

# RRSA REACCREDITATION REPORT

## GOLD: RIGHTS RESPECTING

<b>School:</b>	Plymouth Grove Primary School
<b>Headteacher:</b>	Mike Cooke
<b>RRSA coordinator:</b>	Laura Humphries
<b>Local authority:</b>	Manchester City Council
<b>School context:</b>	Of the 406 children on roll, 50% are eligible for support through the Pupil Premium. Around 15.5% of the pupils are identified as requiring additional support with their learning and 70% of pupils speak English and an additional language.
<b>Attendees at SLT meeting:</b>	Headteacher, Deputy Headteacher and the RRSA coordinator.
<b>Number of children and young people spoken with:</b>	Fifteen children were spoken with in an extended focus group, including some RRSA Ambassadors. Other children were spoken with around school.
<b>Adults spoken with:</b>	One teacher, a member of support staff, three governors including the chair, two of these are parents of children at the school and one is the headteacher of a neighbouring Gold RRS.
<b>Key RRSA accreditations:</b>	Registered for RRSA: January 2015 Silver achieved: July 2016 Gold achieved: November 2019
<b>Assessor:</b>	Martin Russell with Rachael Callon from Manchester City Council
<b>Date:</b>	18 <sup>th</sup> November 2022

## REACCREDITATION OUTCOME

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

**Plymouth Grove Primary School continues to meet 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 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 and confident children who demonstrated a secure knowledge and understanding of rights and the related concepts
- Rights are explicitly linked to all areas of the school's work - visible on displays, linked across the curriculum and very prominent on the website and in school policies and communications.
- A strong and sustained commitment to children's rights and to RRSA from leaders at all levels, tied into the vision and values of the school. Quality training and support for staff has been maintained.
- Inclusive practice is strongly embedded across the school, with non-discrimination at its heart.

## 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 deepen children's awareness of global issues and the current news agenda. Consider the possibility of mapping or auditing your curriculum offer, from a global citizenship perspective.
- Build upon your strong culture of pupil voice to explore innovative opportunities for children to be even more at the heart of school improvement in areas such as learning and teaching and other strategic priorities. Seek ways to close the 'feedback loop'.
- Continue to act as ambassadors for rights and the RRSA through your networks and in collaboration with other local schools, especially secondary partners.

## 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>An explicit focus on children’s rights, underpinning all the school’s work, remains a clear priority at Plymouth Grove. The continued commitment by the whole school to place the CRC at the heart of policy and practice means that pupils and staff are knowledgeable about children’s rights and engaged in understanding how rights impact on their lives and the lives of others. As one pupil explained, <i>“You get your rights when you are born, and nobody can take them from you...you need all your rights to keep us safe and have a good education.”</i> The conversation reflected their detailed knowledge of the characteristics of rights including their being indivisible and unconditional. The pupils’ global knowledge, linked to the universality of rights, was impressive. In addition to discussing the impact on children of the current war in Ukraine, they also spoke of health inequalities around the world, <i>“In some countries there is not a free health service and if you are in a poor family, you won’t be able to afford the care you need.”</i>, and the prevalence of child labour in some countries. A parent expressed their approval that, <i>“The children are knowledgeable about the lives of other children around the world such as in Syria and Ukraine. We want them to be universal citizens.”</i></p> <p>The articles of the CRC are highly visible in all areas of the school and one of the children stated, <i>“Having rights displays and charters in our classrooms shows how important the adults think our rights are.”</i> The CRC is promoted consistently through assemblies and in special days and celebrations. In their constantly evolving curriculum, staff ensure that children’s rights are explicitly referenced wherever their inclusion would enhance children’s learning and understanding. Curriculum documentation shows not only where particular rights are referred to or explored but how different areas of learning support the realisation of certain articles.</p> <p>At strategic level, every aspect of school improvement is rooted in children’s rights. The headteacher said, <i>“Our whole culture is shaped by rights, and they are what we go to in any challenge the school faces.”</i> This was reinforced by a governor who said, <i>“In all our decisions, even matters of finance and budgeting, the children’s rights influence our decisions.”</i> All key school policies expressly refer to relevant articles alongside links to statutory requirements; the SEND policy, for example refers to articles 2,3,16 and 23. Parents and carers continue to be informed of the school’s RRSA work through home learning linked to rights and very effective use of the Seesaw platform, which is used to share the pupil led newspaper and minutes of the Rights Parliament meetings. A parent explained, <i>“The language of rights is so powerful, we have tried to develop this approach at home...this is all giving the children so much confidence to express their opinions.”</i></p>
STRAND B	Highlights and comments
<p>Actions and decisions affecting children are rooted in, reviewed and resolved through rights. Children, young people,</p>	<p>Being a pupil at Plymouth Grove means that access to all your rights in school is prioritised by staff across the school. From conflict resolution to safeguarding and from wellbeing to progress with learning, there is nothing in this school’s provision that is not underpinned by the CRC. The school’s evaluation document sums this up perfectly: ‘Duty bearers across the school take direct action to protect children’s rights and create opportunities for children to access their rights. The outcome of this is that children feel that their rights are valued and that they are in a safe environment where they can effectively learn.’ Children confidently commented</p>

