# RRS lockup-85cyan_long

# **school 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 because 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 | Easdale Primary and ELC | | |
| Local authority | Argyll & Bute Council | Date of Silver accreditation visit | 21st June 2023 |

**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 | Judith Frost | Headteacher email | [Judith.Frost@argyll-bute.gov.uk](mailto:Judith.Frost@argyll-bute.gov.uk) |
| RRSA coordinator name | Judith Frost | Coordinator email | [Judith.Frost@argyll-bute.gov.uk](mailto:Judith.Frost@argyll-bute.gov.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

**SCHOOL Information**

Part of our remit working for UNICEF UK is to show that RRSA is successfully accredited in a wide range of schools. Please complete the section below to tell us about your school.

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| Number and age of pupils on roll: | P 1 to P 7 - Twenty Seven pupils on roll  ELC - nine pupils on roll |
| % pupils eligible for Pupil Premium/ Pupil Equity Funding/ Free School Meals / measure of deprivation | SIMD 5 average - Except for rural isolation which is highest level of deprivation  20% PEF |
| % pupils in your school with an EHCP, IEP or a SEN statement. | 11% |
| % pupils who speak English as an Additional Language / number of languages spoken | 0% |
| Most recent inspection judgement and date of inspection | Care Inspectorate January 2020 – very good all areas  National Equity Inspection Nov 2020 – excellent feedback (not graded).  HMIe – 2009(?) |
| Any other relevant information | School has a growing roll.  Significant disruption to location – temporary accommodation Feb to May 2021 on return from Covid lockdown  Significant disruption to staffing 2021-2022. |

**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 from all 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  Not applicable continue to be 0 exclusions 0 reports of bullying |
| 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. |  | May 2023 our children have identified “SHANARRI in action” by re-visiting photographs:  S Sports Leaders keep themselves & others safe / NSPCC  H Health Award after school clubs keep us healthy  A Athletics Competition for small school demonstrates achieving  N Paired reading & motor skills weekly with ELC to P7 are nurturing  R Pupil leaders from RRS Ambassadors to Tiny Teachers model for others  R RHSP lessons & website used every Friday this year  A everyone has 2+ hours PE every week / ELC has 70% outdoor learning  I P1-7 voice their views and ideas through Self-Evaluation tool-kits  [I:\staff\RRS photos and evidence\IMG\_5111.JPG](file:///I:\staff\RRS%20photos%20and%20evidence\IMG_5111.JPG)  Silver Action Planning has been successfully linked to our work to become a “Reading School” by Dec 2023. £750 was allocated this year for up to date reading materials represent the changing society we live in giving children opportunity to reflect for themselves upon gender equality and refugee experiences etc.  Steering group / RRS Ambassadors have led whole school meetings  to actively discuss the Rights of the Child. The majority of children can talk about how rights are matched to their learning experiences.  Many children can also identify next steps to consolidate messages such as “rights are unconditional” ot the importance of “protecting environments”.  We have RAG rated Outcome 1 green overall because of the extensive work we have completed as a school to expand our initial Silver actions. See Silver Action Plan  Add hyperlink  We are delighted with feedback from other organisations which recognises how multi-layered and inter-linked our learning opportunities are; such as this when we gained another Eco-Flag in June 2022:  “*Your eco-code has displayed a clear message of the school’s mission in how to contribute to the solutions of Climate Change & has helped pupils become aware of the school’s Eco-Schools work. It is great to see the Learning for Sustainability is embedded within the curriculum, this has helped pupils to achieve better understanding of how to build a socially-just, sustainable & equitable society.*  *Your links with the community has allowed pupils to take an active role in their community to work with others to make our planet more peaceful, sustainable and fairer and foster responsible behaviour within the school & wider community. The garden party has allowed you to spread your aspiration to increase Bio-diversity by selling different types of plants and encourage health & well-being by selling smoothies. It was great to hear that the pupils were able to create beautiful planters out of pre-loved items… to make people aware of how to reduce their plastic footprint.”* |

