



RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

ACCREDITATION INFORMATION

School	St Wilfrid's C of E Primary School
Local Authority	Manchester
Number of pupils on roll	336
Headteacher	Mrs Helena Miller
RRSA Coordinator	Mrs Lauren Smith
RRSA Assessor	Mrs Fran Parsonage
Date of visit	16.07.19
School Evaluation received	Silver form received
Attendees at SLT meeting	Headteacher, Deputy Headteacher, RRSA Lead
Number of pupils interviewed	34
Number of staff interviewed	3 teachers, 3 governors, 1 parent ,1 NQT
Evidence provided	Learning walk, written evidence, class visits. Governor, Staff and Pupil interviews
First registered for RRSA	22.09.17
Bronze achieved	8.12.17

ACCREDITATION OUTCOME

St Wilfrid's Church of England 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 can describe an impressive range of articles including the right to be educated, to have clean water, to be kept free from slavery and war, to have a clean safe environment, the right to privacy, to know your rights, to access information and to have an opinion. Children understood all children have rights up to the age of 18.
- Articles are clearly visible around the school on display boards. The School Council talked about the Classroom Charters, and how the articles were chosen by voting, they explained it was an example of democracy in the school. Pupils talked about assemblies and how pupil groups and teachers talk in assemblies about rights. One Y5 child said, "The school helps us to access our rights by teaching us about them." The 'Right of the Month' is clearly displayed around school, referred to in assemblies and lessons and shared with parents.
- Articles are embedded in many school actions such as planning and meetings, (both staff and pupil groups). Parents and governors are well informed about Rights Respecting Schools Award through regular newsletters and assemblies. A governor talked about how children introduced RRS in governors meetings, she commented, "They were very well informed". Teachers commented rights are threaded through assemblies and are easily linked to many aspects of the curriculum. A teacher explained that rights are linked to 'Super Learners' in Early Years.
- Teachers mentioned that they are confident with the inclusion of rights in lessons, rights have been easy to embed and their discussion creates curriculum opportunity. A parent explained how her children talk about the story of 'Begu' and how it led onto them talking about the right to food, water and shelter. A teacher explained how children wrote about rights in the Refugee Project and they were linked to the World War II project.
- A new member of staff described how she had learnt about 'Turn the tap off' from the pupils she had met when she visited the school. She had also received training on rights respecting as part of her induction into the school. The lunchtime supervisors have completed training on RRS and regularly use rights respecting language when dealing with children on the playground.

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

- Find creative ways of making rights even more visible and high profile around the school and on the website. The Academy Magazine is an excellent example of how others can be made aware of your RRS progress.
- Build upon the work already begun to promote the UNCRC within the curriculum, continuing to embed with reference to global citizenship, and ensure that most curriculum plans refer to appropriate Articles of the Convention.



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.

- Children said they feel respected and respect all staff. The Pastoral Team talked about numerous support interventions for children including; Lego Therapy, Time to Talk, Heartsmart and play therapy. There have been numerous visitors and themed activities planned including: knife crime prevention, Y5/6 took part in a day 'Just Enough', referring to modern day slavery, Anti-bullying Week, Parliament Week, Safer Internet Day and Black History Month. Children enjoy their learning, they talked about many aspects of their learning including the work on WWII and the Refugee Project. A teacher explained how the 'Chairs for All' topic had been very powerful. She commented that refugee children are welcomed into the school in a non-judgemental way.
- Teachers and support staff model rights and are confident in their understanding of the role of duty bearer. Their role in supporting children to access their rights is evident on the classroom and lunchtime charters.
- Pupils explained how St Wilfrid's develops their talents and abilities including; gymnastics, football, rounders, cricket and the St Wilfrid's talent show. They also spoke about how school helps them to keep healthy. They have assemblies on healthy eating, running challenge, fruit at the disco instead of sweets, Fitness Friday and PE.
- The children feel safe in school and talk to adults when they have an issue. A Y5 child said, "adults help and listen, they are really good at detecting how we are feeling". Children said there are first aiders in school and the sports council on the playground. When asked to describe how they felt about their school, a selection of pupils said they felt; 'safe', 'listened to', 'respected', 'allowed to be ourselves', 'more confident', 'happy', 'in the perfect place', 'content', 'welcome', 'important', 'I can be heard'. A Y5 child stressed that the mission statement of the school, 'Belonging, Believing, Becoming', summed up how she felt about the school.

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

- 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
- Continue the good work with children and adults so they understand the procedures for addressing disagreements and conflict, that these are based on respect for children's dignity and rights
- Continue to strive for creative and significant opportunities for the participation and decision making of children to influence the planning and the evaluation of learning and teaching.



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.

- There are a large number of pupil groups in school including; school council, sports council, eco warriors, playground helpers and prefects. These groups are respected by pupils and staff. A large number of pupils said they feel they have a voice. Pupils explained there are lots of opportunities to express opinions in school including; debates, school council and lessons. They speak with confidence about democracy and visitors to the school such as the Mayor of Trafford, local MP and the Speaker of the House of Commons have supported their learning and understanding.
- The school is active in developing children's rights on a local and global level, including work on: The Refugee Project, Parliament Week, Indonesian Tsunami Appeal (persuasive leaflets for the DEC were written), International Day of Peace, and Pupil Parliament, Fair Trade and The International Schools Award. Eco-warriors are passionate about the environment and creating a more eco-friendly school. Within the local community children have taken part in World War I service, a litter pick, memorial service and regular church services. All classes listen to Newsround, articles regularly link to rights and are discussed in class and at home.
- Children explained how they support children outside school, such as the Shoe Box Appeal, Children in Need, cancer charities and local food banks. They spoke enthusiastically about the charity work they are involved in and how they make decisions about fundraising.

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

- Enhance ambassadorial activity by enabling children and staff to promote and encourage Rights Respecting values and actions and knowledge of the UNCRC with other schools and in the wider community.
- Find ways to co-ordinate and cross reference the many good examples of 'global awareness' and learning for 'sustainable development' already in place. Ensure that these all have a focus on rights.
- In addition to your well established and successful charity fund raising, continue to facilitate opportunities for the children to initiate powerful advocacy and campaigning work, particularly with regard to children's rights.