

# RRSA ACCREDITATION REPORT GOLD: RIGHTS RESPECTING

<b>School:</b>	Franciscan Primary School
<b>Headteacher:</b>	Pat Andre Watson
<b>RRSA coordinator:</b>	Jacqueline Wilson
<b>Local authority:</b>	Wandsworth
<b>Assessors:</b>	Frances Bestley & Wendy Watts
<b>Date:</b>	6 <sup>th</sup> March 2018

## 1. INTRODUCTION

The assessors would like to thank the children, the leadership team, staff, parents and governors for their warm welcome to the school, for the opportunity to speak with adults and children during the assessment and for the detailed evidence provided to support the process. Prior to the assessment visit, the school provided a comprehensive School Evaluation: Gold form.

It was clear throughout the visit that everyone was really proud of their rights respecting work. *'It's embedded in everything we do as staff, children and governors'* stated the chair of governors.

Particular strengths of the school are:

- Very confident and articulate pupils who enjoy and are proud of their school.
- Very good relationships between pupils and between pupils and staff.
- Pupils are listened to and their views are taken very seriously.
- Effective and straightforward systems to ensure all pupils and adults learn about and understand the CRC.
- Promoting a wide range of opportunities for pupils to take action for their own rights and those of others locally and globally.

Strands A, B and C have all been met.

## 2. REQUIREMENTS BEFORE ATTAINING GOLD: RIGHTS RESPECTING

None required.

## 3. MAINTAINING GOLD: RIGHTS RESPECTING STATUS

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 to embed the knowledge and understanding of articles including the formal language of duty bearers and rights holders and the fact that rights are inherent, inalienable and indivisible.
- Consider carrying out a curriculum review to ensure coverage and increased depth of learning about rights.
- Continue to act as an ambassador for rights with local schools perhaps increasing the role of children.

## 4. ACCREDITATION INFORMATION

<b>School evaluation: Gold form received</b>	Yes
<b>Attendees at SLT meeting</b>	Headteacher / RRSA coordinator / 2 assistant headteachers
<b>Number of children and young people interviewed. 450 children on roll.</b>	Over 90 children in focus group, learning walk and lessons.
<b>Number of staff interviewed</b>	7 teaching staff including a governor 3 support staff 8 parents Chair of governors
<b>Evidence provided</b>	Learning walk Extensive portfolio of evidence Visit to Year 6 and reception classes
<b>First registered for RRSA: June 2010</b>	<b>Silver achieved: July 2011</b>

**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.

**Strand A has been achieved**

All staff and adults spoken to throughout the visit had a very good understanding of an extremely wide range of articles and what they meant in practice in school, locally and globally. *“We always learn about our rights”* explained a Year 5 boy. Children cited among others: the rights of refugee children, of children with disabilities, the right to be protected from war and armed conflict and from drug abuse, the right to life, the right to your own language, culture and religion, the right to know your rights. A child explained *“Rights is what we all have and we’re all equal.”* The idea of rights being for *“Everybody in every country”* was pointed out by both the Year 6 and Reception children. Children knew that it was the role of governments, parents and all adults to ensure that they could access their rights and they understood that rights were unconditional and could not be taken away.

Children knew that some children in the world and in the UK could not access their rights if, for example, they were refugees and did not have access to water, food, shelter or sometimes life. They talked about child soldiers and the war in Syria and how children were not protected. They described how racial and religious abuse denied people their rights and that boys and girls were not always treated equally. Parents corroborated this, explaining how their children talked about rights at home and described their children as *“more aware of what’s going on in the world;”* and *“have more empathy for others.”* One parent described how her children *“encourage us to do it [rights respecting] at home.”* Staff agreed too that children are *“more thoughtful.”* A teacher stated that when discussing current events with his class *“We can have an adult discussion via rights.”* The Senior Leadership Team described how a shared language about rights and values has changed the way that children respond.

Systems are in place to ensure that children and the wider school community know about and understand the CRC. This was evidenced throughout the visit. Displays about rights were prominent throughout the school. The school reception has a striking rights quilt on display. Twice a year all classes study a right in depth and produce an attractive thought-provoking display for the link corridors. Children explained that they learned about articles in assemblies, through displays, through article sheets on their desks and in their lessons. *“We use articles in our work in our topic book.”* Termly planning across the school is linked to a range of articles, monitored by the headteacher and sent to parents. Parents explained how the planning sheets, attendance at special assemblies and newsletters informed them about the CRC. Staff gave examples of linking their recent topics to rights such as Women in Science linked to article 2, asking children to identify relevant articles in books they were reading but also explained *“the children make the links now.”* The staff training day in September provides a launch of RRSA each year with a focus on charters and discussing articles.

**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.

**Strand B has been achieved**

Children demonstrated very clearly how they felt their rights are enjoyed in school. The rights ambassadors described their role as *“helping other children understand their rights.”* The children in the focus group described with relevant examples how the school enabled them to access their right to education, to relax and play (at playtime and in after school clubs), to achieve their potential (through a requested talent show), to be heard in lessons (through the school council, the Eco group and sports council) and that decisions were made in their best interests. The focus group all agreed that they would tell a teacher or another adult if their rights were not being met. The headteacher explained that *“Staff understand the rights children have; it makes us stop and think; it’s changed our communication.”*