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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. |  | Global Goals incorporating UNCRC Rights have been central to our Inter Disciplinary Learning Curriculum since 2019. CPD led by WOSDEC enabled all staff to develop their own understanding & therefore plan effectively so that all young people can explore their rights / goals through collaborative learning. The impact has been children of all ages, including ELC, are confident to express their own points of views whilst valuing the views of others. Evidence from pupil RRS questionnaires supports this and reflects pupil voices; “My teachers listen to me” 73% in Nov 2022 has increased to 90% in May 2023.  Many children talk confidently about global issues and the roles they have in creating the sort of futures they would like, for example our most recent piece of work uses the idea expressed by the then Prince of Wales in 2021 ‘Terra Carta’ in the book “It’s Up to Us’ by Christopher Lloyd. They have drawn or written about what nature would look like in their ideal world and begun to explore pledges to protect the local environment and persuade others to do likewise.  P6 and P7 have completed some self-evaluation reflection on how well they feel our school ‘protects the environment’. They recognise that we need to build greater consistency so that the many things we already do well can have the greatest positive impact. Next school year one of our development areas is to be increasingly persuasive in the local and global arenas. Excitingly we will finish this term with a life size sculpture of an Orca along our school fence as a persuasive message for the Isle of Seil Scare-Crow Festival.  We have rag rated as Amber because we feel this will always be a core theme and because we have new families joining our school our learning is often refreshed to include others. |
| 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. |  | Many children were actively involved in planning our most recent Learning Together Day, Celebrating West Coast Culture in January 2023. During the event at Seil Community Hall children show cased their learning from dance to music to performing in favourite readings in Scots Dialect or Gaelic.  Sticky note feedback endorses how empowering this is for families and community:  *“Children were fantastic! Good to see & hear our Scots language. Loved to see the Scottish Dance & how much the children enjoyed it. Well done everyone.”*  *“So lovely to see all the kids together, singing, having fun, sharing what they’re learning.”*  *“Brilliant a great afternoon. Very impressed with all the poetry & songs learnt. Loved the fact that community got to enjoy as well. Thanks for inviting lunch club!”*  Evidence RRSA questionnaires illustrates clearly the impact of our journey towards Silver. Pupils have grown in awareness & confidence in the last 6 months:  “Adults treat me with respect”  64% in Nov 2022 has increased 77% in May 2023.  “Pupils are kind & helpful”  55% in Nov 2022 has increased 77% in May 2023.  We have rag rated as Green because we feel that positive relationships extend beyond our classrooms and are well respected across the community. |
| 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. |  | Evidence from RRS questionnaires in November 2022 showed us that we needed to revisit & extend some learning opportunities around “feeling safe”  We were quite shocked to see only 59% of pupils said “I feel safe at school”  By May 2023 this percentage has thankfully increased to 84% demonstrating that the Silver journey and steering group / school priorities have had impact - feelings and perceptions have changed rapidly.  Some of the things we have done together to improve this are:   * RRS Ambassadors have led Pupil Council meetings (whole school) to share information about the work of Child Line and how to contact them if you feel unsafe * NSPCC 3 year rolling programme visit “Speak Out Stay Safe” took place in June raising awareness of personal safety and the right to be safe * RRS Ambassadors / Playground Buddies / Active Schools Sports Leaders have all taken on leading roles to offer fun things for everyone to do at playtimes e.g. lunch time Boccia Club   All our staff are trauma informed & skilled at restorative coaching conversations which help children understand their feelings so that they can regulate emotions and actions. Talking with children about their right to play, to rest, to be safe, to be valued helps even the youngest in school to feel happy and safe.  We have rag rated as Amber because we feel that we need to keep this at the forefront of our Term One work next session as both our classes build relationships with new teachers. |
