

RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Ashbury Meadow Primary School
Headteacher:	Lucy Thomas
RRSA coordinator:	Jordan Allen
Local authority:	Manchester
School context:	There are 478 pupils on roll of whom 42% are eligible for Pupil Premium Funding. 14% of children have an EHCP and 63% of pupils speak English as an additional language.
Attendees at SLT meeting:	Headteacher, RRSA Lead, Head of Pastoral and Head of EYFS
Number of children and young people spoken with:	8 children from the Rights Team (Y3- Y6) 4 children from Y5 and Y6
Adults spoken with:	4 adults including the SENDCo, Head of Personal Development Team and 2 parents
Key RRSA accreditations:	Registered for RRSA: July 2017 Silver achieved: June 2018 Gold achieved: November 2020
Assessor:	Sarah Hodgkinson
Date:	8 th May 2024

REACCREDITATION OUTCOME

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

Ashbury Meadow Primary School continues to meet 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 reaccreditation 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 are embedded across the school and underpin every facet of school life.

Strengths of the school include:

- A strong commitment to children's rights and to RRSA from leaders at all levels tied into the vision and values of the school. Quality training and support for staff, including the induction process for new staff, has been sustained.
- A common language of rights which is used across the school and supports children to explore and discuss a range of issues.
- A school with inclusion at its heart, where pupils feel safe and secure and are articulate about the importance of knowing about children's rights, the difference this makes to their lives and their desire and determination to help realise these rights for others.
- Children are actively engaged in raising awareness of children's rights in the community and supporting children globally to access their rights.

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:

- Continue to revisit RRSA guidance around language, wording and vocabulary of rights. UNICEF UK's [ABCDE of Rights](#) resource will support staff.
- Continue to work on enabling the pupils' and adults' use of rights vocabulary such as dignity, equality, equity, duty bearers and rights holders. Encourage everyone to actively use rights language when managing positive relationships in the playground and around school.
- 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 develop strategies to empower children to challenge injustice and create further opportunities for all year groups to be involved in campaigning and advocacy work on children's rights. Consider using the UN Global Goals for Sustainable Development as a framework for this and the [UNICEF UK Youth Advocacy Toolkit](#).

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 in the focus groups had a good knowledge of rights which they shared readily and with enthusiasm. They understood the principles which underpin rights as one pupil explained, <i>"Rights are for everyone in the world. They start when you are born."</i> Pupils explained that they learn about rights through weekly 'Rights Assemblies' and in lessons. Children understand why rights are important and relevant to their lives and acknowledged that learning about global events and the Sustainable Development Goals (SDGs) helps them to understand what is happening around the world and how it impacts on their rights.</p> <p>All staff at Ashbury Meadow are passionate about the impact that teaching and learning about rights is having on the children. The headteacher talked about the difference in the cohorts since the previous Gold accreditation and how the, <i>"...cultural changes we've seen over the past four years has embedded the support of the rights within the culture of the school... Rights are seen from SLT to what you see on the playground."</i> Staff shared how learning about rights starts with the nursery and continues throughout the children's time at the school. One member of staff commented, <i>"...you can hear the children talking about rights in nursery and it always amazes me! You hear the language of rights throughout the course of the school day."</i> Staff also shared how their knowledge of children's rights has empowered them to have some of the more difficult conversations with parents and carers. When discussing attendance with families, a member of staff explained they can use the CRC to frame the conversation, explaining, <i>"If children are not in school, they are not accessing their right to learn."</i></p> <p>Parents are supported to become knowledgeable about children's rights through the website, newsletters and when rights are discussed at home. One parent explained, <i>"It's making my child aware that everyone is equal and has a voice and a right to speak. The school he goes to is very diverse, so it helps us."</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</p>	<p>Children and adults collaborate to develop their school community based on positive relationships and mutual respect. There is an excellent use of charters across the school which are developed each year with pupils, and this has been expanded to now include a playground charter. One child explained, <i>"We make charters. We vote on what rights we think are the most important."</i> All children and adults spoken with agreed that learning about rights is having a positive impact on relationships across the school. One pupil explained, <i>"I think adults treat us the same; no matter your gender or religion,"</i> and a member of staff added, <i>"Children relate really well to each other, and they have that mutual respect. They are interested in each other's identities."</i></p> <p>Children in the focus groups were able to articulate how the adults at Ashbury Meadow support them to be safe from harm and how this links to the CRC. They gave examples including the coloured lanyard system to help identify</p>

<p>teaching in a way that respects the rights of both educators and learners and promotes wellbeing</p>	<p>which adults should be in school and learning about online safety. The school's work on health and wellbeing, in particular the consideration of mental health and emotions, was notably strong and reflected by the recent achievement of the National Nurturing Schools Award. Children talked about the structures in place to support them with their emotional wellbeing, including the Zones of Regulation, the Pastoral Team, and one child explained, <i>"...we've got posters about if you're worried about something. You can write a letter and pop it in and the adults will talk to you."</i> Pupils also acknowledged the different ways in which staff support the children with their physical health. Children shared examples such as PE, Soccer Aid, Multi-sports clubs, and the daily mile.</p> <p>Ashbury Meadow has a nurturing and inclusive ethos, where the values of dignity and respect are lived and valued by children and the school community. The school has recently achieved the Rainbow Flag Award and staff talked about the importance of celebrating diversity in the community. One member of staff explained that as the school is situated so close to Manchester city centre, <i>"...children regularly come across diversity in the city, it's important to help them to understand the importance of respecting everyone and linking it back to rights,"</i> and they added, <i>"It's helping parents to evolve and develop their own views as well."</i> Staff work hard to ensure that children with SEND are included in all aspects of school life. The SENDCo explained, <i>"I'm really proud that children don't see or treat our children with SEND as anything different because they are included in everything."</i></p> <p>When discussing the importance of education and learning about rights, one pupil explained, <i>"If children don't know their rights, they will think they are not equal and think less of themselves."</i> The headteacher commented, <i>"...learning about rights from age 3 to 11 has enabled children to use the articles to develop their own voice and it gives them the confidence that they will be heard."</i> A member of staff added, <i>"If children leave this school with a level of respect for each other, and an acceptance and understanding that other children's lives and needs are different, it's a societal win!"</i></p>
<p>STRAND C</p>	<p>Highlights and comments</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>Pupils were keen to share their opinions and were positive that they could make a difference in school and in the wider world. Pupils have been involved in the Manchester Pupil Parliament where they have collaborated with children in other Gold RRSA schools across the city and they have been regular attendees at the pupil-led Safeguarding Conference. The Rights Team researched the SDGs and created presentations to inform the whole school and then pupils were invited to vote on which SDGs to focus on. Pupils voted on 'Zero Hunger' and 'Gender Equality' and they have begun developing their action plan to see how they can work towards these goals first in Manchester, and then beyond.</p> <p>As part of their next steps, children are selecting local charities that are linked to these goals and putting together fundraising events. Children have also attended the Hate Crime Awareness Launch in 2023, Keep Manchester Tidy at Beswick Park and hold an annual Soccer Aid event to raise money for playground equipment so that others can access their right to play.</p>