

# RRSA ACCREDITATION REPORT

## GOLD: RIGHTS RESPECTING

<b>School:</b>	Oswald Road Primary School
<b>Headteacher:</b>	Deborah Howard
<b>RRSA coordinator:</b>	Kathryn Whalley Ben Halima
<b>Local authority:</b>	Manchester City Council
<b>School context:</b>	The school has 655 children on roll. 12% are supported through the Pupil Premium and 20% speak English as an additional language. 16% of pupils are identified as requiring additional support with their learning.
<b>Attendees at SLT meeting:</b>	The headteacher, deputy headteacher, assistant headteacher, a parent governor and the RRSA coordinator.
<b>Number of children and young people spoken with:</b>	20 RRSA Ambassadors and 17 children from across the school in a separate focus group.
<b>Adults spoken with:</b>	Three teachers, a member of support staff and two parents. Two written submissions were shared by governors unable to attend on the day.
<b>Key RRSA accreditations:</b>	Registered for RRSA: April 2015 Bronze achieved: September 2015 Silver achieved: July 2016
<b>Assessor(s):</b>	Martin Russell
<b>Date:</b>	8 <sup>th</sup> June 2022

### ACCREDITATION OUTCOME

Outcomes for Strands A, B and C have all been achieved.

**Oswald Road Primary School has met the standard for UNICEF UK’s Rights Respecting Schools Award at Gold: Rights Respecting.**

# 1. STRENGTHS AND RECOMMENDATIONS

The assessor would like to thank the children, the Senior Leadership Team and the staff for their warm welcome to the school, for the opportunity to speak with adults and children during the assessment and for the detailed and thorough evidence provided to support the process. Prior to the accreditation visit, the school completed a comprehensive School Evaluation: Gold form and provided a good collection of digital evidence.

It was evident that children's rights are embedded across the school and underpin every facet of school life.

## Strengths of the school include:

- There is an excellent knowledge of rights across the school community and children use the language around rights in a mature and reflective way.
- A strong commitment to children's rights and to RRSA from leaders at all levels, including governors, tied into the vision and values of the school.
- Planned links to relevant articles are embedded across the curriculum in a way that enriches the learning for all children.
- Strong pupil participation. There are several different mechanisms for children to feed into decision making and leadership in different areas of school life. Children feel listened to and that their views matter.
- An ethos that places positive relationships, based on mutual respect and trust, at the heart of school life.

## Our experience has shown that there are actions that have proven useful in other RRSA schools and settings in helping them to maintain and build on their practice at Gold level. Here are our recommendations for your school:

- Continue the excellent practice around rights that has become embedded across the school, ensuring that all aspects of rights related language are regularly revisited.
- Continue to deepen your focus on children's awareness of global issues; consider exploring the UN Sustainable Development Goals, perhaps using the [World's Largest Lesson resources](#) to support this.
- Continue to support children to engage, as appropriate, in campaigning from a rights perspective; seek to make this more systemic across the school. Consider using UNICEF UK's annual [OutRight campaign](#).
- Building on your excellent work to support the voice and influence of the children, explore ways of closing the 'feedback loop'; perhaps a 'You said, We did' approach, showing how the voice of pupils has brought about meaningful change.
- As a Gold Rights Respecting School, extent your ambassadorial role, promoting the CRC and the benefits of a child rights-based approach, particularly with partner high schools.

