention of the headteacher**

These impact judgements are not part of the accreditation process. Please be honest – responses such as little or no impact, are not uncommon. As part of our annual reporting, we aggregate this data with all of our schools to monitor the long-term impact of the RRSA programme.

Please highlight one of the impact measures against each statement.

**As a result of working to become a Silver: Rights Aware school…**

| 1. Children and young people have improved respect for themselves and for others. | No impact / A little impact / Some noticeable impact / Significant impact / No evidence |
| --- | --- |
| 2. Children and young people are more engaged in their learning. | No impact / A little impact / Some noticeable impact / Significant impact / No evidence |
| 3. Children and young people develop positive relationships. | No impact / A little impact / Some noticeable impact / Significant impact / No evidence |
| 4. Children and young people demonstrate positive attitudes towards diversity in society and overcoming prejudices. | No impact / A little impact / Some noticeable impact / Significant impact / No evidence |
| 5. There are reduced numbers of exclusions and less bullying. | No impact / A little impact / Some noticeable impact / Significant impact / No evidence |
| 6. Increasing percentages of pupils like school. | No impact / A little impact / Some noticeable impact / Significant impact / No evidence |
| 7. Children and young people feel empowered to respect the rights of others locally, nationally and globally, and to uphold their own rights. | No impact / A little impact / Some noticeable impact / Significant impact / No evidence |

**RAG rated outcomes**

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| **Strand a: Teaching and learning about rights** The United Nations Convention on the Rights of the Child (CRC) is made known to children, young people and adults who use this shared understanding to work for improved child well-being, school improvement, global justice and sustainable living. | | | |
| **outcome** | **At Silver** | **RAG rate** | **How has this been Achieved?**  **What difference has been made?**  **What evidence do you Have?** |
| 1. Children, young people and the wider school community know about and understand the UN Convention on the Rights of the Child and can describe how it impacts on their lives and on the lives of children everywhere. | Many children and young people are familiar with a number of Articles of the CRC and can talk about the rights they enjoy.  They know rights are universal and unconditional; the CRC applies to all children and young people everywhere, all the time.  They demonstrate an awareness of where and why some children may not be able to access their rights.  Adults and the wider school community know about and understand the CRC. |  | How this outcome has been achieved:   * Child-friendly versions of the UNCRC are displayed in every classroom around the school, available for learners to access, discuss and refer to * Class charters in every class link to specific children’s rights articles * RRSA Pupil Steering Group introduced themselves to the school and wider school community at the start of the year through a video posted to Seesaw and Twitter * A RRSA display is in the foyer to introduce pupils, parents/carers and visitors to our journey and our pupil steering group * RRSA Pupil Steering Group have produced videos informing pupils and the wider school community about what rights are and why they are important * Termly rights newsletters are sent out to parents/carers * Discrete lessons about rights taught at the start of each academic year * Learning about and through rights via IDL topics * Global Citizenship focus in planning topics * Exploring rights through class novels and reading texts * Weekly Picture News discussions * Watching Newsround as a class * Visit from WaterAid speaker * Staff RRSA Working Party * Letters sent to parents/carers   What difference has been made:   * Children feel more confident speak about their rights and standing up for their rights and the rights of others * Children are enthusiastic about their rights and know why they are important * Children have more empathy for others * Staff are more confident teaching about, for and through rights   Evidence:   * Photographs of displays * Pupil Steering Group videos * Feedback from pupils – learning conversations * Photographs of pupil work * Planning documents * Meta-Skills plans * Resource lists * Letters to parents/carers |

