



RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

ACCREDITATION INFORMATION

School	Moston Fields Primary School
Local Authority	Manchester
Number of pupils on roll	407
Headteacher	Sarah Murray
RRSA Coordinator	Stephen Shankland
RRSA Assessor	Pat Peaker
Date of visit	31 st January 2019
School Evaluation received	Silver Form received
Attendees at SLT meeting	Headteacher, 2 deputy headteachers, one of whom RRSA co-ordinator
Number of pupils interviewed	20 pupils
Number of staff interviewed	3 teachers, 1 teaching assistant, Chair of Governors. 1 governor, 1 parent/lunchtime organiser, 1 grandparent
Evidence provided	Learning walk, written evidence, pupil focus group, classroom visits, school website
First registered for RRSA	June 2017
Bronze achieved	January 2018

ACCREDITATION OUTCOME

Moston Fields 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 rights respecting journey is being carefully planned at Moston Fields. Capitalising on her previous experience in a rights respecting school, the headteacher effectively involves staff, children and the whole school community. The school's culture and principles are now underpinned by the United Nations Convention on the Rights of the Child (CRC). She commented, *'we are doing this because we want to respect children's rights, it's not an add-on, we have threaded it through and we are now seeing the impact here at Moston Fields'*.
- Pupils can name a range of rights, know they are for all children and are equally important. They speak knowledgeably about rights being infringed citing war, poverty, natural disasters and lack of food and clean water. The Chair of Governors commented, *'they can articulate their rights, the whole school is more respectful and they work better together.'* A teacher added. *'The notion of the right to learn means they are ready, they are on task.'* Another teacher said, *'it (the CRC) has been embedded and changed the ethos of the school.'*
- The half-termly projects are linked to appropriate rights. These articles are shared with parents through fliers, displays and the web site and form part of the children's assessment planner. Articles are visited through watching weekly news programmes and 'Article of the Week'. Not only are children making links with the CRC through their class work but also in the context of what is going on in their lives and the lives of others both locally and globally.
- The active Rights Respecting School Council and the RRSA Steering Group give children the opportunity to be involved in sharing information through assemblies, class visits, questionnaires and helping to deliver a programme of special events and parent workshops. These events ensure the regular promotion of the CRC, an evaluation of the impact on all areas of the children's lives and an emphasis on the role of adults as duty-bearers.

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

- Continue to work towards deepening and widening the knowledge and understanding of the UNCRC and its global impact. It is important that the whole school community appreciates that rights are inherent, inalienable, indivisible, universal and unconditional. Refer to the [ABCDE of rights](#) on the RRSA website so



that pupils can be easily introduced to the more formal language associated with rights.

- Enable pupils to look at global issues from a perspective of rights so that they develop a heightened sense of equity and justice.

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.

- Both governors spoke of the '*massive change in the school*'. The Chair of Governors attributes this to the strong positive relationships fostered by the Behaviour Policy with its focus on the CRC. Children, staff and parents were all part of the discussions in its formulation, underpinned by Article 28 in regard to respect for children's dignity. Pupils' voice, heard through questionnaires, reflects their positivity in school and in their relationships with others. The data shows an increased percentage of children feel that adults respect them and that pupils are kind and helpful. Parents say that their children enjoy school.
- Class charters and a playground charter help to promote a Rights Respecting environment. In addition, there is a bespoke printed Whole School Charter of Rights created with input from pupils, parents and staff. Six rights (drawing on Articles 28/29, 12, 34, 19, 37, 7, 14, 30) are highlighted and the actions of adults and children in relation to the rights are described.
- Pupils agree that they feel safe in school and if they have a problem, they would tell an adult. The school has invested in the services of Place2Be and Place2Talk. Trained counsellors work with identified children in the former and all children, if they wish, in the latter supporting their social and emotional needs. Forest School, 'Place to Grow', weekly outdoor adventure activities not only add enrichment to the ongoing PE and PSHE curriculum but address health and wellbeing. Pupils reflect upon their learning and discuss their progress with the teacher.
- Of particular note is the book 'The Miracle of Moston Fields' written and illustrated by the participation in some way of all the children. Through the curriculum, children found the enchantment in nature and drew on these experiences which culminated in a celebration of their work when the book's publication was launched in May last year.
- The RRSA questionnaire data show an increase in the percentage of children who feel they can influence decisions. They have been involved in the choice of a new school uniform, involved in school policies, all of which are now linked to articles of the CRC, and have a voice in which charities they would like to support.

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



- When class charters are next reviewed, ensure that the role of the duty bearer is considered as you have in your whole school charter. This will ensure that children are clear how adults uphold their rights and facilitate their access to them.
- Ensure that pupils and adults are kept well-informed of the school's provision to support their health and well-being and that information is accessible to all.
- Develop further the principle of dignity so that the use of key vocabulary helps to develop a sound understanding of what it means to be rights respecting.

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.

- A teaching assistant commented on her support of groups of pupils, *'it is empowering to watch them grow in the group and think outside of the "box". They blossom in that group and think of the rights of others.'* A governor who sits with children and staff representatives on the RRS Steering Group finds the pupils *'very impressive and ambitious for what they want to achieve.'*
- Children's views are sought through the School Council and the RRS Steering Group. They share their opinions with staff, for example suggesting a child presentation in anti-bullying week to parents and proposing changes to the organisation of 'Proud to Be...' this year. All suggestions are followed up by staff and the children supported to deliver them.
- Through Place2Talk, the school actively seeks to hear children. Data for the number of children using this service shows the positive impact it has.
- Motivated by their recent work on the suffragettes, a 'Girls' Group' has been formed. They are learning about the place of women in society and have explored parts of the world where the rights of women are infringed. The group has chosen as its motto 'These Girls Can'.
- Engagement with the newly established Rights Respecting Children's Parliament has opened up the possibility for the school to become an active campaigner in the promotion of the Global Goals. Data from the school's questionnaires shows that the pupils feel that they can make an impact locally and globally. These children are well-placed to consider inequalities and address them.

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

- Capitalise on the enthusiasm of the children and empower them to become advocates and campaigners for the rights of all children locally and globally.
- Continue to use relevant news media to facilitate pupils' critical reflection.
- Enhance ambassadorial activity by enabling children and staff to promote and encourage Rights respecting values, actions and knowledge of the UNCRC with other school and in the community.



- Take advantage of the rich cultural heritage of the school as you develop the focus on global citizenship and sustainable development. Consider engagement in the [World's Largest Lesson](#).
- Aim to participate in RRSA training to support your journey to GOLD.