

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Town Lane Infant School
Headteacher:	Kate Large
RRSA coordinator:	Jane Armstrong
Local authority:	Wirral Council (The School is part of the Concordia MAT)
School context:	There are 333 children on roll. The school identifies 10% of the children as requiring additional support with their learning and there are two EHCPs pending. 6% of pupils speak English as an additional language and 10% of the pupils receive support through Pupil Premium.
Attendees at SLT meeting:	Headteacher and RRSA coordinator.
Number of children and young people spoken with:	15 children from Foundation Stage to Y2 including some members of the School Council.
Adults spoken with:	Two members of support staff, a parent, a parent governor and two teachers.
Key RRSA accreditations:	Registered for RRSA: September 2015 Bronze achieved: March 2016 Silver Achieved: April 2017
Assessor(s):	Martin Russell
Date:	9 th February 2022

REACCREDITATION OUTCOME

Outcomes for Strands A, B and C have all been achieved.

Town Lane Infant School has achieved the standard for UNICEF UK's Rights Respecting Schools Award at Gold: Rights Respecting.

1. STRENGTHS AND RECOMMENDATIONS

This report is based on a virtual accreditation visit. The assessor would like to thank the children, the Senior Leadership Team, and staff for their warm welcome to the school, for the opportunity to speak with adults and children during the assessment and for the detailed evidence provided to support the process. Prior to the accreditation visit, the school completed a comprehensive School Evaluation: Gold form and provided a good range of digital evidence.

It was evident that children's rights continue to be embedded across the school and underpin every facet of school life.

Strengths of the school include:

- Rights fully embedded across the curriculum in a way that enriches the learning for all children.
- Confident and enthusiastic children who are clear on the importance of rights and are empowered to drive change within their school.
- An ethos that places positive relationships based on mutual respect and trust at the heart of school life.
- Highly effective leadership of the rights related work at all levels, including from the children.
- Specific planning to address the recommendations shared at the Silver accreditation, all of which have been successfully actioned.

Our experience has shown that there are actions that have proven useful in other RRSA schools and settings in helping them to maintain and build on their practice at Gold level. Here are our recommendations for your school:

- Create opportunities for pupils and staff to continue exploring the Convention, regularly revisiting the related concepts and language.
- As Covid restrictions are lifted, further support parents/carers and families to learn more about and understand the CRC and engage more fully with the school's rights respecting journey.
- Continue to explore with children and staff the meaning of key concepts underpinning a child rights-based approach, for example 'dignity' and 'equity' and how these are enacted in school practice.
- Continue to access training from UNICEF UK through RRSA membership.
- Take on an ambassadorial role for both the CRC and for RRSA with neighbouring schools, particularly your partner junior school, and with others in the Trust.

2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
<p>1. Children, young people and the wider school community know about and understand the UN Convention on the Rights of the Child and can describe how it impacts on their lives and on the lives of children everywhere</p>	<p>Children spoke about a range of different articles from the Convention and were able to explain the underpinning principles of rights and are growing in confidence in using the precise vocabulary. Children said that they learn about rights in their lessons, in assemblies and through seeing the articles on display around the school. The Rights Respecting Steering Group spoke of their role, <i>"We help to make sure that everyone in school knows about their rights."</i> One child explained, <i>"we learn about our rights... it's good that we have them."</i> Children acknowledged that, although rights are universal, they can't always be accessed by every child, referring to lack of access to clean water and to education. One of the adults spoken with observed that the children <i>"...are now much more aware of the world around them and of the wider world."</i> Consistent use of Picture News in assemblies and in the classrooms helps to further embed global awareness. The curriculum is rich with opportunities to engage with rights related issues; for example, detailed planning was shared about healthy lifestyles and choice directly linked to A24. Staff are extremely well supported to develop their understanding of rights through ongoing CPD and schedules such as the assembly plan ensure regular exploration of a range of articles for adults and children alike. The headteacher and all the wider team of adults, including governors, are wholeheartedly committed to realising the Convention for all the children, <i>"It's at the heart of what we believe. Rights are a key driver for us, throughout the curriculum but in all relationships too. We want to empower our children to be confident and resilient."</i> Parents and governors are highly supportive of the school's commitment to the CRC saying that it helps the children to feel and believe <i>"...that there are no limits to what they can do."</i></p>
STRAND B	Highlights and comments
<p>2. In school children enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.</p>	<p>Children were clear that their school is a place where all their rights are met and they spoke of the role of adults, both within and outside school, in supporting them to access their rights, <i>"They take care of you... the caretaker helps us have a clean and safe environment."</i> Children were confident in explaining that trusted adults are there to respond to any concerns they may have, <i>"...they are always there to help you."</i> One explained trust as, <i>"Knowing that they can do something for you."</i> Children asserted that life at school is fair and were at ease with discussing the idea of equity as a key part of life in school.</p>
<p>3. Relationships are positive and founded on dignity and a mutual respect for rights</p>	<p>Across the whole school community positive relationships are rooted in respect for one another, the children spoke of respect in terms of care and about not laughing, <i>"If somebody is hurt or when they make a mistake."</i> Staff spoke about a restorative culture based on mutual respect, <i>"When we use 'restorative sheets' we help the children to reflect on respect for the rights of others."</i> Children spoke confidently about kindness, being sorry and sharing as ways of supporting other people's rights; when there are fall-outs, <i>"...we try to help them feel better and help them join in again."</i></p>

