



RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

ACCREDITATION INFORMATION

School	Corsham Primary School	
Local Authority	Wiltshire	
Number of pupils on roll	628 across two sites	
Heads of School (2 sites)	Lindsay Fry and Kerry Parker	
RRSA Coordinator	Jess Love	
RRSA Assessor	Jilly Hillier and Peter Radford	
Date of visit	2nd May 2019	
Attendees at SLT meeting	Deputy Head, RRSA Lead	
Number of pupils interviewed	88	
Number of adults interviewed	7	
Evidence provided	Learning walk; focus groups; written evidence; class visits, video.	
Date registered for RRSA	13th October 2009	
Bronze achieved	31st March 2010	Silver Achieved 18th May 2015

ACCREDITATION OUTCOME

This is a reaccreditation at Silver.
Corsham 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.

- The RRSA Lead has worked very effectively to ensure that there has been consistency and collaboration amongst staff and children across the two school sites as Corsham's rights respecting journey has developed. This has resulted in learning about rights, displays, rights language and school council meetings all being approached in similar way. Children in the focus groups, from Reception to Year 6, were knowledgeable, confident and very articulate when talking about children's rights. The mature way they listened to each other's points of view in discussions and clearly presenting their own was particularly impressive. Children could name a range of rights and knew them to be unconditional. These ranged from the right to a name, to the right to education and healthcare. They also understood that rights often need to be balanced and that you should share "your opinion intelligently" and "not if it offends or upsets someone else."
- Staff have been supported by the RRSA Lead in developing their understanding of the CRC, including through the creation of class charters which are unique to each class. Play Workers and lunch time staff have been encouraged to use rights language through the awarding of certificates and the 'table of the week' for those children who "have been demonstrating rights." There was clear evidence of how the wider school community are kept informed and parents interviewed spoke positively about the impact learning about rights and of rights-based home school activities is having on their children.
- Children described when they learnt about the CRC. This included in assemblies, through Right of the Week and through their class charters which were created during Rights Week. Antibully-Bullying Week and Interfaith Week also provided opportunities for teaching about respect. The United Buddy Bears display promoted peace and understanding among nations of the world.

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

- Consider explicitly underpinning the Vision and Ethos of the school (and MAT) with the CRC, incorporating it across the SDIP, making it the rationale for actions relating to children's learning and wellbeing. Utilise the website to celebrate and raise awareness of your work on children's rights.
- Consider holding joint RRSA training for the MAT with perhaps Corsham children presenting about CRC and RRSA to the other schools.
- Make more explicit links to learning about rights in teachers' curriculum planning (perhaps have a supportive teacher planning session).



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.

- It is clear that senior leaders are serious about developing RRSA across the Multi Academy Trust. The MAT's five year strategic plan states that the four schools will work together to achieve RRSA so that pupils understand their own rights and learn to respect and value the rights of others. Achieving RRSA is also part of Corsham Primary School Development and Improvement Plan.
- Children could describe how school facilitates their rights. They described how the school kept them safe, healthy and how they were listened to. They talked about the importance of wellbeing and how they could raise concerns through the worry boxes and suggestion boxes. They had an impressive understanding of Article 29 with reference to the unique talents of everyone demonstrated by the Video Log and Corsham's Got Talent event. One child explained, "Being in a Rights Respecting School means learning more than maths and English. It makes us aware of things around the world."
- Children spoke positively about school and what quality education meant to them. Two Year 6 children had also explored the CRC at home, creating a rap with a verse for each article. In reference to Article 28, they wrote, "Education brings lots of things/To set us off with our wings.'
- It was very clear that relationships are built on respect and children feel valued and included. One child explained, "We respect everyone, no matter what race or where they come from" and "We're not scared to share our beliefs." The School Council Lead explained, "I have no doubt that if a child heard any racist or homophobic language, they would report it." When talking about how well adults and children get on, one child explained, "During the year, teachers and children get to know each other well in a professional way."

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

- Consider including teaching about the CRC in Teaching School activities.
- Work with children and staff to develop actions that go with each right on the class charters. In time, children might then feel there is no need for Golden Rules as they overlap with right respecting actions.
- Explore what treating each other with "dignity" (a core value of the Convention) looks and feels like.



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.

- Children's participation is a strength with effective school councils on both sites working together using a video link up. They are proactively democratic, expressing the importance of "everyone having a right to a say" not just the council. Children clearly feel they have a voice that is listened to and acted upon. Members of the SLT described how "the school council is involved with everything" including being consulted on the Behaviour Policy and developing rights certificates to help highlight and celebrate rights respecting behaviour. Children have the opportunity to be part of a wide range of pupil groups and many groups are ambassadors for specific rights e.g. Peer Mediators (28) Eco Council (29) Playground buddies (15) ICT Incredibles (17) and Listening Friends (13). They often run assemblies, for example, the Eco Councillors shared their experiences of litter picking as part of the Keep Britain Tidy campaign and invited parents/ carers to the Great British Spring Clean. The Resilient Recyclers were involved in planning a take-over day.
- Children showed they are used to engaging in discussions about local and global current issues with understanding and respect. One child talked about the pressures on the NHS and the closing of small surgeries and the impact on healthcare. At the time of the assessment, children were preparing for SATS and one child described how, as a result of learning about research that showed children's wellbeing and academic skills were improved by wearing slippers, they had written persuasive letters to the Headteacher and received permission to wear slippers in school.
- Children spoke with respect and anticipation about the arrival to the school of a boy from Syria and events like Refugee Week, the Indhu Rani campaign, Fairtrade Fortnight, Adoption day, Global Citizenship Week and Internet Safety week are all used to champion and extend learning and understanding about rights.

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

- Explore the Global Goals (Sustainable Development Goals) to develop teaching about rights locally and globally. (See the excellent resources on the World's Largest Lesson website)
- Look at UNICEF's Advocacy Tool Kit to help develop children's campaigning skills. See <https://www.unicef.org.uk/working-with-young-people/youth-advocacy-toolkit/>
- Continue to develop student voice within the MAT so children are ambassadors for the CRC within and beyond their school
- Consider taking part in Unicef's OutRight Campaign and Soccer Aid.