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| **strand b: Teaching and learning through rights – ethos and relationships** Actions and decisions affecting children are rooted, reviewed and resolved through rights. Children, young people and adults collaborate to develop and maintain a school community based on equality, dignity, respect, non-discrimination and participation; this includes learning and teaching in a way that respects the rights of both educators and learners and promotes well-being. | | | |
| **outcome** | **At silver** | **RAG rate** | **How has this been Achieved? What difference has been made?**  **What evidence do you Have?** |
| 1. In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child. | Many children and young people are able to explain how school facilitates them to enjoy a range of their rights. They (and staff) describe how they and others act to create a rights respecting environment. |  | How this outcome has been achieved:   * Child-friendly versions of the UNCRC are displayed in every classroom around the school, available for learners to access, discuss and refer to * Staff provided with guidance on creating a rights respecting environment at the start of each academic year * Rights have been taken into account when developing whole school policies * Rights are linked to our school values – all children are aware of our school values and understand what they mean and these are explicitly linked to rights through displays * Children co-create class charters, which reference specific articles of UNCRC, at the start of each academic year with the intention of creating a rights respecting environment * Use of rights based language permeates through all discussions around behaviour   What difference has been made:   * Children understand why they are being asked not to do something * A better school ethos and a greater sense of shared community * Children have a greater sense of feeling valued, trusted and respected   Evidence:   * Pupil questionnaires – progress shown * Co-created class charters in every class * Display linking UNCRC articles to our school values * Restorative conversation script * Pupil work * Pupil feedback / learning conversations * Displays around school linking rights to actions in school |
| 1. Relationships are positive and founded on dignity and a mutual respect for rights | Many children and young people speak with confidence about how positive relationships are encouraged. Rights are used to clarify moral dilemmas and consider rights respecting approaches. |  | How this outcome has been achieved:   * Relationships policy * Behaviour policy * Nurture principles followed by all practitioners and nurture provision is provided for P1-3, with some provision for upper school nurture * School values focus on caring and respect * School values are used to discuss behaviour incidents that arise – restorative conversations take place using rights respecting language * HWB lessons focus on friendship – ICE pack resource, Emotion Works curriculum and RSHP lessons   What difference has been made:   * Improved pupil-teacher relations * Improved peer relations across the school age ranges * Children have more empathy for others * A better school ethos and a greater sense of shared community * Children have a greater sense of feeling valued, trusted and respected   Evidence:   * Restorative conversation script * Pupil work * Pupil feedback / learning conversations |
| 1. Children and young people are safe and protected and know what to do if they need support. | Many children and young people say they feel in a safe environment at school and can describe how their actions and those of others contribute to this. They can describe what they would do / who they would speak to if, for any reason, they did not feel safe. |  | How this outcome has been achieved:   * Daily emotional check-ins take place in every class and support is provided where necessary * Worry monster in each class for children to share their worries with teachers * Health and Wellbeing Curriculum covers different aspects of safety and what to do in different cases * Road safety lessons delivered each year * RSHP lessons delivered each year – including online safety, consent and protection from abuse * School visits from local community police about issues in the community * Red Cross first aid workshops for P6 and P7 * Childline posters displayed around the school   What difference has been made:  Evidence:   * GIRFEC annual survey evidences this – 3.1 review * Nurture groups complete GMWP survey which includes questions regarding how safe pupils feel, then appropriate action is taken in response * Pupil feedback – learner conversations * Pupil work from HWB lessons * Photographs of displays |
| 1. Children’s social and emotional wellbeing is a priority. They learn to develop healthy lifestyles. | Many children can describe how the school supports them with their health, social and emotional needs. |  | How this outcome has been achieved:   * HWB curriculum * Children’s rights referenced on HWB planning documents * Children in need of nurture are identified through termly tracking meetings, then children are grouped into interventions according to needs * Healthy school value celebrated – certificates awarded at assembly linking to this value * ‘Reasons we love…’ a weekly routine in the infant classes and aims to boost children’s self-esteem by asking the rest of the class to complement them * Together time takes place at the end of each week whereby each class decides on an activity to do together to make them feel calm, happy and positive * Tranquil time takes place in every class after every transition * Worry monster is present in every class for children to share their emotions with their teacher privately * Daily morning check in takes place during register time in every class and teachers respond appropriately to this * Emotion Works curriculum supports pupil well-being * Diffusers in each class with intention of creating a calm and nurturing environment * Calm corner in every classroom for children to go to if they need regulation or calm time * Yoga book / crystals / essential oils and mindfulness cards in every classroom for pupils to use as they require * Every class has a wellbeing wall which displays wellbeing routines and interventions for covering teachers and pupils to reference * Children work with class teachers to identify emotional-regulation strategies to use when they are sad or angry and agree a routine for this * RSHP lessons delivered each year * My Body Matters lessons delivered each year * Active Schools Coaches and CFC Joy of Moving Workshops * Feel Good Friday takes place once a week for pupils to nominate themselves or others to complete a fun activity with the Headteacher as a reward for showing a growth mindset, resilience or growth   What difference has been made:   * A better school ethos and a greater sense of shared community * Children have a greater sense of feeling valued, trusted and respected   Evidence:   * L |
