



# RRSA ACCREDITATION REPORT

## SILVER: RIGHTS AWARE

### ACCREDITATION INFORMATION

|                                     |                                                           |
|-------------------------------------|-----------------------------------------------------------|
| <b>School</b>                       | <b>Meadowlane Primary School</b>                          |
| <b>Local Authority</b>              | Cardiff                                                   |
| <b>Number of pupils on roll</b>     | 345                                                       |
| <b>Headteacher</b>                  | Mrs C Ford                                                |
| <b>RRSA Coordinator</b>             | Miss R Williams                                           |
| <b>RRSA Assessor</b>                | Sarah Hooke                                               |
| <b>Date of visit</b>                | 10 July 2019                                              |
| <b>Attendees at SLT meeting</b>     | Headteacher/RRS Lead Teacher                              |
| <b>Number of pupils interviewed</b> | 22 in focus group/4 in learning walk                      |
| <b>Number of adults interviewed</b> | 2 staff                                                   |
| <b>Evidence provided</b>            | Evidence portfolio, learning walk, focus group discussion |
| <b>Date registered for RRSA</b>     | July 2018                                                 |
| <b>Bronze achieved</b>              | November 2018                                             |

### ACCREDITATION OUTCOME

Meadowlane 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.

- Discussions with pupils both on the learning walk and during the focus group show that they have a clear understanding of the Convention. Pupils cited several articles and spoke about how they are enjoyed at Meadowlane and beyond, speaking particularly about the right to a name and nationality, healthy food, an education, relax and play and reliable, honest information. Pupils demonstrated that they understood the unconditional nature of rights; “children don’t have to do anything to get rights, they have them from when they are born” and had a good understanding of the universality of the CRC. Pupils recognised situations where children may not be able to access their rights, citing examples such as war and conflict, living in an undeveloped country, abuse and neglect and poverty across the world. Pupils shared specific examples of rights that could be affected including access to clean water, an adequate standard of living, safety and protection and medical care.
- It was clear that learning about rights is multi-faceted; as well as growing curriculum coverage of the articles, a focus article of the month which forms the basis for assemblies and effective displays consistently linked to rights, the RRS steering group; i-Rights facilitated a competition to choose a RRS mascot; ‘Ricky’ who is found in classrooms and displays throughout the school. Furthermore, the school’s SIG (School Improvement Group) have worked collaboratively on a rights-based project and pupils at Meadowlane have produced a creative film on Article 28 which they proudly presented to their cluster.
- SLT are committed to embedding children’s rights across policy and practice. School policies and planning have been linked to CRC articles and this will continue as outlined in the succession planning for RRS Gold. The headteacher articulated that rights are central to the school’s ethos and all stakeholders are working hard to ensure that RRS continues to develop and become sustained practice “RRS has empowered our children to understand what they are entitled to. They know they have a voice and that their opinions will be heard and acted upon.” The RRS lead has been instrumental in providing support to the wider staff group and working with the i-Rights group to set the action plan and monitor progress.

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

- Ensure the CRC is explicitly woven throughout policy and practice especially through the new AoLE's (Areas of Learning and Experiences); in line with the new curriculum in Wales (Outcome 1)
- Work towards deepening and widening the knowledge and understanding of articles across the whole school community - appropriate to age and ability - develop awareness of rights being inherent, inalienable, indivisible, universal and unconditional, including appropriate CPD and staff induction. Consider using the Unicef free resource ABCDE of Rights to support this (Outcome 1)
- Enable the children to look at global issues from a perspective of rights so that they develop a heightened sense of justice and equity. Consider engagement with the Sustainable Development Goals through The World's Largest Lesson (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.

