



RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

ACCREDITATION INFORMATION

School	St Clare's Primary School
Local Authority	East Renfrewshire
Number of pupils on roll	186
Headteacher	Anne Marie Absolom
RRSA Coordinators	Coleen Morgan and Catherine Rook
RRSA Assessor	Steven Kidd
Date of visit	25 June 2019
Attendees at SLT meeting	Headteacher / PT / RRSA Coordinators
Number of pupils interviewed	25 in focus group and learning walk, plus 2 class visits
Number of adults interviewed	2 teachers, 5 parents
Evidence provided	Learning walk, class visits, focus groups, portfolio of evidence.
Date registered for RRSA	13 October 2017
Bronze achieved	09 March 2018

ACCREDITATION OUTCOME

St Clare's 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.

- Pupils knowledge of rights was excellent, easily able to name a selection rights which included some less often shared. Knowledge of key rights concepts was equally impressive, as was the ability to link this to their learning and to their daily lives.
- Rights could be found in many aspects of learning, clearly evidenced in lesson plans, homework, the school's calendar of events and an active online presence. Children talked enthusiastically about this learning and explained how the Steering Group had undertaken an audit of all classes to ensure that rights were appropriately embedded – “they all passed”. A particular highlight was the Rights Week which the school had organised earlier in the term, with each day dedicated to exploring an aspect of the overall rights theme e.g. Monday Unique and United (celebrating individuality) and World Religion Wednesday (exploring faiths). Ambassadors had also been involved in leading rights lessons with their peers.
- Parents were eager to share how they'd been involved in the journey, mentioning excellent communication, but focusing on the approachability of the staff team: “Teachers see out children at the end of the day...you don't have to wait, there's an immediate awareness.” They gave particular credit to the homework activities which had encouraged them to discuss rights with their children. It was clear that the parents interviewed had a strong attachment to the school, were positive about the direction the school was taking and were keen to play their part.
- “It was part of our plan from the start,” explained the Headteacher, when discussing how rights had been an underpinning dimension of the new school's creation, rather than something added in retrospect. All staff interviewed shared that passion, confirming the high priority of a Rights Respecting approach in everyday school life and the impact it was having: “It's helped us to have the school that we have.”

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 and concepts across the whole school. Reflect on how rights are built into induction process for new pupils, staff and parents.
- Find creative ways of making rights even more visible and high profile around the school and on the website. Consider the development of a mascot to support this.



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.

- Relationships between pupils and between pupils and adults seemed to be strong, nurturing and based on mutual respect. Children agreed, with that sense of everyone's value coming across: "At St Clare's, we're the same as adults." They pointed to the use of charters across the school as a contributing factor, alongside a restorative approach to any behavioural incidents which arise. If anything, parents were even more convinced: "It's all about relationships... there's such a positive solution to everything, nothing is an issue. We're all encouraged to come in and be a part of it... it's like coming into a family home." Another picked up on the appreciation of diversity: "They're so different, but they accept each other's difference... there's no bullying, it's just squashed." Teachers echoed those thoughts: "As a school, all the children are individuals. They know themselves and they know what they can do."
- The school has taken advantage of its unique position as a Roman Catholic school sharing a campus with a Jewish school, seizing the opportunity for an exchange of learning. A particular highlight has been the joint creation of a Playground Charter which covers one of the main shared spaces enjoyed by both sets of pupils. Having briefly met with the Headteacher of the attached Jewish school (in the shared staffroom), as well as St Clare's SLT, the Assessors was left with the impression that this is something which will continue to progress as the schools settle into their new surroundings.
- Strong evidence demonstrated an impressive engagement of children in shaping their learning, from playful pedagogy in the infant stages through to the digital profiles used from P3 to P7. "In our school, children are the top priority," stated one pupil, before going on to describe the influence they had over their learning. 'Connect and Reflect Journals' are used to facilitate reflection and celebration of learning.

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

- Continue to embed the Unicef RRSA Charter Guidance and focus on the language or 'respect for rights'. When charters are next reviewed, endeavour to include actions for duty bearers as well as for children.
- Continue to promote an ethos of inclusion where all feel supported and valued. Ensure that children and adults are kept informed of the school's provision to support their physical and mental health and wellbeing, and that they understand how this relates to their rights.



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.

- There are an extensive range of pupil voice opportunities within the school, ranging from JRSO to STEM. All pupils from P3 onwards are part of a committee, whilst P1 and P2 pupils use the scheduled committee time to learn about how the committees work. Committees have an action plan and are expected to deliver impact, which is reflected upon at the end of the session. Children explained how they have been working using 'How Good is OUR School?', auditing current practice and feeding into school improvement.
- Pupils help to shape the school's strong fundraising practice, for causes such as SCIAF, whilst also engaging with awareness-raising initiatives such as Show Racism the Red Card. Children could explain the links between this activity and realising children's rights, also bringing in examples such as their work on Fairtrade. JRSO has led on the school's highest profile campaigning activity, pursuing a clean air campaign characterised by changes to car parking practices. Children were definite that they could make a difference for themselves and for other children if they just "tried to do something about it", a view which was corroborated by adults: "There's a real confidence, they are keen to voice an opinion, but they are also respectful." The RRS leads were clearly proud of the children's role in the school's journey: "The children are doing the work, it's them that's having the impact... knowing rights allows them to put them into action."

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

- Continue to pursue opportunities for the participation and decision-making of children to significantly influence school life, perhaps through explicit involvement in school improvement planning and/or the evaluation of learning and teaching.
- Facilitate more opportunities for the children to initiate powerful advocacy and campaigning work on local and global issues, linked to children's rights. Consider joining in with Unicef UK's Outright campaign and/or using the Global Goals for Sustainable Development as a stimulus.