



RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

ACCREDITATION INFORMATION

School	All Saints C of E Primary School
Local Authority	Manchester
Number of pupils on roll	239
Headteacher	Lorraine Tennant
RRSA Coordinator	Lorraine Tennant
RRSA Assessor	Philippa Bonorino
Date of visit	10.07.19
Attendees at SLT meeting	Headteacher / RRSA Lead
Number of pupils interviewed	17 + others in class visits
Number of adults interviewed	2 Governors, 2 teachers, 1 parent / member of staff
Evidence provided	Written evidence, learning walk, classroom visits
Date registered for RRSA	December 2017
Bronze achieved	March 2018

ACCREDITATION OUTCOME

All Saints C of E Primary School
has met the standard for Unicef UK's
Rights Respecting Schools Award at Silver: Rights Aware.



EVIDENCE FROM THE ACCREDITATION VISIT

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 wellbeing, school improvement, global justice and sustainable living.

- Children and adults know a wide range of articles and how they apply to their own situation. Everyone fully understands that rights are universal and unconditional and both children and adults are becoming aware that adults, as duty bearers, have a responsibility for ensuring children can access their rights.
- Pupils described how they learned about their rights from assemblies, from PSHE lessons, from displays in their classrooms and around school, and from the school council, who are also the Rights Respecting School steering group.
- Pupils were able to explain how some children do not have their rights respected. *"Some children affected by the war in Syria have been separated from their parents and not had access to clean water, or nutritious food or education."*
- Links to the UN Convention on the Rights of the Child will be written into the updated PSHE curriculum, which will come into effect in the autumn term. The PSHE team, which includes the deputy headteacher drives the RR work in the school. All other curriculum programmes will also be linked to relevant articles.
- Parents and governors felt that they were well-informed about the school becoming rights respecting. They had received information in a letter, from assemblies and from the newsletters, as well as from their children. All staff in school had received training, including support staff. There had been a presentation to governors earlier in the year and there is a link governor.

The following recommendations were discussed during the visit to help the school to progress to Gold.

- Embed a clear understanding of 'rights holders' and 'duty bearers'. (Outcome 1)
- Find creative ways of making articles even more visible and high profile around the school and on the website. (Outcome 1)
- Continue to support teachers to make explicit reference to relevant articles when planning the learning across most aspects of the curriculum. (Outcome 1)
- Continue developing the school's strategic documentation to link to and reflect relevant articles of the CRC and ensure that leaders at all levels and governors can articulate school improvement in terms of the CRC. (Outcome 1)



STRAND B: TEACHING AND LEARNING THROUGH RIGHTS – ETHOS AND RELATIONSHIPS

Actions and decisions affecting children are rooted in, 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 wellbeing.

- The headteacher explained how becoming Rights Aware had built upon the school's strong ethos of tolerance and respect for all and connected well with its values as a faith school. To reflect this, policies, such as the safeguarding policy were being updated with links to articles.
- Children spoke with confidence about the positive relationships they enjoyed with each other and with staff in the school. All classrooms, including the nursery have age-appropriate charters, which have replaced rules. A parent commented: *"The behaviour in the school is outstanding and children are very thoughtful towards each other."*
- Pupils spoke about being in a healthy school, where they have nutritious lunches and fruit is always available. They also have a healthy tuck shop and the school has run a healthy eating workshop for parents. Pupils are aware of the school's systems for looking after their mental and emotional well-being: *'If someone is upset, there is always someone we can speak to, or we have Worry Boxes in the classrooms, where we can leave a message.'*
- There are opportunities for pupils to take on leadership roles within the school, by being part of one of the groups such as the School Council, the Playground Buddies, the Urban Crew, the Digital Leaders, the Band or the Park Run Team. Pupils who need an individually tailored curriculum can do some or all of their learning in the HUB, where they receive specialist help and support. A governor said: *"The children have become more caring towards those with different cultures from their own or with special educational needs and enjoy celebrating the festivals associated with different religions."*
- Pupil voice activities are a feature of the school and have been used to support raising achievement. For example, there was a whole school discussion about how to improve writing led to various changes, including the use of different implements and the introduction of Writer of the Week. Similar discussions about maths have led to their having a Maths Star of the week and competitions, like Mathletics. Peer assessment is regularly used in lessons, as is collaborative work in general.

The following recommendations were discussed during the visit to help the school to progress to Gold.

- Continue to embed the Unicef RRSA [Charter Guidance](#). When charters are next reviewed, endeavour to include actions for duty bearers as well as for children. (Various outcomes)
- Ensure that children and young people are clear about how adults, as duty bearers, should uphold their rights, and help facilitate their access to rights. (Outcome 2)
- Look at ways of helping pupils to feel confident in using the language of rights to resolve disagreements and address complex situations. For example,



explore/discuss made up 'scenarios', use of role play, hot seating, P4C approaches and debates. (Outcome 3)

- Explore the role children and young people play in engaging in their right to learn. Consider, with them, how this can be further enhanced. (Outcome 7)

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.

- The members of the school council are elected by the whole school and report back to their classes after meetings. Pupils are encouraged to give them suggestions for future projects via a box in each classroom. A pupil said: *"We asked for new equipment for the playground and then helped decide what we should have."*
- The school council have also met members of the governing body to learn about their role in the school and the governors have carried out pupil voice activities to listen to the views of all pupils and their opinions about the school.
- There is a tradition of charity fund raising in school, but pupils are beginning to approach this more critically now and link the charity work to the relevant articles.
- Pupils learn about events in the news through watching Newsround, or from assemblies. A parent commented: *"The children are more aware of what is happening in the world now. They ask more questions and understand more. They want to recycle more and contribute to the local food bank because they see the connection to children's rights."*
- At the beginning of this academic year the school used the materials from The World's Largest Lesson and learnt about the Sustainable Development Goals. The headteacher said: *"That made the children more knowledgeable about global issues and we have been able to build on that this year."*

The following recommendations were discussed during the visit to help the school to progress to Gold.

- Continue to strive for more creative and significant opportunities for the participation and decision making of children and young people to influence and shape the life and work of the school, perhaps through explicit involvement in school improvement planning and/or the evaluation of learning and teaching. (Outcome 8)
- Explore ways of linking pupil participation to an understanding of democracy. (Outcome 8)
- Further build opportunities for children and young people to be involved in pupil led groups and ensure that children can articulate the impact that these groups have on the school and / or its community. (Outcome 8)
- Enhance ambassadorial activity by enabling children and staff to promote the Rights Respecting Schools Award and knowledge of the CRC with other schools and in the wider community. (Outcome 9)