



RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

ACCREDITATION INFORMATION

School	Our Lady's R.C .Primary
Local Authority	Manchester.
Number of pupils on roll	202
Headteacher	Executive Headteacher Catherine Gordon
RRSA Coordinators	Headteacher Anna Ward, Yr6 teacher Julie Feeley
RRSA Assessor	Pat Peaker
Date of visit	31 st October 2019
Attendees at SLT meeting	Anna Ward Julie Feeley
Number of pupils interviewed	22 children four of whom on learning walk. Year 4 class interactions on learning walk.
Number of adults interviewed	10 parents including one parent/governor, one parent/volunteer. 2 teaching assistants, one lunchtime organiser, one teacher.
Evidence provided	Pupil focus group discussion, learning walk, written evidence, Y4 dance lesson, classroom visits, written evidence, school website.
Date registered for RRSA	15 th January 2018
Bronze achieved	30 th January 2018

ACCREDITATION OUTCOME

Our Lady's RC 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.

- There is a commitment to placing children's rights at the heart of the school's policies, practice and ethos. This has had a positive impact on the school community with pupils gaining an understanding of rights, rights respecting attitudes and learning. In the words of the headteacher, *'Rights come into all we do. For the children it has been life-changing and empowering.'* A parent who was formerly a teacher in a war-torn country remarked on the difference she sees, *'...here the skills for life are taught'.*
- Pupils can give examples of a wide range of rights including the right to life, to privacy, to use their own language and practise their own religion. 'In this school where more than forty languages are spoken, *'children are comfortable and confident to share in their first language'* a teaching assistant commented. In assembly, those who do not practise the Christian faith are invited to reflect and give thanks in their own way. They understand that these rights are universal but acknowledge that there are situations which will see these rights denied. They gave examples such as sea levels rising, pollution, children becoming refugees. The headteacher commented, *'knowing about their rights makes them think and talk and this leads them to want to take action.'*
- Parents are impressed with the actions of their children. They commented on the school response to Day for Climate Change in September when the whole school, carrying placards they had made and chanting for 'change', walked around the streets near the school. Parents used words such as *'brilliant, significant and public, very passionate about it.'* The video was posted on the school Facebook page and received 4500 views. They spoke appreciatively of the confidence their children were developing and one parent said, *the values of the CRC underpin this family school'.*

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

- Embed a clear understanding of 'rights holders' and 'duty bearers'. Continue to embed the Unicef RRSA [Charter Guidance](#) and focus on the language of 'respect for rights'. When charters are next reviewed, endeavour to include actions for duty bearers as well as for the children.
- Work towards further deepening and widening the knowledge and understanding of articles across the whole school community, appropriate to age and ability. Develop an awareness of rights being inherent, inalienable, indivisible, universal and



unconditional. Use your excellent resource, the [ABCDE of Rights](#) regularly with the children and staff.

- Look at global issues from a perspective of rights. Look for links in your use of Newsround. Consider a news board, on the lines of your interactive 'Shout Out' board which you link to Article 12, where pupils can post items relevant to particular articles from the CRC.
- Consider further engagement with the Sustainable Development Goals thus building on the excellent work and neighbourhood demonstration made by school on Climate Change Day

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.

- The child's right to dignity has a high profile at Our Lady's. The headteacher commented, '*we do not shout at the children nor humiliate them.*' The Behaviour Policy embraces the ideal of reconciliation and is designed to develop the child's positive self-image, self control and consideration for others.
- Rights respecting values '*permeate our policies and are underpinned by our Catholic ethos.*' the headteacher said. Respect for Article 30 is understood by the children in this multi faith school, clearly demonstrated by the child who brought in a copy of the Koran to her 'show and tell' lesson. The visit to a classroom as prayers were about to begin demonstrated this same acceptance when a Moslem child chose one of her Catholic peers to lead the class in prayer.
- The school promotes a policy of healthy eating. Children are given a 'voice' through the School Council and have made suggestions to support a healthy lifestyle. Much of this is now incorporated in the curriculum for example the daily jog, active play equipment for break times and the Healthy Eating Club.
- The children have access to appropriate opportunities to support their emotional health through the use of Inner World Work resources. The children agreed that school provided a safe environment and were clear that if they were concerned, they could talk to a teacher. Online safety is promoted with information shared regularly with parents.
- The whole school has embraced a culture based on the CRC. School is very inclusive and makes genuine opportunities for the views of pupils to be heard and influence key aspects of school life. Children are supported well in their learning and each child has individual targets. Children's talents are identified, nurtured and celebrated. The curriculum and the resources to support it reflect the diversity in the school.



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

- Create opportunities for pupils and adults to explore the concepts of equity and fairness and how the school promotes these principles and puts them into practice.
- Consider the involvement of the School Council and the Unicef Ambassadors in aspects of improvement planning and policy review thus creating a dialogue in which pupil voice is playing a key role.

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.

- Pupils understand that they have a right to be heard. The School Council and Unicef Ambassadors help to ensure that the views of pupils are respected. In a pupil led interaction in a class visited, it was very clear that children want to express their ideas and are using language related to their rights. Pupils have written to parents and governors on the issue of parking outside school. Citing Article 24, pupils wrote to Manchester City Council to protest at the proposal to change a road junction close to school on the basis that it would increase pollution
- In support of their right to a clean and safe environment, pupils organised a Litter Patrol around the school neighbourhood to set a good example to the community. *'we worked as a team to clean our world'*, a boy quoted on the school 'blog' alongside a video of their work.
- Pupils' enthusiasm, passion and creativity can be seen on another video posted on the school 'blog' as the whole school participated in the Global Climate Change Day in September.
- This same enthusiasm and creativity could be seen in a dance lesson observed during the visit. Still in response to climate change, pupils in Year 4 added their 'voices' (through the medium of dance) to Greenpeace's call to save the Arctic. They danced to the music specially composed by Ludovico Einaudi 'Elegy for the Arctic' for the cause. Their dance demonstrated the breaking up of the ice cap in a very moving and poignant performance.
- Parents spoke of their children being *'proactive; wanting to make a difference; making a significant and public impact and developing leadership'*. They are involved in planting trees in the grounds, they are active in recycling and fundraise locally for the homeless and support the food bank. Through CAFOD, they have supported the Lampedusa appeal by their fundraising and writing letters. They have heard from a missionary priest (who was inspired by the work of Paulo Freire) about the denial of rights experienced by the street children of the favelas in Sao Paulo and support his project, Vila Prudente.



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

- Encourage ambassadorial activity by enabling children and staff to promote the RRSA and knowledge of the CRC with other schools and in the community.
- Continue with your excellent campaigning and advocacy. Consider posting your videos which appear on the school website and which promote the rights of children on the website of the RRSA as an inspiration to other schools.
- Aim to participate in RRSA training to support your journey to Gold.