| 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. |  | Evidence is strong that Well-Being has been a core part of our School Improvement Planning 2022-2023. This hyperlink shows how closely the staff and children’s’ viewpoints were at the point of planning May 2022. We feel proud to have achieved more than 80% of these elements during this academic year and intend to carry many themes through into next session.  [I:\staff\RRS photos and evidence\SIP PRIORITIES 22-23.pub](file:///I:\staff\RRS%20photos%20and%20evidence\SIP%20PRIORITIES%2022-23.pub)  Since Bronze accreditation our school has   * Worked in partnership with our active schools coordinator to gain Silver Active Schools Health Award and is working towards Gold Accreditation next session * Gained Scottish Schools Silver Sports Award * Taken part in small school athletics events and rugby taster sessions * Continued to have 2 hours PE with a specialist teacher every week for all children * Children and their families joined in creative activities around memories and worries as part of our Learning Together Day on Remembrance 11th Nov 2022   [H:\HT HGIOS\RIGHTS RESPECTING SCHOOL AWARDS\Remembrance Power Point Nov 22.pptx](file:///H:\HT%20HGIOS\RIGHTS%20RESPECTING%20SCHOOL%20AWARDS\Remembrance%20Power%20Point%20Nov%2022.pptx)   * Zones of Regulation, Mental Well-Being, ‘Health-Brain’ (how our brains work & understanding emotions) & Growth Mind Set are just some of the teaching strategies embedded in our curriculum helping all children to understand neuro-diversity is a positive * Seen all children gain ‘JASS’ awards for involvement and wider achievement * Used Leuven Observations twice in the year to measure the level of engagement with whole school Motor Skills sessions; this has led to older pupils taking much more of a planning & coaching role so that younger ones feel nurtured & supported * Consistently delivering the RHSP programmes of study from P1 to P7 – children now showing readiness for this after much work around well-being through our school specific COVID Recovery Plan 2021-2023   [I:\staff\EASDALE COVID RECOVERY PLAN 2021 to 2023.docx](file:///I:\staff\EASDALE%20COVID%20RECOVERY%20PLAN%202021%20to%202023.docx)  Again the swing shown in RRSA pupil questionnaires shows that they can describe their emotional needs & feelings well as a result of work such as this.  “In general, I like the way I am”  64% in Nov 2022 has increased dramatically to 90% in May 2023 |
| 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. |  | All things around provision and practice would be RAG rated green for Silver RRSA.  Self-Evaluation feedback gathered to inform SIP May 2022 illustrates inclusion and the value both children & staff place upon their school.  Parent questionnaires in 2022 agreed that the School SIP Priorities were:   * ‘well matched’ * ‘sufficiently challenging’’ * ‘would lead to an exciting year that would motivate children’   ELC Learning Journals 2022-2023 include floor book practice and superbly illustrate engagement, enjoyment and value. Written feedback from Learning & Development Visit in 2022 supports our self-evaluation:  “*Nurture is a priority within the ELC that is reflected in their daily practice and priorities. HT has supported PT and ELC staff to create a play pedagogy approach between ELC and P1. UNCRC is being promoted this is reflected in practice and is a priority.”*  *“It is very evident that staff views are included throughout practice and ELC improvements. Children and families are empowered to be involved in children’s learning & development.”* |
| 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 |  | All things around provision and practice would be RAG rated green for Silver RRSA.  Previous evaluative evidence in this document already illustrates this.  In addition family voices from ELC snap-shot journals show how positively children and their families feel about our school and their learning.  *“My daughter loves her teachers and is eager and excited to go to pre-school each morning. When I asked what her favourite part was, she replied ‘all of it’. Since starting nursery she has been more adventurous and wants to learn something new every day.”*  *And*  *“My son has come along a lot in the last 6 months at nursery. He is always happy and excited to come and always enjoys his days. We are so happy with his progression and think all the staff are fantastic”.*  *Our ELC priorities 2022-2023 were shared with families with direct links to UNCRC Rights:*  [*I:\staff\RRS photos and evidence\ELC Priorities 2022 2023.pub*](file:///I:\staff\RRS%20photos%20and%20evidence\ELC%20Priorities%202022%202023.pub) |

