



RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

ACCREDITATION INFORMATION

School	St. Anne's RC Primary School Ancoats
Local Authority	Manchester
Number of pupils on roll	213
Headteacher	Angela Shore
RRSA Coordinator	Lesley Corcoran
RRSA Assessor	Pat Peaker
Date of visit	13 th June 2018
School Evaluation received	Silver form received
Attendees at SLT meeting	Headteacher, deputy headteacher, assistant headteacher, RRSA co-ordinator, Chair of Governors.
Number of pupils interviewed	24 plus others in classroom visits
Number of staff interviewed	4 teachers 2 parents, 1 parent/governor
Evidence provided	Meetings with pupils, staff, parents, governors, learning walk, class visits, written evidence, school web site.
First registered for RRSA	September 2017.
Bronze achieved	January 2018

ACCREDITATION OUTCOME

St Anne's RC primary 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.

- The school's mission statement underpins their universal approach to education and senior managers believe that the ethos of the United Nations Convention on the Rights of the Child (CRC) enhances this. Those in the meeting use words such as *'the children own the mission statement.'* Speaking of the impact of Pentecost, a Yr6 child had referred to himself as a *'citizen of the world'*. Recent work in relation to the World Cup had led a child to say, *'the world playing together rather than being at war'*. The headteacher commented, *'in a nutshell, it just means our mission statement is fulfilled.'*
- Pupils can name a range of rights. These include the right to an education, to meet with others and join groups, protection and care if they live in a war zone. They are very clear that rights are inherent, inalienable and unconditional. They are *'for children all around the world and every child should be treated in the same way'*. They understand that many children in the world are being denied their rights through natural disasters and man-made conflict. Staff make links in RE and geography with rights. Pupils are already making such associations in other areas of the curriculum recognising that events can be attributed to a denial of rights.
- There is a shared understanding of the CRC throughout the school. The discussion with parents elicited many very positive comments from provision in the nursery through to the after school club. *'My child has grown in confidence, knows she will be listened to and praised; I truly believe this is due to the emphasis on rights and respect in the curriculum.'* The Chair of Governors explained that the school looks at the whole family unit and supports in whatever way they can. This was reinforced by a parent who in relation to an issue said, *'the school has guided us in many ways'* It was evident that these parents understand their role as duty bearers in the CRC. One commented, *'it is my role to make sure the environment is safe for my child.'* In the evidence file, the document sent to parents when the school registered for the Rights Respecting School Award (RRSA) gives very clear information which includes an emphasis on parental guidance (Article 5). One parent commented, *'there's a flow of information from school and we embrace decisions, we can learn together and reinforce together.'*
- The Rights Respecting School Council plays an active part in developing Articles of the CRC throughout the school. The councillors proudly pointed out the Rights Corridor where the right of the month is displayed. Subsequent rights are added with photographs of activities relevant to the right. Training for staff and governors and assemblies all complement the increasing knowledge about rights.



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

- Build upon the work already begun to promote the CRC within the curriculum particularly with reference to global citizenship and ensure that most curriculum plans refer to appropriate Articles of the CRC.
- Further embed a focus on the planned learning about children's rights to ensure systematic and planned coverage throughout most aspects of the curriculum.
- Work towards an increased knowledge of the origins of the CRC, its global impact and for older pupils its place within the wider picture of Human Rights.
- Continue to engage pupils in looking at global issues from a perspective of rights so that they develop a heightened sense of justice and equity. Continue engagement with the sustainable development goals.

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.

- Charters and rights respecting language are supporting learning. The behaviour management system in place is currently being reviewed following the impact of the charters. It is worth noting that a school behaviour policy using a rights –based approach is more likely to ensure that the children will embrace its ethos and be respectful of the rules in place. Already children are gaining a deeper understanding of rights and the need to respect them; school has noted a significant impact in the development of positive relationships.
- The Rights Respecting School Council (RRSC) plays an important part in the life of the school ensuring through a suggestion box linked to accessing rights, feedback meetings in class and collaboration with the RRSA co-ordinator that the views of those they represent are heard and decisions are shared. The RRSC is involved in the choice of Article of the Month and responsible for it being displayed prominently. They had involvement in the review of the policy for the support of pupils with a medical condition adding Articles 23 and 24. They have reviewed the on-line safety policy and the changes which include reference to Articles 16 and 17 have been referred to the senior leadership team.
- There is a strong belief amongst staff that learning about rights is '*shaping the language the children are using. They are speaking to each other with respect and there's a ripple effect.*' They continued by saying that '*children are very articulate and deep thinking. Learning about the CRC has given them a concrete point of reference and they are beginning to make cross –curricular links, they are very proactive.*' A child on the learning walk reinforced these comments, '*we use the language of rights each day.*'



- The school supports the children in choosing a healthy lifestyle. Adjoining the words of Article 27 is a fruit box which is taken outside at break time so that children can help themselves. In July they will all be involved in a 'Healthy me Day' which again is underpinned by the articles of the CRC. The children are very aware that not all children have enough food. They told me *'that we shouldn't take food for granted, we have a lot but most do not.'* The school has a box in which children can place items of food for the local foodbank which they support all the year round. The staff pointed out that there are *'children amongst us being denied their rights'*.
- Opportunities are found to make children aware of injustice. For example during Fairtrade Fortnight the children were challenged to link their research with rights. They discussed the morality of Fairtrade and looked at the difference it brought to the lives of the workers and their families. Celebrating Black History Month raised their awareness of other cultures and begin to understand prejudice. Celebrating Chinese New Year and learning about Jewish festivals introduces them to other faiths..

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

- In the next round of class charters, include the actions of duty bearers so that the children are clear about how adults should uphold their rights and help facilitate their access to rights.
- Continue to strive for more creative and significant opportunities for the participation and decision making of children to influence the planning and/or the evaluation of learning and teaching.
- Continue to enable children to look at global issues from a perspective of rights so that they develop a heightened sense of justice and equity.

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.

- Children have several opportunities through access to 'First News' and 'Newsround' to know what is happening around the world and have established a display 'Rights in Action' on which they will put news cuttings and comments which relate to access or denial of particular rights. They care about environmental issues and took part in World Ocean Day. In support of the sustainable development goals they took part in Share a Pencil Day exploring with their teachers the concept of equal and quality education for all. It was a day for them to reflect on and experience in a small way how millions of children are missing out on an education. Their support of CAFOD raises their awareness of poverty in the world and they understand that their contribution is helping to change lives.



- They are active locally in trying to change attitudes. They wrote to the local branch of the KFC restaurant asking that their menu provide more fruit options. They realised that their words can be powerful when the response from KFC confirmed that their letters had been passed on to the national nutrition and innovation team.
- The children have supported the charity Sal's Shoes which distributes previously worn shoes to children in many countries around the world including the UK. In what the Chair of Governors described as '*a touching and moving moment*' the children left the shoes they were wearing and walked barefoot out of school.

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 to influence and shape the life and work of the school, perhaps through explicit involvement in school improvement planning.
- Enhance ambassadorial activity by enabling children and staff to promote and encourage rights respecting values, actions and knowledge of the CRC with other schools and the wider community.
- In addition to your well –established and successful charity fund raising, facilitate opportunities for the children to initiate powerful advocacy and campaigning work with regard to children's rights locally and globally.
- Celebrate your success as a rights respecting school on your new web site so that the wider community is aware that the CRC underpins the work of St. Anne's
- Aim to participate in RRSA training to support your journey to GOLD.