



RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

ACCREDITATION INFORMATION

School	Leamington Federation: Sydenham and Lighthorne Primary Schools
Local Authority	Warwickshire
Number of pupils on roll	Sydenham 400, Lighthorne 60
Headteacher	Juliette Westwood (Executive Headteacher)
RRSA Coordinator	Josie Martin
RRSA Assessor	Astrid Edwards
Date of visit	11th September 2018
Attendees at SLT meeting	Executive Headteacher, 3 Associate Headteachers
Number of pupils interviewed	10 members of the steering group, 20 children plus 90 children in classes
Number of adults interviewed	3 teachers, 1 Learning Mentor, 5 parents, 3 governors including a teacher governor
Evidence provided	Learning Walk, written evidence, class visits
Date registered for RRSA	27.3.2018
Bronze achieved	12.4.2018

ACCREDITATION OUTCOME

Leamington Federation: Sydenham and Lighthorne Primary Schools have 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 strong commitment by leaders in both schools that their Rights Respecting journey has been a positive one. 'It fits in well with what we are already doing' said the Executive Headteacher. She went on to say that 'the diverse community in the school has enabled the children to be more respectful to each other.'
- Children have a good awareness of the articles and are able to recite key ones. 'I know that knowing about my rights has made me a better person' said a member of the steering group. 'I want to make a difference and help others' said another pupil. Parents and governors are of the view that the CRC has had a massive positive impact on the children. 'I believe that my son is so much more confident and self-assured' said a parent. 'Learning about the articles has made the children more aware of their rights and they feel more confident in voicing their opinions' said the Chairperson of the Governing body.
- Teachers in both schools include aspects of the CRC in their planning. The Taking Care Project, work, the new RE syllabus and work with the Royal Shakespeare Company are some of the areas where articles are discussed.

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

- 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.
- Develop a more structured approach to engage parents/families in learning about and understanding the CRC.
- Enable the children/young people to look at global issues. Look for ways to incorporate an explicit commitment to education for global citizenship and sustainable development into the heart of the school's mission and purpose, drawing upon on the school context and environment/ rich cultural heritage of the school.

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.

- Articles from the Convention are displayed around the schools. These are accessible to both adults and children. Individual charters are designed by children and adults refer to the articles in lessons. The school charter is integral in both schools and work towards developing a rights respecting ethos is a key feature within the federation. Displays promoting the rights of children are highlighted throughout the schools and are also visible to parents and visitors.
- Children feel safe in the schools and know who to talk to if they have a problem. Their personal, social and emotional development is promoted at all times and the Nurture room is a well-used and crucial resource.
- There are references to the Convention in school policies and newsletters. Parents are fully aware of the rights respecting ethos at both schools and feel that it is a positive and beneficial initiative.
- Both schools are committed in giving pupils opportunities to ensure that their daily experience is rich and valuable. Language of the month days, cultural diversity days and the hugely successful Womble initiative are just some of the many aspects of school life which promotes the CRC and actively involves the pupils.

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

- Ensure that children and young people are clear about how adults, as Duty Bearers, should uphold their rights, and help facilitate their access to rights.
 - Consider embedding articles and the principles of the CRC in school policies to demonstrate that the CRC fully underpins every aspect of school life.
 - Find ways to explore the concept of 'human dignity' and its role as a principle of school life and relationships.
- Explore the role children and young people play in engaging in their right to learn. Consider, with them how this can be further enhanced.

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.

- Both schools take a pride in the involvement of pupil led groups. 'We are given opportunities to have a voice' said a Year 6 pupil. Learning detectives offer support to children in lessons, the School Council suggest changes to the school, the Womblers look after the school environment and the Rights Respecting Ambassadors also make a significant contribution to school life.



- Through learning about global issues, children support world charities e.g. Cook for Syria project and Child in Need project. A pupil led group on E-Safety is another example of how important student leadership is valued at the schools.
- 'We want to make a difference to other children's lives in the world' said a Year 5 pupil. She went onto say that children in her local community are also affected and that there are many homeless people.

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

- Enhance ambassadorial activity by enabling children and staff to promote and encourage Rights Respecting values and actions and knowledge of the CRC with other schools and in the wider community.
- .Continue to strive for more creative and significant opportunities for the participation and decision making of children and young people to influence and shape the life and work of the school.
- Seek to build upon fundraising activity by further developing a rights based approach and seeking more opportunity for pupil led advocacy and campaigning on local, national and global issues.