

HOW RRSA CONTRIBUTES TO SUCCESS FOR THE NEW OFSTED FRAMEWORK



Ofsted's consultation earlier this year has led to changes in their Framework which will be implemented from September 2019.

The main areas of change which resonate with RRSA are:

- to focus the inspection on the curriculum through a new 'quality of education' key judgement
- to separate the personal development and behaviour judgement and to create two new separate judgements - one for 'personal development' and one for 'behaviour and attitudes'.

Our [Theory of Change](#) explains how the Award works to change children's experiences in school and is supported by a review of the available evidence. It sets out the evidence to support the work that we do and then maps out exactly how the outputs, outcomes and long-term impacts fit together to make a real difference for children and young people at participating schools.

[Articles in Action](#) illustrates how the Convention can provide a powerful framework to help articulate a school's vision, aims, ethos and everyday practice, alongside providing a common language that can be used by all stakeholders within the school community.

Find both here:

- unicef.org.uk/rights-respecting-schools/theory-of-change/
- unicef.org.uk/rights-respecting-schools/articles-in-action/

QUALITY OF EDUCATION

The consultation supported the proposal to introduce a new 'quality of education' key judgement for all remits. This will focus on what is intended to be learned through the curriculum, how well it is taught and assessed and the impact it has on learners. There is a strong emphasis throughout the Rights Respecting Schools Award in making sure that 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 wellbeing, school improvement, global justice and sustainable living.

Increasingly schools are using the CRC to underpin all aspects of curriculum development. Accreditation reports, particularly at Gold, frequently identify how headteachers describe the CRC as a framework, a stick of rock or a golden thread that influences all school practice.

"The rights of the child now run like a golden thread through everything we do, they are not shoe-horned in, but they sit in every lesson to be drawn upon as needed, as a tool for

The School Inspection Handbook identifies factors that are particularly effective in delivering high quality education. RRSA Outcomes contribute to these criteria.

- [Ofsted School Inspection Handbook](#)
- [RRSA Outcomes](#)

Ofsted criteria for high quality education	RRSA outcomes
The school’s curriculum is rooted in the solid consensus of the school’s leaders about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. In this way, it can powerfully address social disadvantage.	1. Children, young people and the wider school community know about and understand the CRC and can describe how it impacts on their lives and on the lives of children everywhere.
It is clear what end points the curriculum is building towards and what pupils need to know and be able to do to reach those end points.	1. Children, young people and the wider school community know about and understand the CRC and can describe how it impacts on their lives and on the lives of children everywhere.
The school’s curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points.	7. Children and young people value education and are involved in making decisions about their learning.
The curriculum reflects the school’s local context by addressing typical gaps in pupils’ knowledge and skills.	1. Children, young people and the wider school community know about and understand the CRC and can describe how it impacts on their lives and on the lives of children everywhere
The curriculum remains as broad as possible for as long as possible. Pupils can study a strong academic core of subjects, such as those offered by the EBacc.	6. Children and young people are included and are valued as individuals. 7. Children and young people value education and are involved in making decisions about their learning. 8. Children and young people know that their views are taken seriously.
There is high academic/vocational/technical ambition for all pupils, and the school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum.	6. Children and young people are included and are valued as individuals. 7. Children and young people value education and are involved in making decisions about their learning.

	8. Children and young people know that their views are taken seriously.
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Headteachers consistently identify that becoming rights respecting increases children’s engagement in learning.

99% of adults in Gold schools report high levels of pupil engagement, an increase of 8% from before work began.

Children spoken with during accreditation visits are overwhelmingly positive about their school and the opportunities they provide.

“This is a place I want to be in and learn.” Pupil, Gold Secondary, England

PERSONAL DEVELOPMENT OF LEARNERS

The new ‘personal development’ judgement considers what a school does to help develop learners’ character, resilience and values and the advice and support it provides to help learners succeed in life. The School Inspection Handbook identifies several criteria as being significant in personal development - RRSA outcomes particularly in Strands B and C contribute to many of these criteria for effective personal development.

Ofsted criteria for effective personal development	RRSA outcomes
Developing responsible, respectful and active citizens who can play their part and become actively involved in public life as adults	9. All children and young people have taken action to uphold their rights and the rights of others locally and globally.
Developing and deepening pupils’ understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance	2. In school children and young people enjoy the rights enshrined in the CRC. 3. Relationships are positive and founded on dignity and a mutual respect for rights. 6. Children and young people are included and are valued as individuals. 8. Children and young people know that their views are taken seriously.
Promoting equality of opportunity so that all pupils can thrive together, understanding that	3. Relationships are positive and founded on dignity and a mutual respect for rights.

difference is a positive, not a negative, and that individual characteristics make people unique	6. Children and young people are included and are valued as individuals.
Promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation	3. Relationships are positive and founded on dignity and a mutual respect for rights. 6. Children and young people are included and are valued as individuals.
Developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society	3. Relationships are positive and founded on dignity and a mutual respect for rights. 7. Children and young people value education and are involved in making decisions about their learning. 8. Children and young people know that their views are taken seriously.
Developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy	5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.
Enabling pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them	4. Children and young people are safe and protected and know what to do if they need support. 8. Children and young people know that their views are taken seriously.
Enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media	4. Children and young people are safe and protected and know what to do if they need support.
Developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities	5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.
Developing pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education	5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.
Providing an effective careers programme in line with the government's statutory guidance on careers advice that offers pupils: – unbiased careers advice – experience of work, and – contact with employers to encourage pupils to	

aspire, make good choices and understand what they need to do to reach and succeed in the careers to which they aspire	
Supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully	7. Children and young people value education and are involved in making decisions about their learning.