## 2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
<p>1. Children, young people and the wider school community know about and understand the UN Convention on the Rights of the Child (CRC) and can describe how it impacts on their lives and on the lives of children everywhere</p>	<p>All children and adults spoken with demonstrated an excellent understanding of children’s rights and are very familiar with the key characteristics underpinning rights such as universality and indivisibility. One pupil explained, <i>“Rights make the world a better place...it’s how everyone should be treated.”</i> Another, explaining that rights should not be taken away, referred to their learning about life in Anglo Saxon Britain, <i>“punishments were cruel, and nobody’s voice was listened to.”</i> All subject areas include relevant articles in their planning, <i>“...like a golden thread running through everything we do.”</i> explained one adult. Articles are a central component of assemblies and appear on displays around the school site, usually accompanied by an image of Ralphie Right, <i>“Our owl mascot reminds everyone about the articles and exists as a puppet for EYFS children.”</i> Pupils spoke knowledgably about why some children are unable to access their rights, <i>“Some children are trafficked and have their passports stolen so that they can’t get back to their family.”</i>; <i>“In wars like Ukraine, many children become refugees and may not get an education or be safe.”</i> A parent observed that learning about rights had helped their child, <i>“...think on a global level and become more empathetic.”</i> Staff across the school understand, and are committed to, a child rights-based approach; one adult commented, <i>“Whether it’s links in the new Equalities Policy or conversations with parents about their child’s attendance, the rights come into everything.”</i> Parents, carers, and governors are kept well informed of the school’s rights respecting work in a variety of ways including a ‘Home Charter’ with four relevant articles, (3, 5, 12 and 27) agreed in collaboration with two other local Gold RR schools. The head teacher is committed to the CRC being integral to the school’s identity and values; she explained, <i>“We have deliberately progressed quite slowly to ensure that rights are really embedded. It is a strand of the school improvement plan and has the same status as the different curriculum areas, policies reflect the rights and people have taken on the language, it is used throughout the school.”</i></p>
STRAND B	Highlights and comments
<p>2. In school children enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.</p>	<p>Pupils experience their rights being realised in school and see all adults as duty bearers. They know that they can speak up if they have a concern. A staff member recalled, <i>“A group of children had noticed that one of their peers was experiencing difficulties. They raised this with the pastoral leaders to check whether they had noticed and were doing something, because she should have all her rights.”</i> The children spoke of trusted adults being, <i>“People you can rely on, they won’t let you down.”</i> They agreed that life in school is very fair, and that fairness isn’t about all having the same, but being supported equitably. They know that their rights apply out of school too; Y2 children described a community walk with a check list to spot lots of ways in which their rights are respected and promoted.</p>
<p>3. Relationships are positive and founded on dignity and a</p>	<p>Mutually respectful relationships were evident throughout the visit with children and adults making clear that respecting everyone’s rights is key to this. An unwavering commitment to dignity, respect and the voice of the child underpin the school’s ongoing focus on positive relationships. The children explained that when fall outs happen, <i>“listening to both sides...”</i> is key and</p>

mutual respect for rights	that treating people with dignity <i>“shows respect and that everyone counts, for who they are.”</i>
4. Children are safe and protected and know what to do if they need support.	All pupils know that being safe and protected from harm, is their right. In addition to regular curriculum content about safety, there are special events and expert inputs. The children confidently voice any concerns they may have, such as recently identifying an aspect of playground design that could be improved to make it safer. The Rights Ambassadors worked with the lunchtime staff to raise their awareness of rights and to improve the playground experience for all.
5. Children’s social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.	The children’s holistic wellbeing is a clear priority for the school and the language of rights and respect underpins this commitment. In a written comment one governor stated that their commitment to rights <i>“...is now hardwired into our culture and ethos.”</i> Work shared from an EY class, linked to A24, showed their awareness of their calm area, healthy snack, safe hugs at home and being helped if they fall or are hurt. Staff have had ‘Trauma Informed’ training, the children can access play therapy and Place2be support.
6. Children and young people are included and are valued as individuals.	One pupil reflected on the school’s focus on diversity and inclusion saying, <i>“Each person’s life matters... everyone is needed to create a community.”</i> The school’s diverse make up is valued and celebrated and a staff member asserted that <i>“The rights have really helped us to cross bridges and reach out; the whole community learns together, and we build respect for each other.”</i>
7. Children value education and are involved in decisions about their education.	Children’s active engagement in their right to an education is a strong feature of the school. They described having targets for learning and <i>“...partners, to help each other... We discuss things and sometimes mark each other’s work.”</i> Each class has a pupil voice book to capture their opinions about all things that affect their education; these are reviewed at Ambassador meetings.
<b>STRAND C</b>	<b>Highlights and comments</b>
8. Children and young people know that their views are taken seriously.	Children’s leadership and voice are a distinctive characteristic of the school, <i>“It’s not just one person who makes decisions, we all vote on things.”</i> In addition to the Rights Ambassadors other groups include the Eco Team, Buddies, Play Leaders and Friendship Leaders. In discussing article 12, one pupil said, <i>“We are listened to, because children can have good ideas too, not just adults.”</i> The pupil voice element of the leadership’s monitoring and evaluation process places significant weight on pupil feedback; a staff member said, <i>“It’s the most robust pupil voice in any school I’ve worked in.”</i> Children were actively involved in developing better outdoor facilities including the Nature Valley area; they worked with kitchen staff to update menus and the Ambassadors regularly review school policies with SLT.
9. All pupils have taken action to uphold their rights and the rights of others, locally and globally.	The pupils see their extensive charity fundraising, including support for Children in Need and a recent sponsored silence for Ukraine, organised by the children, as helping others to access their rights; one of the children described global citizenship as <i>“Working together to make the world a better place.”</i> They spoke about the Eco Team arranging for the road outside school to be temporarily closed by the police as part of their campaign about the rights to clean air (linked to A24) and encouraging parents not to drive their children to school. Others mentioned writing letters to their MP about plastic pollution and organising local litter picks. One of the governors pointed out that <i>“The children now initiate campaigning, they take a lead.”</i>