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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. |  | We have rag rated as Amber because we feel that we need to keep this at the forefront of our Term One work next session as both our classes build relationships with new teachers.  Much of our work is already strongly embedded. Just this week next year’s P7s have worked with their teacher to produce a template for Easdale Wee HGIOS. Their understanding of leadership is clear as they unpick the what, why and how of self-evaluation for themselves. Impact will be that they can lead this in the Autumn Term 23 with their new teacher and then roll it out to other year groups throughout 2024. School Improvement Planning 2024 – 2025 will be well informed by child led Self-Evaluation.  A strong example from upper primary included recent themes in RME. They have found out and discussed various beliefs and religions around the globe, then selected elements of their learning to share with younger children in an interactive assembly. A digital backdrop saw them take a magic carpet ride from Easdale across the world and back visiting Hinduism, Buddhism, Islam and Judaism and many more cultures and beliefs besides.  Children have worked together with staff to plan, carry out and successfully gained ‘Sports Scotland Silver Award’ in January 2023, thus showing that our approaches meet national standards in many areas for accreditation.  As a school we respond in a timely fashion to the views and choices of pupils. For instance, Pupil Council were thinking how last year’s pupils had got on moving to the High School; as a result they voted to wear school ties. Nominees approached the HT and school clerical who agreed to put out a letter to families with the price of Easdale ties. Within the week every pupil who chose to wear a tie had a tie. |
| 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 rag rated as Amber because we feel that we need to keep this at the forefront of our Term One work next session as both our classes build relationships with new teachers.  Although we feel most aspects from our Silver Action Plan would be green we know that we have exciting plans for 2023-2024 which will further embed our commitment to being a Silver Accredited School working towards Gold by 2025.  RRS Ambassadors say:  *“We drafted a School Charter with everyone’s ideas considered. We consulted with all the children and all the staff and they signed it in November 2022. Now we have some new families joined our school so we need to update the Charter and consult again so that everyone agrees”.*  RRS Ambassadors led the pupil questionnaires in May 2023:  *“We went to everyone in school and helped the little ones understand the questions so they could make their choices”.*  RRS Ambassadors thought about how well we have done in keeping people safe:  *“We’ve done a lot. We went to Park Primary to do Smoke Free Me. We told everyone about Child Line and put up posters. The posters are still up. NSPCC (the ones with the big green dot that came before) are coming this month to talk about Speak Out and Stay Safe”.*  RRS Ambassadors helped the Head Teacher and their class to reflect upon Earth Day and how well we protect the environment at school, locally and across the world:  *“I think we have all the right ideas to protect the environment but I’m not sure we are consistent enough yet. Look around just now we could put the big screen to sleep to safe electric.”*  *“I’m gobsmacked about the 1992 speech in Brazil. The adults looked shocked but nothing has really changed has it? Greta Thunberg is saying the same things and it’s been 30 years.”*  For our school the impact of a well-tailored IDL curriculum developed over the last 5 years has supported our journey towards Silver RRSA extremely well. Many things are well-embedded because of our continued commitment to Eco-Schools principles, Active Schools Health & Well-Being, JASS Awards.  We aim to be more persuasive locally and globally building upon the fabulous projects completed this year with partnerships such as:   * ‘The Hebridian Whale and Dolphin Trust’ lie discussions, P1-3 visit to the science boat * SAMs / Stem Science leading to our creating Ocean Comics to highlight the urgent need for clean oceans * ‘Heart of Argyll Oyster Re-wilding and Biodiversity workshops”   Staff who are joining us share our ambitions and will bring their own skills to our school ethos. For instance we are very excited about participating in Intergenerational Collaborative Activity funded by a British Science Association Grant. The lead teacher will be supported by a researcher as they work together on scientific enquiry with our children, attendees of Seil Hall Lunch Club, community members of our RHET partnership and visitors from the islands of Seil, Easdale and Luing.  We are confident that we will be a committed Silver RRSA school because all that we have learnt this year will be applied and extended next year as we welcome new staff and new families. |