

# RRSA REACCREDITATION REPORT

## GOLD: RIGHTS RESPECTING

<b>School:</b>	Meadows First School
<b>Headteacher:</b>	Sue Hewitt
<b>RRSA coordinator:</b>	Matthew Tunnicliffe
<b>Local authority:</b>	Worcestershire County Council
<b>School context:</b>	Meadows First School has 338 pupils on roll aged between 4 and 9. 14% of pupils are eligible for pupil premium funding, 7% have an EHCP and 23% receive SEN support whilst 1% have English as an Additional Language.
<b>Attendees at SLT meeting:</b>	Headteacher, Deputy Headteacher, SENDCO and RRSA Lead.
<b>Number of children and young people spoken with:</b>	6 children from Year 4 leading the school tour plus 16 children in a focus group from Reception to Year 4.
<b>Adults spoken with:</b>	3 Teachers, 2 Parents and 1 Parent Governor
<b>Key RRSA accreditations:</b>	Registered for RRSA: 10 <sup>th</sup> November 2017 Silver achieved: 28 <sup>th</sup> February 2019 Gold achieved: 5 <sup>th</sup> February 2020
<b>Assessor(s):</b>	Hilary Alcock and Katelyn Farrenson
<b>Date:</b>	17 <sup>th</sup> May 2023

## REACCREDITATION OUTCOME

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

Meadows First School continues to meet the standard for UNICEF UK's Rights Respecting Schools Award at Gold: Rights Respecting.

# 1. STRENGTHS AND RECOMMENDATIONS

The assessors 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 are embedded across the school and underpin every facet of school life.

## Strengths of the school include:

- Confident and articulate children who demonstrated a very good knowledge and understanding of rights. They knew a wide range of articles and were confident in the concept of rights.
- Gold recommendations have been successfully developed and built upon with additional and ongoing training for staff provided.
- Consistent messaging about rights and respect underpinning every dimension of the school's work.
- The empowerment of children to be campaigners for their rights and the rights of others, with a notable success being the social action campaign to reduce car idling in the school car park.

## 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:

- Seek ways of making the Convention and your commitment to RRSA and its impact more explicit on the school's website, in other communications and in strategic documentation.
- Continue to develop an ethos of inclusion and non-discrimination, providing opportunities to explore and celebrate diversity in all its forms including race, gender, belief and different kinds of families so that all people feel valued and included.
- Continue to provide opportunities for children to be involved in pupil led groups. Ensure they understand how this links to Article 12 and participation and can articulate the positive impact they have on school improvement and the school community. Consider including children in appropriate policy reviews.
- Strengthen the impact of pupil voice by closing the feedback circle; perhaps a 'You said, We did' approach, showing how the voice of pupils has brought about meaningful change.
- Continue to act as ambassadors for rights and the RRSA through your networks such as your local partnership and continuing to share the benefits of pupils continuing their RRSA journey as they transition to Parkside Middle School.