4. Children and young people are safe and protected and know what to do if they need support.	Children described examples of being safe in school, <i>“All the adults look after us.”</i> ; <i>“We have practice fire alarms.”</i> The curriculum is strong in addressing the right to be safe and protected from harm with content including learning about e-safety, work with the NSPCC and a consistent focus on anti-bullying. Support staff spoke about the school’s commitment to a ‘culture of safety’, <i>“...the children are part of this, and they really understand it.”</i> The Forest Schools programme has a strong focus on outdoor safety and safe risk taking.
5. Children’s social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.	All aspects of children’s health and wellbeing are high priorities at Town Lane. Children are made aware of the importance of having healthy minds as well as bodies; numerous focus days and weeks and support from external specialists are underpinned by the ongoing ‘Jigsaw’ PSHE curriculum which is linked to relevant articles of the CRC throughout. Central to this work, explained staff, <i>“...is the promotion of positive and trusting relationships.”</i> The school offers many clubs and additional experiences to support wellbeing including, at the children’s request, ‘Boot Camp’ and gym training from PE coaches.
6. Children are included and are valued as individuals.	The school is strongly committed to inclusive practice. The children spoke with ease about themes related to diversity and inclusion and the concept being different but being equal was referred to, emphasising that, <i>“...if we were all the same, it wouldn’t be much fun!”</i>
7. Children value education and are involved in making decisions about their education.	Children value their right to an education and spoke about supporting each other’s learning though Collaborative Learning Groups, <i>“We work in pairs sometimes.”</i> ; <i>“You can help people with their work.”</i> Subject coordinators carry out regular reviews based on children’s opinions about their learning. Staff commented on improved engagement; as one put it, because of their rights, <i>“...they really want to get involved.”</i>
STRAND C	Highlights and comments
8. Children know that their views are taken seriously.	The children believe that their views are valued and acted upon; one child, quoted in the school’s evidence said, <i>“We vote on what we watch at lunchtime. We vote on what fruit we’d like, what games to play outside, which story to read and we pick our School Council member.”</i> One pupil remembered, <i>“We wanted to set up a kindness club and this is happening.”</i> Another child spoke about the Council successfully asking the headteacher for more playground equipment. In addition to the School Council, other leadership opportunities include the Playground Buddies, Play Leaders and the Eco Committee. Members of the latter have presented their concerns to an LA representative and have collaborated with a local Men in Sheds group to commission bird and bat boxes to be made for the area.
9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.	The school’s commitment to the rights of others locally and globally is strong. In terms of fundraising, the children referred to their Pyjama Day for Alder Hey Children’s Hospital and to Number Day for the NSPCC. Remembering a project they had undertaken to support a local shelter charity, one pupil said, <i>“If you help people who are homeless, it gives them a better life.”</i> Other charities supported include Children in Need, Macmillan and the local foodbank through a Reverse Advent Calendar. In addition to UNICEF’s OutRight campaigns the children have written to their local MP about plastic pollution; she visited them to discuss the issues and took the letters they had written to the Prime Minister.