

RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Glade Primary School
Headteacher:	Farzana Hussain
RRSA coordinator:	Sumana Jain
Local authority:	London Borough of Redbridge
School context:	Glade Primary School has 452 pupils on roll. 14.4% of pupils are eligible for Pupil Premium funding and 10.4% of pupils have an EHCP. 42% of pupils speak English as an additional language.
Attendees at SLT meeting:	Headteacher, Deputy headteacher, SENCO, RRSA Lead
Number of children and young people spoken with:	16 children from Y1 to Y6 plus several classes of children on a tour around the school.
Adults spoken with:	9 adults including teachers, LSAs, a governor and parents
Key RRSA accreditations:	Registered for RRSA: 31 st March 2017 Silver achieved: 19 th July 2018 Gold achieved: 8 th July 2019
Assessor:	Helen Trivers
Date:	5 th July 2022

REACCREDITATION OUTCOME

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

Glade 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:

- Confident, articulate children who talked knowledgeably about rights, understood their importance, and felt empowered to drive change within the school.
- A strategic approach of senior leaders and the RRSA lead to embed a rights-based approach, putting it at the core of the school's ethos.
- Rights are linked to all areas of the school's work - visible on displays, taught across the curriculum and very prominent in school communications.
- Committed, passionate staff who believe that a child rights approach is making a positive difference for children.
- A focus on the wellbeing of children, from integrating outdoor learning into the curriculum to half termly anti-bullying surveys.

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.
- As further developments happen, ensure that links to rights and specific CRC articles are explicitly referenced within the curriculum; consider how this focus is articulated in curriculum intent statements and medium-term plans to ensure a sustainable approach.
- Maintain your support for parents/carers and families to learn about and understand the CRC and engage further with the school's rights respecting journey.
- Continue to act as ambassadors for rights and the RRSA through your networks and in collaboration with the LA and local 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><i>“Rights give reason to everything we do - it doesn’t feel like an add on,”</i> stated one teacher explaining that upholding the rights of children continues to be at the heart of the school’s mission and purpose. Children talked confidently about the importance of children’s rights, <i>“They are there to protect children and to help them to live their best lives,”</i> and demonstrated excellent understanding of a wide range of CRC articles, for example one child explained, <i>“I used to think article 29 was just about being the best you can be, but my teacher showed me that it was also about respecting the environment.”</i> Y1 children demonstrated the ‘actions’ they use for different rights principles and an older child said, <i>“Rights are unconditional, and they can’t be taken away.”</i> Children talked about balancing rights, such as the right to play and the right to education and had a clear understanding of the role of duty bearers in realising rights.</p> <p><i>“We learn about rights through our whole curriculum, it’s weaved into our lessons,”</i> reported one child. Teachers said that class texts are chosen, <i>“...to put rights into context,”</i> and this was demonstrated through a Y6 ‘Reading Rivers’ display showing the many CRC articles they had explored through books during the year. Teachers felt that the children’s knowledge of rights supported them to explore increasingly complex issues, <i>“They understand how rights are being denied.”</i> another teacher adding, <i>“They can empathise with global issues. Some of our strongest Greater Depth writing was linked to rights issues.”</i> Displays across the school have explicit links to relevant rights and children learn about the world around them through use of Picture News and work on the UN Global Goals.</p> <p>Adults are passionate about their work as a Rights Respecting School, a teacher saying, <i>“We enable and support children; it’s our role as duty bearers.”</i> Staff receive information about rights through their ‘Week Ahead’ briefings and have regular INSET to share good practice on rights. Parents said their children talk about rights at home and are putting their rights learning into practice, <i>“My son switches the light off at night now because they have been learning about the environment,”</i>; <i>“They tell me off for not recycling.”</i> The school’s termly summary of learning, ‘Glade at a Glance’, links to CRC articles as does the weekly newsletter and parents have been sent information on CRC articles to support conversations at home. A governor spoke enthusiastically about RRSA, commenting that it was helping to, <i>“Equip children to understand the world they are growing up in,”</i> adding, <i>“SLT have ensured that RRSA is on the agenda. We know the articles well and build them into policies. You can see the impact when you walk around the school and talk to children.”</i></p>
STRAND B	Highlights and comments
<p>Actions and decisions affecting children are rooted in, reviewed and resolved through rights. Children, young people, and</p>	<p>Charters are used effectively across the school, with actions for both rights holders and duty bearers clearly articulated. A playtime charter has also been created, developed by Midday Assistants in conjunction with the School Council and everyone interviewed felt that relationships had been strengthened, one teacher saying, <i>“It’s given them the language to use. They know how they should be treated and how they should treat others.”</i></p>

<p>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 talked about their SMART values, and how they use these, along with rights, <i>"We can sort things out ourselves, but a teacher will help if needed."</i> All children are valued and included - a TA who works with children with additional needs said, <i>"They have a right to communicate and it's my job to support them. The children know they are all equal,"</i> with a child saying, <i>"Extra help for some people is fair – it's called equity."</i> Children talked about the concept of dignity and felt that people were treated with dignity at school, <i>"Teachers listen to you. They wouldn't shout at you in front of the class, they would speak to you in private."</i></p> <p>Wellbeing is one of the school's three core curriculum drivers, and the school achieved a Wellbeing Award during lockdown, celebrating their work, which includes a new sensory garden to support children with their emotional wellbeing. Another linked curriculum driver is Outdoor Learning, the deputy headteacher saying, <i>"One lesson a week must be outdoors, and staff are weaving this into the curriculum."</i> Teachers talked about the positive impact of this, <i>"It's a rich environment to learn in and gives us a chance to have mindfulness time."</i> The headteacher said, <i>"You are never too young to talk about mental health. We talk to our families and our staff too and staff have a wellbeing target as part of their performance management."</i></p> <p>Children said they feel safe at school. The school is a 'Listening School' and a half termly questionnaire is undertaken to identify and support children who are being bullied. There are different methods to report worries, <i>"There is a Bubble Box to write in. Teachers check this regularly and they would stop any bullying as soon as possible,"</i> and children knew they could talk to their trusted adults if they felt unsafe.</p> <p>Teachers have begun work on diversifying the curriculum and the school library has a wide range of diverse books, including dual language books, the RRSA lead saying, <i>"Diversifying the curriculum has helped our rights work. Children feel more represented."</i> A wide range of extra-curricular clubs are freely available to children, <i>"Pupil premium children have priority access,"</i> explained the deputy headteacher. Music is clearly important to children at the school and their school rights song, For Every Child, has been shared nationally and internationally.</p>
<p>STRAND C</p>	<p>Highlights and comments</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><i>"We discuss goals for the school and how to put them into action,"</i> stated one School Councillor, agreeing that pupils have a say in decision-making. School Councillors have worked on a project to stop people's cars idling outside the school and also initiated a Peace Prayer Room for children. Subject Ambassadors feed into curriculum reviews, the deputy headteacher stating, <i>"A key strength of the school is that the children drive the curriculum."</i> There are child friendly versions of documents such as the School Development Plan and Anti-bullying policy.</p> <p>Children take action on rights issues including fundraising for charities of their choice and campaigning. They have written to their local MP, <i>"We asked him about recycling plastic,"</i> and the school is a flagship Eco School the headteacher saying, <i>"It's about more than our school. It's about the next generation too."</i></p>