## 2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
<p>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.</p>	<p>Children across the school spoke confidently about a wide range of rights from the UN Convention on the Rights of the Child (CRC). They explained how rights linked to their curriculum, student led assemblies and social action campaigning work. One child explained the importance of learning about rights by saying: <i>"If we didn't know our rights, we wouldn't know if they were being taken away."</i> Children also demonstrated a very good understanding of the role of duty bearers and rights holders and principles that underpin rights explaining, <i>"...rights are for all children in the world...they can't be taken away even if you do something naughty."</i> They demonstrated an awareness of why some children are denied their rights commenting, <i>"flooding affects the right to a clean environment and education."</i> Pupils have made a video, shared on the school's website, which clearly shows their understanding of rights and why they are important.</p> <p>The headteacher commented, <i>"Children's rights are embedded across the curriculum... they are part of the heart of the school."</i> Staff were keen to point out how the school had developed previous Gold report recommendations and how children's rights <i>"permeate everything"</i> particularly as <i>"rights are even stronger within Early Years."</i> All staff, including supply teachers and those new to the school, receive ongoing professional development to ensure that a rights-based approach remains embedded across the school. Parental engagement and involvement with the school's rights work is strong. Staff, parents and children described a recent rights respecting workshop led by pupils. One parent explained how they have, <i>"access to what [the children] have been learning"</i> and are invited to pupil led assemblies about rights where there are <i>"quizzes for the grown-ups"</i> to help them learn about rights which spark <i>"debates around rights at the dinner table."</i> One child described how anti-bullying homework that they did with their parents, <i>"helps everyone to know their rights to be protected from violence."</i></p>
STRAND B	Highlights and comments
<p>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</p>	<p>Children spoken with agreed that being a Gold Rights Respecting School, <i>"makes people kinder to each other because we learn to respect their rights."</i> One child explained how, <i>"The playground charters keep us happy and safe."</i> A member of staff, discussing the positive impact of being a Gold Rights Respecting School, described how, <i>"Rights are a vehicle to improve relationships."</i> Positive, polite and respectful relationships were evident throughout the visit, with pupils enthusiastic to talk about their rights and their school. The RRSA Lead summed up the positive impact of being a Rights Respecting School by saying, <i>"I can't imagine our school without rights."</i></p> <p>The school collaborates with a number of community groups including NSPCC, Police, Ambulance Service, Fire Brigade and Blue Cross, to support children's right to be safe. All of the children leading the tour of the school, highlighting vibrant and numerous rights displays, were able to articulate in detail their right to be safe and healthy through assemblies and focus topics across the school.</p>

<p>respects the rights of both educators and learners and promotes wellbeing</p>	<p>Children spoken with described a variety of ways in which <i>“teachers, caretakers and the headteacher”</i> as duty bearers in their school keep them safe including visiting The Hive, where pupils can go, <i>“If you don’t feel safe, if you’re feeling sad or if you’re not having a great time.”</i> One child asserted proudly, <i>“we don’t have any bullying at school.”</i> Another talked about how <i>“everybody treats everybody fairly.”</i> Children were also unanimous that they would trust an adult to <i>“sort out”</i> any concerns that they put into the Worry Box.</p> <p>Meadows First School has recently been awarded as an Inclusion Quality Mark Centre of Excellence school which highlighted the school’s approach to diversity and praised its SEN inclusion work. The school bases its diversity and inclusion curriculum on its Unique Me focus with non-discrimination spoken about by several pupils during the Gold visit. One pupil commented, <i>“non-discrimination means that you shouldn’t be treated differently because of your gender or skin tone.”</i></p>
<p><b>STRAND C</b></p>	<p><b>Highlights and comments</b></p>
<p>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 children experience their rights.</p>	<p>Pupil leadership groups include a School Council, Digital Leaders, PE Crew, Eco Council and Rights Respecting Group. Children spoken with agreed that their views and opinions are listened to. One pupil explained, <i>“If you tell your school council something, they’ll try and make it happen.”</i> Another, who was explaining the importance of joining groups said, <i>“If you don’t include everyone, they won’t get their right to an opinion.”</i> The headteacher described how the School Council’s ideas had come together to inform the School Development Plan.</p> <p>Children described how they are <i>“changemakers”</i> and <i>“stand up for rights.”</i> They understand that they <i>“can protest”</i> and effect change. This is borne out in Meadows school’s many and varied successful school and pupil led social action campaigns. These campaigns include children writing to the school’s Private Fund Investors to stop contractors mowing all of their field to protect bees, raising awareness of homelessness with a sleepout event which culminated in a social impact award, the awarding of a sixth Eco Schools Green Flag and arranging a visit from Sajid Javid MP to the school as part of the 2022 Unicef OutRight campaign. Children also described a litter picking campaign, crisp packet recycling to make blankets for homeless people and support for the local Foodbank. The school is particularly proud of another successful student-led social action campaign, <i>“Cough! Cough! Turn it off!”</i> to encourage drivers to switch off their car engines whilst in the school car park. A governor commented, <i>“The Eco Council came up with the anti-idling campaign”</i> and were <i>“empowered”</i> because they have a <i>“pride and passion in rights”</i>. The RSA lead explained how <i>“every project reaches a right.”</i></p>