Throughout the visit it was evident that relationships between adults and children and children and children are very good. Children listened respectfully to one another during the focus group; during the learning walk all groups of children walking between lessons were calm and polite. The headteacher explained that by embedding RRSA she wanted *“children to respect themselves and the environment and take ownership of how they behave.”* Class charters are created each September, the school charter is linked to articles 29, 2, 31, 19 and 30 and both have actions for pupils and staff. The headteacher explained *“the children are quite good at telling us what we’ve agreed.”* Children explained how they all voted for which articles it would include and what actions. *“They have made quite a big change to our behaviour”* explained one of the RRSA ambassadors. The Behaviour policy was agreed by parents, staff and children and is linked to rights; the school has also created a child friendly version. Children could explain the school systems and agreed that it was fair and that they were treated *“respectfully.”* The Senior Leadership Team explained how that discussions about behaviour are *“grounded in having a dialogue about behaviour and choosing different actions.”* Fewer children are sent to the Reflection zone. One of the RRSA ambassadors stated very clearly *“Reflection is not seen as a detention; it’s a discussion room.”* The SLT felt talking about rights empowered the children and also acknowledged that *“children resolve things a lot more themselves.”*

All children in the focus group agreed they felt safe at school; that this was a right that they enjoyed in school *“It’s a huge difference to understand we have the right to be safe”* explained a Year 6 boy. If something was going wrong they were all confident they would tell a teacher or another adult. *“There are always loads of adults around”* explained another Year 6 pupil. During the learning walk we were shown the lockdown drill, the safeguarding leads, first aid equipment and a fire extinguisher.

The school provides a wide range of opportunities for children to develop physically and mentally healthy lives. The annual Healthy Living week includes a focus on exercise. The school has a target to ‘run to Ghana’ where they are supporting a school. This is linked to the

Daily Mile and pupils on the learning walk described how this was an achievable goal. An apprentice works alongside the PE lead to provide additional support. The school uses PATHS- an emotional literacy programme and has a commitment to ‘Growth Mindset’ approaches. External visitors provide additional information about aspects of wellbeing, health and safety. Year 6 pupils had received information about drugs and gangs and described how knowing about their rights would help them to be more resilient.

The school has a strong focus on tolerance and understanding. The Inclusion lead described this as *“What makes us different and what makes us the same – we’re all special.”* A child explained during the focus group *“All of us never discriminate because of someone’s religion or ethnicity.”* Staff corroborated this identifying how *“rights really celebrate diversity.”* Thirty different languages are spoken at the school and the portfolio provided evidence of celebrating different languages and cultures through theme weeks such as: International Week, Black History Month and Religions Week. The Inclusion lead explained how the learning mentors and play and drama therapy provide additional support for children; during the learning walk we were shown the classroom where EAL learners receive additional support. The Inclusion policy is linked to articles 12, 23, 28 and 29. The Friday assembly celebrates achievements and in Years 5 and 6 pupils choose the ‘pupil of the week.’ A child explained how this *“encourages children.”*

Children were very enthusiastic about school; *“I like learning about new things.”* A Year 5 girl explained how Growth Mindset linked to articles 28 and 29 and how you had to keep *“trying and trying.”* Children knew what they needed to do to make progress and what to do if they were stuck. *“We help each other”* stated a Year 4 boy. They explained how they were sometimes given options about their lessons and the class voted on what they preferred. Staff explained that children designed their own activities in PE; decided on their own ‘make your own breakfast’ at the breakfast club, decided on experiment in science. The nursery is child-led with for example water and fruit now always available. A teacher explained that in classroom discussions *“Children are confident to challenge what adults and other children say”* and linked their confidence to an understanding of article 12. Children’s views are sought after theme weeks and their recommendations such as spending longer on classroom activities influenced the planning of subsequent weeks. A parent explained how her child appreciates her right to education more after finding out that not all children could go to school. A teacher identified that *“it’s raised their aspirations.”*

**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.

**Strand C has been achieved**

Throughout the visit it was evident how children’s views were taken seriously. The School Evaluation: Gold form describes how the school previously had systems devised by teachers and ‘done to children’; since becoming rights respecting this has changed. Pupil surveys are held twice yearly – these involve discussion as well as questionnaires. Pupils are chosen by

their peers or apply to be members of: the school council; RRSA ambassadors, Eco council, playground pals, web representatives. Pupil involvement in groups (and in extra-curricular activities) is tracked; a learning mentor *“keeps an eye on who is not involved.”* School council meetings are held on Wednesdays, a board shows who the representatives are. *“We ask for ideas from our class”* explained a Year 6 pupil and class time is provided for feedback from the meetings. Examples of changes brought about through pupil voice are: adding things to the middle playground; being able to bring in Pokemon cards on Fridays; mixed seating for pupils with packed lunch and school dinners; changing the name of the Consequences room to the Reflection room. Children and staff are currently addressing concerns raised by children about their school lunches.

Children described confidently the actions they had taken to promote the rights of others locally and globally. *“We think about other people and things we can do to help”* explained a child during the learning walk. The school was involved in the local authority Model United Nations competition where they debated children’s rights. Other local schools have been supported to become rights respecting; there is a link with the local secondary school which is also a Gold Rights Respecting school. Their Enterprise work is linked to raising funds for the roof of a school in Ghana suggested by a parent. *“We do a lot to help children in other countries”* explained a Year 3 child in the focus group – they have fundraised for Water Aid, Sports Relief, Day for Change and Children in Need and understood how the money raised helped children access their rights. They also bring in food for the local foodbank and support MacMillan, Cancer Research and local homeless projects. They recycle, including collecting and reusing water at lunchtime and link it to sustainable development and the right to a clean environment. They celebrate Fair Trade week. Children explained how they had written to the government, the Queen, the Mayor of London, the Prime Minister and Home Office about refugees and other issues and had spoken to their local MP about rights. OutRight is celebrated as part of the annual Rights week. Go-Givers provides another opportunity for children to find out and speak out about issues decided by pupils; topics covered include cancer, smoking and gang culture.