- Pupils were able to explain how their school is a place where their rights can be accessed and enjoyed with examples including Article 24 and a healthy school lunch, Article 15 and the range of clubs and activities and Article 12 with the range of pupil voice groups. Pupils have a high level of confidence that school systems for addressing difficult situations, moral conflicts and fallouts are fair and effective and Playground Pals support friendship and promote positive play on the playground. The school places an emphasis on positive behavior and there is a 'kindness crew' in place who issue peer awards to classmates who have demonstrated acts of kindness.
- Whilst not using the terminology of duty bearers, children understood that adults were responsible for ensuring their rights are upheld "children are important and all adults have to make sure we get our rights" and pupils and teachers recognised how the language of rights has helped to improve communication and relationships "rights have encouraged the children to think of other children's rights and how they can impact on them". Children and adults enthusiastically described positive, and mutually respectful relationships across the school which was evident throughout the accreditation visit.
- Children shared many examples of how they are included in their learning and their achievements celebrated. Some of these included pupils having an input in the content of topics when they are introduced, setting personal



targets, self-assessment and a weekly celebration assembly. The school has a focus on growth mindset which encourages children to overcome challenges and barriers to their learning by adopting a positive mindset.

- Wellbeing and inclusivity are key features at Meadowlane and the school shared numerous examples to evidence their nurturing ethos. Pupils identified with emotional and social difficulties attend individual and targeted group sessions and the school has ELSA trained staff. The school engage with structured programmes including Thrive and Lego Therapy and staff informally invite children to have tea and toast with them to discuss worries and concerns as they arrive at school as and when needed. The school is committed to including parents and families in the life of school and through the Family Engagement worker, the school offers a wealth of support and workshops/courses for families. Some of these include Welsh courses, cake decorating sessions, child development workshops and informal coffee mornings.
- Pupils described feeling feel safe at school and they were aware of the how school helps to keep them safe and protected. This included the role of external organisations when learning about issues such as internet safety and anti-bullying. The school displays Childline and NSPCC posters to encourage children to seek help if needed, with children recognising the link to Article 19 “we have a right to be safe and there are lots of people who we can talk to if we are not safe, not just teachers at school.”

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

- Continue to support adults and children in the use of language which emphasises respect for rights.
- Continue helping pupils to feel confident in using the language of rights to resolve disagreements and address complex situations.
- Look to engage with the Children’s Commissioner for Wales (CCFW) Super Ambassador programme to ensure children recognise the role of the CCFW in relation to rights.

### **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.

- Meadowlane clearly value pupil voice and offer a wide range of groups that pupils can participate in. Groups include i-Voice, i-Global, i-Active, i-Tech, i-Comm and i-Rights. Pupil voice representatives understand that they represent the wider pupil population and were able to share the systems in



place that include class representatives who ensure all pupils can feed into the work of the groups. Pupils shared some of their work including interviewing for new staff appointments, monitoring and evaluating curriculum subjects, introducing pedal power to encourage cycling to school, giving out 'wake and shake' peer certificates for healthy eating and taking photos and uploading content onto the school website. Pupils have also taken part in Cardiff local authority Grand Council and recently supported their work for Unicef's Child Friendly Cities.

- Through linking rights with their charitable work, children are beginning to feel empowered to act to uphold the rights of other locally and globally. Adults confirmed that a rights-based approach is heightening the children's awareness of how their efforts are supporting others to access their rights and pupils commented "we want to help make the world a better place" and "we can change the world and want to make a difference." The school has taken part in campaigns such as Unicef's ShoeShare project linked to Article 28 and celebrated Universal Children's Day linked to Article 2.

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

- Continue to provide creative and significant opportunities for the participation and decision making of children to influence and shape the life and work of the school, through explicit involvement in school improvement planning and/or the evaluation of learning and teaching.
- Enhance ambassadorial activity by enabling children and staff to promote the CRC and Rights Respecting values with other schools and in the wider community.
- In addition to your well-established and successful charity fund raising, facilitate more opportunities for children to initiate powerful advocacy and campaigning work, particularly with regards to children's rights.
- Aim to participate in RRSA 'Achieving Gold' training to support your journey.