There is much more detail of the evidence of the impact of RRSA and how it systematically contributes to these criteria on [our Impact section](#). Over the last eight years our evidence has consistently identified similar impact.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

- [A summary version of the UN Convention on the Rights of the Child](#)

There have been no changes to the judgements for SMSC. It continues to be covered in many different activities throughout the schools' wider curriculum and draws together many of the areas covered by the personal development judgement. A knowledge and understanding of the articles of the CRC will continue to contribute to this area. The following articles are particularly relevant:

- Article 13 freedom of expression
- Article 14 freedom of thought, belief and religion
- Article 29 the goals of education
- Article 30 children from minority or indigenous groups
- Article 31 leisure, play and culture

Relationships and sex education - from September 2019, schools can follow a new relationships and sex education and health education curriculum. From September 2020, they will be required by law to follow it. Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being. In addition, sex education will become mandatory at secondary level.

There is considerable evidence that RRSA supports SMSC.

However, no description of what the school offers pupils is complete without reference to what makes its heart beat: its recognition as a Unicef RRS. This underpins pupils' outstanding spiritual, moral, social, cultural, health and personal development. It explains their breadth of knowledge about British values, their tolerance of diversity and their empathy for others experiencing difficult situations. Secondary School Ofsted November 2017

BEHAVIOUR AND ATTITUDES

The School Inspection Framework explains the behaviour and attitudes judgement as follows. The judgement considers whether leaders, teachers and practitioners have high expectations for learners and implement these consistently and fairly; whether this is reflected in the behaviours and attitudes of learners. There is a strong focus on whether providers tolerate bullying or harassment of learners and staff and how they deal with it swiftly and effectively.

The School Inspection Framework describes how the judgement focuses on the factors that research and inspection evidence indicate contribute most strongly to pupils' positive behaviour and attitudes. RRSA outcomes, as for Personal Development contribute towards many of these factors.

Ofsted criteria for positive Behaviour and Attitudes	RRSA outcomes
A calm and orderly environment in the school and the classroom, as this is essential for pupils to be able to learn	7. Children and young people value education and are involved in making decisions about their learning.
The setting of clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom	2. In school children and young people enjoy the rights enshrined in the CRC. 3. Relationships are positive and founded on dignity and a mutual respect for rights. 6. Children and young people are included and are valued as individuals. 8. Children and young people know that their views are taken seriously.
A strong focus on attendance and punctuality so that disruption is minimised	6. Children and young people are included and are valued as individuals. 7. Children and young people value education and are involved in making decisions about their learning.
Clear and effective behaviour and attendance policies with clearly defined consequences that are applied consistently and fairly by all staff. Children, and particularly adolescents, often have particularly strong concepts of fairness that may be challenged by different treatment by different teachers or of different pupils	2. In school children and young people enjoy the rights enshrined in the CRC. 3. Relationships are positive and founded on dignity and a mutual respect for rights. 6. Children and young people are included and are valued as individuals. 8. Children and young people know that their views are taken seriously.

Pupils' motivation and positive attitudes to learning as important predictors of attainment. The development of positive attitudes can also have a longer-term impact on how pupils approach learning tasks in later stages of education	7. Children and young people value education and are involved in making decisions about their learning.
A positive and respectful school culture in which staff know and care about pupils	3. Relationships are positive and founded on dignity and a mutual respect for rights. priority.
An environment in which pupils feel safe, and in which bullying, discrimination and peer-on-peer abuse – online or offline– are not accepted and are dealt with quickly, consistently and effectively whenever they occur	4. Children and young people are safe and protected and know what to do if they need support.

In a Rights Respecting School 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 wellbeing.

We expect children and young people at Rights Respecting School to feel safe in school due to several interrelated changes that take place. Children and adults become more aware of child rights and so everyone respects each other's rights; and bullying, which can be a key aspect of how safe a child feels at school, reduces through children respecting each other's rights. Children also become empowered to challenge and disclose behaviour that is disrespectful of rights, so safeguarding issues can be identified and addressed. The [2018 Impact Report](#) provides evidence of considerable progress by schools towards this goal.

93% of headteachers in Gold schools report a noticeable reduction in exclusions and bullying, an increase of 23% from Silver

"When asked whether pupils are ever unkind to each other, one boy said: 'Of course not, we are a rights respecting school.'"

Ofsted report, Silver Primary, England