<p>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>that, <i>“Teachers and duty bearers keep us safe. They care about our education.”</i> A member of support staff said, <i>“Working in a rights respecting school means that I’m using a universal language that is understood by everyone. Children don’t see me as a person in command, they see me as their duty bearer...there to help them enjoy their rights.”</i></p> <p>Staff are provided with helpful ‘prompt sentences’ to demonstrate rights respecting language, this is particularly supportive of new staff. A recent INSET presentation included many key messages such as, ‘Using RRSA language allows duty bearers to treat rights holders with <u>dignity</u> and <u>respect</u> whilst supporting challenging behaviour in the school environment.’ Whenever the school introduces a new focus for the children or it partners with other organisations, the link to the CRC is made explicit, for example, their work on Embracing Difference – Ending Bullying is framed around article 2. The children clearly understand the wellbeing support they receive, whether it’s the use of Zones of Regulation, calming strategies, worry boxes or art and play therapy, as being linked to their rights to be safe and to be healthy. Staff described an even greater prioritisation of wellbeing and nurture support, since the pandemic, with a new post created and the provision of ‘safe spaces’ <i>“where children know there will always be a duty bearer there to help them.”</i> The children were proud that, <i>“We were part of Manchester’s first children’s safeguarding conference”</i> where they presented to a range of relevant professionals as well as to other schools.</p> <p>Leaders and staff give particular attention to ensuring that all aspects of diversity and inclusion are featured in the curriculum and in the wider learning experiences offered to the children. They choose resources that celebrate diversity and described how the PSHE curriculum has recently been redesigned; <i>“To make it right for our children”</i>; it has a related book spine and multiple links to the Convention because the <i>“...rights give us the ‘why’ behind all this important learning.”</i> The children spoke passionately about diversity with one stating, <i>“It is good to know that everybody is different...you can learn a lot, even from one other person.”</i></p>
<p><b>STRAND C</b></p>	<p><b>Highlights and comments</b></p>
<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>The children continue to have a very strong voice in all aspects of school life at Plymouth Grove, their views are always actively sought, and they have influence; as one adult explained, <i>“Our focus on rights has moved us away from the traditional adult/child power dynamic.”</i> Staff routinely seek the children’s views; for example the safeguarding lead engaged with the children regarding their sense of wellbeing and safety during breaks and lunchtimes which resulted in more clubs being set up for children to attend. The children explained their system of Parliament elections, <i>“All children have the right to an opinion. It’s each class’s way to express themselves.”</i> A strong campaigning culture is well established with children of all ages engaging in a range of actions to speak up for or take action about rights related issues. The Rights Parliament recently met with local Councillor, Amna Abdullatif, to seek her guidance on effective campaigning strategies, they linked their new learning to their participation in UNICEF UK’s OutRight campaign, with the children deciding that their focus would be specifically on the importance of dental health. Some children spoke about a coffee morning they arranged for parents, to help them to learn more about rights. Others described their collaboration with two neighbouring schools, including a science-based project with the local high school exploring DNA, linked to article 24 and Jeans 4 Genes day.</p>