| 1. Children and young people are included and are valued as individuals. | Many children and young people can describe they feel included and valued at school and can describe how their actions and those of others contribute to this. |  | How this outcome has been achieved:   * Children are consulted for SIP and a child-friendly version has been produced * Pivotal training for staff and restorative approaches are consistent throughout the school * Relationships policy * School values recognition board in every class – children’s names or photos are displayed when they have been observed ‘including’ themselves or others * ‘Reasons we love…’ a weekly routine in the infant classes and aims to boost children’s self-esteem by asking the rest of the class to complement them * Growth mindset approaches * Feel Good Friday held every Friday afternoon with the Headteacher to celebrate the efforts and achievements of those pupils who have demonstrated a growth mindset that week (one from each class) by taking part in a fun group activity * Recognition notes home acknowledge pupil achievement, effort and progress * Certificates are given to every child at least once throughout the year during whole-school assemblies to celebrate their achievements, effort and progress and displayed in the school hall * Proud patches outside of every classroom allow pupils to share and celebrate work they are proud of with the rest of the school * PLP folders allow children to develop a portfolio of work they are proud of throughout the year, share this with their families and track their progress * Languages of pupils in each class displayed on classroom doors via welcome signs * Language of the month focus in Literacy CLoL assembly * Class job roles in each class * P7 responsibilities include House Captains, Junior DLOLs, Infant Playground Buddies and Fruit Monitors * TIE LGBT Inclusion – all staff have completed stage 1 and stage 2 training and we have been awarded ‘stage one: journey’ and are now beginning ‘stage two: achievement’ * TIE Equality and Diversity and Challenging Homophonic Language workshops * Young Leaders of Learning   What difference has been made:   * Children engage in dialogue with staff, parents/carers and the community to create positive outcomes and changes * A better school ethos and a greater sense of shared community * Children have a greater sense of feeling valued, trusted and respected   Evidence:   * Child-friendly version of our SIP * School Relationships Policy * Young Leaders of Learning workbooks and documentation |
| 1. Children and young people value education and are involved in making decisions about their education. | Many children and young people speak positively of school and of their learning. They understand and can talk about the role they play in their learning. Many adults explain how rights-respecting language shapes a positive learning environment |  | How this outcome has been achieved:   * All pupils on SIG are given individual targets and made aware of these and involved in the tracking of their progress towards meeting them * Learner conversations with individuals for ASN documentation – views gathered from pupils with WAPs and for JST/AIG and when looking at secondary pathway planning * Numeracy and Literacy Learner conversations – pupils’ views are sought on resources we use and schemes we follow and taken into account when evaluating our provisions. * Pupils can give examples of how they participate in their learning and what is in place to support them and take responsibility for their own learning. * Children self-assess their work and achievements each day and record in different ways (Seesaw PLPs) * Planning for active learning and formative assessment opportunities through CPA methods in Numeracy, IDL approaches and see/make/write/do * Children are consulted on what topics they would like to cover in class and a KWL grid is completed at the start/end of each topic * Chilli challenges for self-differentiation * Children are able to choose from a range of apparatus to support their learning in class * Proud patches outside of every classroom allow pupils to share and celebrate work they are proud of with the rest of the school * PLP folders allow children to develop a portfolio of work they are proud of throughout the year, share this with their families and track their progress * Growth mindset approaches * Feel Good Friday held every Friday afternoon with the Headteacher to celebrate the efforts and achievements of those pupils who have demonstrated a growth mindset that week (one from each class) by taking part in a fun group activity * Young Leaders of Learning   What difference has been made:   * Improved teaching and learning * Life skills such as teamwork, problem solving and citizenship * Young people are recognised as participants alongside teachers   Evidence:   * ASN documentation * Learner conversations * Planning for active learning and formative assessment opportunities * Photographs or copies of differentiated learning activities * Photographs of children choosing and using apparatus for support * KWL grids * Children’s targets * Children’s work – self-assessment * Children’s PLP folders on Seesaw * Photographs of Proud Patches * Photographs of displays for assessment and growth mindset approaches * Photographs and filming of Feel Good Friday * Samples of classroom routines and procedures for pupils self-assessing and asking for support when needed * Young Leaders of Learning workbooks and records |

