



RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

ACCREDITATION INFORMATION

School	Whiston Willis Primary Academy
Local Authority	Knowsley
Number of pupils on roll	306
Principal	Ian Cooper
RRSA Coordinator	Amy Askew
RRSA Assessor	Fran Parsonage
Date of visit	24th January 2020
Attendees at SLT meeting	Headteacher , Deputy Headteacher, RRSA Coordinator
Number of pupils interviewed	36
Number of adults interviewed	3 Teachers , 2 Governors, 3 Parents , 1 Support Staff
Evidence provided	Silver impact and evaluation form, learning walk, written evidence, class visits. Governor, staff and pupil interviews
Date registered for RRSA	October 2017
Bronze achieved	16 th April 2018

ACCREDITATION OUTCOME

Whiston Willis Primary Academy 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.

- Children can describe an impressive range of articles including: the right to have an education, to have clean water, to play, to have healthy food, to privacy, to have opinions heard, to access information. A Y3 pupil commented, *"You have the right to be safe, we are taught how to keep safe on line"*. Another pupil commented *"You have rights from the minute you are born until you are 18, they can't be taken away."*
- Articles are clearly visible around the school on display boards. The Pupil Leadership Team talked about the Whole School and Playground Charters which were put together in consultation with pupils and adults. Class Charters are visible in all classrooms, a pupil explained, *"we choose the articles to include on our charter."* As part of the anti-bullying week children signed a display against discrimination. Pupils explained about teachers talk in assemblies about rights and how the Pupil Leadership Team choose an 'article of the month' which is talked about in class assemblies.
- Articles are embedded in many school actions such as planning and meetings and policies. The children have designed a rights logo. Parents and governors are well informed about Rights Respecting Schools Award through regular newsletters and assemblies. A Governor commented the next stage would be for Pupil Leadership Team to speak at a governors meeting in the near future. Staff explained how RRSA was introduced during a whole school inset and that it regularly features in staff meetings. Teachers commented that rights are linked to assembly topics and are easily linked to many aspects of the curriculum. A teacher commented that the 'article of the month' gives them a focus. A Y5 pupil explained how their teacher had linked rights to the recent work they had been doing on the Holocaust.
- Children have a good awareness of where children might not be able to access their rights. A pupil explained, *"Some places don't have schools so they don't have education"*. Another pupil said *"wars stop rights being accessed"*.
- A parent said *"Children are coming home and discussing education and comparisons with other children."* Another parent commented, *"Pupils having a voice has given them the confidence to stand up for themselves"*

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

- Work towards an increased knowledge of the origins of the CRC, its global impact and, for older pupils its place within the wider framework of Human Rights.



- Build on the already creative displays around the school and make articles even more visible and high profile. Celebrate the work you are doing on the website.
- Work towards deepening and widening the knowledge and understanding of articles across the whole school community - appropriate to age and ability - develop awareness of rights being inherent, inalienable, indivisible, universal and unconditional, including appropriate CPD and staff induction. Consider using the [ABCDE of Rights](#)
- Enable the children to look at global issues such as sustainable development from a perspective of rights so that they develop a heightened sense of justice and equity

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.

- Children said they feel respected and respect all staff. In addition to teaching and support staff, pupils are supported by a Learning Mentor who assists with emotional resilience and behaviours. Jigsaw, the PSHCE programme, promotes the well-being of children. There are many opportunities to develop children's moral, social and cultural experiences, including: Anti-Bullying Week, World Children's Day residential experiences and visits to various places of worship, visits from various groups, such as Merseyside Police, the ADAM Foundation discussing knife crime with year 6 children and the NSPCC discussing on-line safety. As an International School, the school explores UNESCO Education Day and this will be developed in the curriculum when a teacher visits South Africa in the near future.
- Pupils explained how their school develops their talents and abilities including numerous clubs, such as; art club, yoga club, maths club, reading buddies, and various sports clubs including, hockey, cricket and dodgeball. Pupils are involved in decisions about the clubs offered. They also spoke about how school helps them to keep healthy. They have assemblies on healthy eating, PE lessons, fruit snacks and healthy choices at lunchtime.
- The children feel safe in school and talk to adults when they have an issue. A Y6 pupil said, *"We can talk to lots of people in school about how we feel."* When asked to describe how they felt about their school, a selection of pupils said they felt *"equal", "resilient", "comfortable", "listened to", "secure", "it's right for me", "I'm able to be myself", "school pushes me further", "smart" and "safe"*.

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

- Ensure that children are clear about how adults, as duty bearers, should uphold their rights, and help facilitate their access to rights. When class charters are next reviewed, endeavour to include actions for duty bearers as well as for children.



- Find ways to explore the concept of 'human dignity' and its role as a principle of school life and relationships.
- Explore the role children and young people play in engaging in their right to learn. Consider, with them, how this can be further enhanced.

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 numerous opportunities for pupils to have their voices heard. Children believe their voice are taken seriously. A Y3 pupil explained, *"we vote for the pupil leadership team, and this is a democracy."* A large number of pupils said they feel they have a voice. Learning powers are displayed in class and pupils can discuss the part they play in their learning.
- Global goals have been introduced to the children through assemblies and in lessons. The eco-group supports litter picking in and around school. A teacher mentioned work on sustainability is embedded in the school. The Classes listen to Newsround, articles regularly link to rights and are discussed in class and at home. The whole school 'Zoo Project' linking with Chester Zoo has made a lasting impression on pupils understanding of wildlife and conservation.
- Children explained how they support children outside school, such as the Children in Need, Kidscape, Save the Children, CAFOD and local community foodbanks. They spoke enthusiastically about the charity work they are involved in and how they make decisions about fundraising.

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

- Continue to strive for more creative and significant opportunities for the participation and decision making of children to influence and shape the life and work of the school, perhaps through explicit involvement in school improvement planning and the evaluation of learning and teaching.
- Further build opportunities for children to be involved in pupil led groups and ensure that children can articulate the impact that these groups have on the school and or its community.
- Enhance ambassadorial activity by enabling children and staff to promote the Rights Respecting Schools Award and knowledge of the CRC with other schools and in the wider community.
- In addition to your well established and successful charity fund raising. Facilitate more opportunities for the children to initiate powerful advocacy and campaigning work on local and global issues, linked to children's rights.