

RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Our Lady's RC Primary School
Headteacher:	Joanne Conway
RRSA coordinator:	Clare Parry
Local authority:	Rhondda Cynon Taff
School context:	109 pupils on roll. 30% of pupils receive Free School Meals, 1.83% are identified as having an IEP or statement. 11% of pupils speak English as an additional language.
Attendees at SLT meeting:	Executive Headteacher, Head of School, RRSA Lead
Number of children spoken with:	12 children from Rights Steering Group
Adults spoken with:	Chair of Governors, Three parents, two teachers
Key RRSA accreditations:	Registered for RRSA: 5 th July 2018 Silver achieved: 24 th January 2019 Gold achieved: 17 th June 2019
Assessor:	Stuart Whiffin
Date:	15 November 2022

REACCREDITATION OUTCOME

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

Our Lady's RC Primary continues to meet the standard for UNICEF UK's Rights Respecting Schools Award at Gold: Rights Respecting

1. STRENGTHS AND RECOMMENDATIONS

This report is based on a virtual reaccreditation visit. The assessor would like to thank the children, the Senior Leadership Team, and staff 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 accreditation visit, the school completed a comprehensive School Evaluation: Gold form and provided a good range 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:

- Very articulate children who demonstrated good knowledge and understanding of rights. They knew a wide range of articles and were confident in the concept of rights.
- Rights learning is fully embedded across the curriculum including the Early Years using a wide range of age appropriate, creative resources.
- Highly effective leadership of the rights related work at all levels, including from the children.
- Continued commitment by the whole school to place the CRC at the heart of policy and practice. After many years engagement with the Rights Respecting Schools Award there is still innovation and creativity in the way it is taken forward and adapted.
- Pupils are listened to and involved in decision making at all levels.

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 good practice around rights that has become embedded across the school. Ensure that all new initiatives are related back to rights.
- Continue to deepen awareness of Global Issues through your work on the UN Sustainability Goals. Use the '[Worlds Largest Lesson](#)' to enhance this.
- Continue to support children to develop and lead campaigns from a rights perspective. Consider participation in UNICEF UK's annual [OutRight campaign](#) and consider using the UNICEF UK [Youth Advocacy Toolkit](#) to run a whole school campaign on a child rights issue.
- Continue to act as ambassadors for rights and the RRSA through your networks particularly with local your federated school and local Secondary schools.

2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
<p>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.</p>	<p>The children’s knowledge of rights at Our Lady’s Primary is excellent. The children spoken with talked about a wide range of rights and were confident in the key concepts underpinning the CRC. <i>“Rights are for every child, in every country, you get them as soon as you are born.”</i> Knowledge of rights was highlighted as a strength in a recent ESTYN inspection. <i>“Nearly all pupils have an excellent understanding of their rights.”</i> Children understood that duty bearers are responsible for protecting children’s rights and could name other duty bearers in the community such as doctors or police officers. The school have sustained an in-depth knowledge of rights through explicit links in curriculum planning and have fully implemented this into their new curriculum model, in line with Curriculum for Wales 2022.</p> <p>Children spoken with were aware that in some circumstances children cannot access their rights, <i>“Children in the Ukraine are not getting their right to protection, safety or education because of the war.”</i> Newsround is used daily to inform children of rights globally. The school has begun work on the UN sustainability goals, which have been linked with topic work in class. Examples were given such as through the whole school topic ‘one world, one planet’. A staff member discussed how, <i>“through this, pupils learn about sustainability. The topic spans all year groups, so we ensure that children learn about sustainability, and it links with rights, at an age-appropriate level.”</i></p> <p>Parents and Governors are regularly informed about the work on rights through meetings with the pupils and the RRSA lead. The school has many channels for communication, with parents commenting that they are well informed of how all aspects of school life are underpinned by the CRC.</p>
STRAND B	Highlights and comments
<p>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</p>	<p>Children discussed the many ways in which they are taught about rights, including right of the month, assemblies, displays around the school, learning through topic work, assemblies and charity work. Children discussed how they are all entitled to rights, but how children access rights may differ. <i>“Some children need extra support with their learning, so the school makes sure that they have extra help because it is the right to have an education.”</i> Another added, <i>“Some children need help with different things, someone might be in a wheelchair or not be able to hear, so our teachers make sure that everyone has everything they need to be the best they can be.”</i></p> <p>All stakeholders interviewed agreed that relationships within the school are built on a foundation of respect. Staff discussed how linking the schools’ Catholic values sits <i>“hand in hand”</i> with children’s rights, restorative conversations, and the school’s thorough wellbeing programme. Children felt strongly that they were treated in a dignified manner. One child said, <i>“Dignity means respect. We have to respect everyone’s ideas because we are all different.”</i> Staff discussed how, through the process of furthering the rights-based approach, pupils have <i>“developed more empathy for one another, they can spot injustices happening and have developed mechanisms to problem solve and rectify issues they may be having with one another on the playground or in class.”</i></p>

	<p>The children spoken with felt comfortable to speak to staff if they had any concerns or felt unsafe and were very clear on how to stay safe on-line. Children spoke of the ways in which the school upholds their right to be safe, with ideas including, <i>"the doors are always locked so people who shouldn't be in school can't come in", "you have to use the tablet to sign into the school", "our teachers take registers when we go on trips so they know who is there"</i> and, <i>"we have fire drills to practice what would happen if there was ever a fire."</i></p> <p>Children are at the heart of their own learning, and this has been further developed with the introduction of Curriculum for Wales 2022. Children discussed how they have choice within their learning, which range from being consulted about what they would like to learn, to having areas of choice within Foundation Phase classrooms. One member of staff discussed, <i>"When we looked at the right to relax and play in July as part of right of the month, the children wanted a 'play day'. This was planned by pupils and was a great success."</i></p>
STRAND C	Highlights and comments
<p>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 children experience their rights.</p>	<p>Systems for pupil participation are effective and enable children to be involved as stakeholders in strategic decision making. The schools Senedd is proactive and has taught pupils the democratic nature of decision making. Children can join a wide variety of pupil groups within the Senedd and have roles and responsibilities at a whole-school strategic level. One child said, <i>"If we have a good idea, we know who is in what group and we go to them to chat. They tell the rest of the group in a meeting."</i> Children agreed that adequate time is given to provide suggestions and receive feedback on their ideas. Examples of change within the school was provided such as, <i>"Children in KS2 researched, budgeted, planned and set up a 'Recycled School Uniform Shop'. Pupils wanted to help parents who may be struggling as most pupils are aware of the cost-of-living crisis."</i></p> <p>Children at Our Lady's Primary are consulted on local and global issues. The school discussed how a recent consultation indicated that children were keen to engage with the Local Authority and also with Vikki Howells MS to voice their concerns about the destruction of equipment in local play areas by teenagers. This led to a visit by the RCT Parks Co-ordinator who asked pupils to design posters discouraging anti-social behaviour which would be displayed in local parks. <i>"The meeting with Vikki Howells allowed the pupils to explain their understanding of the rights and also find out from her about the Senedd's commitment to uphold Children's Rights in Wales."</i> Global citizenship is strong within the school, who have used 'Paddington's Postcards' to compare and contrast children's rights in Wales with children's rights in other countries. At the children's request this became a whole school focus. This work has developed into the current focus on the Global Goals and how these impact children's rights in Wales.</p>