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| **Strand c: Teaching and learning for rights – participation, empowerment and action** Children are empowered to enjoy and exercise their rights and to promote the rights of others locally and globally. Duty bearers are accountable for ensuring that children experience their rights. | | | |
| **outcome** | **At silver** | **RAG rate** | **How has this been Achieved? What difference has been made?**  **What evidence do you Have?** |
| 1. Children and young people know that their views are taken seriously. | Many children, young people and adults describe how young people can express their opinions and have been involved in decisions about their life in school. |  | How this outcome has been achieved:   * Children are consulted for SIP and a child-friendly version has been produced * RRSA Pupil Steering Group contains representatives from every class in the school who consult with their classes, ask for their opinions and discuss items from the agenda which is informed by the pupils * P7 House Captains and Vice Captains organize house meetings and decide the agenda for meetings * Young Leaders of Learning ambassadors * P7s Representing the School at Glasgow Schools Forum * Learner conversations take place termly during which a sample of pupils from each class are spoken to about their learning and their views are taken into account by CLoLs and SMT and appropriate action is taken, such as buying resources, feeding back to teachers or altering schemes of work. * Class teachers consult pupils on how they would like to do things on a regular basis * Children are consulted on what topics they would like to cover in class and a KWL grid is completed at the start/end of each topic * Choices and Voices – each class chooses a change they want to make in the school, e.g. school dinners, toilets * Growth Mindset approaches * Children make choices about what and how they would like to play * Annual/national celebrations – children are given choice of how they would like to celebrate and spend budget   What difference has been made:   * Children engage in dialogue with staff, parents/carers and the community to create positive outcomes and changes * A better school ethos and a greater sense of shared community * Children have a greater sense of feeling valued, trusted and respected * Children are aware of their right to participate voluntarily in decision-making * Children are able to express their views in a wide variety of ways and in a variety of settings * Children have opportunities to participate in decisions in a wide variety of matters which affect them, leading to meaningful impacts and outcomes   Evidence:   * Pupil feedback from questionnaires * Child-friendly version of our SIP * Learner Conversations * KWL grids * RRSA Pupil Steering Group meeting minutes * RRSA Pupil Steering Group videos * Choices and Voices meeting minutes * Choices and Voices showcase videos * House meeting agendas and minutes * Young Leaders of Learning workbooks and records |
| 1. All children and young people have taken action to uphold their rights and the rights of others, locally and globally. | Many children and young people have been involved in a range of activities to promote children and young people’s rights on a local and global scale.  We have identified that this outcome is an area for development, as Covid and the financial crisis have greatly impacted our pupils and their families, so our focus has been on the health and wellbeing of our learners and the needs of our local community. We are now starting to establish more links with other schools and organizations, locally and globally, and organize more opportunities for a diverse range of meaningful activism. |  | How this outcome has been achieved:   * Climate protests * Writing letters to local decision makers to make requests/changes * Taking part in the COP26 programme of events * Taking part in Oxfam’s COP27 Postcard Campaign * Environmental action in school – recycling, litter picking, planting trees and growing fruit and vegetables in the school garden * Making sunflowers for display to show solidarity with Ukraine * Taking part in Outright campaign 2022 * Fundraising for Cash for Kids   What difference has been made:   * A better school ethos and a greater sense of shared community   Evidence:   * Photographs/videos of children taking action, campaigning and protesting * Children’s work (letters, postcards, sunflowers of solidarity) |