

RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Springfield Community Primary School
Headteacher:	Anna Case
RRSA coordinator:	Maudie Wyatt
Local authority:	London Borough of Hackney
School context:	A one form entry primary school with 204 pupils. 31% of pupils are eligible for Pupil Premium support. 68% speak English as an additional language and 15% receive support for Special Educational Needs.
Attendees at SLT meeting:	Headteacher and Deputy Headteacher who is also the RRSA Lead.
Number of children and young people spoken with:	8 members of School Council from Y3 to Y6, 11 children from Y2 to Y6 in focus group.
Adults spoken with:	2 Teachers, 2 members of Local Advisory Board (one of whom was a parent until recently).
Key RRSA accreditations:	Registered for RRSA: October 2010 Silver achieved: July 2011 Gold achieved: July 2014
Assessor:	Isobel Mitchell
Date:	04/10/2022

ACCREDITATION OUTCOME

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

Springfield Community 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 an in-person 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 collection 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:

- Children who have an exceptional knowledge of rights and how they apply to their own lives and the lives of others in the wider world.
- Natural links to relevant rights are fully embedded across the curriculum in a way that enriches the learning for all children.
- 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 has been sustained.
- The current focus on developing the curriculum, working with families and children to reflect the school's diverse community and build children's cultural capital.
- A school with inclusion at its heart, where pupils are treated fairly, listened to, and feel safe.
- The empowerment of children to be activists for their rights and the rights of others.
- A strong desire to develop students' understanding of inequalities around the world and the actions they can take to address this.

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:

- Work with your Rights Ambassadors to support parents/carers and families to learn about and understand the CRC and engage further with the school's rights respecting journey.
- Seek ways of making the CRC and your commitment to a rights-based approach more explicit on the school's website and other communications. Consider using the CRC icons to explicitly link Articles to social media posts and the Springfield 'verse' and work with the Rights Ambassadors to develop creative content for the website.
- Consider developing the school's strategic documentation to link to specific articles of the CRC so your commitment to using children's rights as a framework to drive positive outcomes for children is more explicit. You might find [Articles in Action](#) a helpful resource.
- Further develop opportunities for children to be at the heart of decision-making, influencing and shaping the life and work of the school, recognising the role of children in helping adults understand problems and develop achievable solutions.
- Continue to create opportunities for children to reflect on children's access to their rights locally and globally and to take action to address this. Consider using [Unicef UK's Youth Advocacy Toolkit](#) to support this.
- As a Gold Rights Respecting School, develop your ambassadorial role, promoting the CRC and the benefit of a child rights-based approach particularly through supporting other schools in the Primary Advantage Federation to re-engage and/or continue with RRSA.

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 (CRC) and can describe how it impacts on their lives and on the lives of children everywhere</p>	<p>The children discussed a wide range of rights and understood how rights apply to their lives in school and in the wider world. They clearly explained the key concepts of rights; <i>“they are for every single child all over the world”, “you have them from birth, and you don’t have to earn them, no-one should take them away.”</i> The children talked about how they watch the news regularly and are aware of how in some situations children are not accessing their rights; <i>“sometimes men and women are not treated equally, and girls are not going to school - this is how it was in Ancient Greece, but it is still like that in some parts of Pakistan – that is what Malala was protesting about.”</i> <i>“Racism and discrimination still happen, and in some parts of the world children are forced to work.”</i> When asked whether there was anything that they could do to help all children to access their rights, they said; <i>“stand up and say why it’s not right – you should take a stand.”</i></p> <p>The children’s knowledge of rights develops over time through explicit links in the curriculum, use of rights language and assemblies focussed on rights. For example, Y2 have a unit of work on ‘activism’ featuring inspirational characters such as Marcus Rashford and Malala Yousafzai. The history curriculum compares access to children’s rights in Victorian Britain with today. One of the Geography topics focuses on the right to clean water through a study of Uganda and links this to the UN global goals. Discussion of reading texts links to rights for example ‘Home Ground’ by Alan Gibbons is a key text in Y3 and is linked to the rights of refugees. In the early years children’s rights are embedded in everyday language used with the children but also with their families.</p> <p>The SLT and governors (Local Advisory Board, LAB) are passionate about sustaining the rights-based approach in school – working on RRSA is identified as a continuous priority in the school development plan. The LAB have been very much engaged in the school’s work on rights, the chair said, <i>“Rights are an integral part of the school, it is so embedded, we see it in everything.”</i> Parents are informed about the school’s work on rights through social media posts and curriculum letters.</p>
STRAND B	Highlights and comments
<p>2. In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.</p>	<p>The children spoken with were very clear that their school enables them to enjoy their rights; <i>“we know that we are safe,” “all the teachers listen to us,” “we get a good education and there is no racism.”</i> Decisions taken by leaders are rooted in the CRC, for example, the commitment to children’s right to the best possible health is reflected in the emphasis on mental health and well-being, and commitment to Article 2 is apparent in the work on equality and inclusion in the curriculum. Members of LAB spoken with during the visit explained that the rights-based approach <i>“gives children confidence through understanding that they have rights – these things are not given to them as a favour but as their entitlement.”</i></p>
<p>3. Relationships are positive and founded on dignity and a</p>	<p>The school ‘verse’ guides relationships in school and children and staff are aware of how this connects to rights, for example, ‘v’ stands for ‘voice’ related to Article 12, ‘e’ stands for ‘everyone’ related to Article 2. Children spoken with confirmed</p>

mutual respect for rights	that they are treated fairly and with dignity, which they defined as <i>“your pride and honour”</i> and, <i>“what makes you, unique.”</i>
4. Children are safe and protected and know what to do if they need support.	Children confirmed that they feel safe in school and were comfortable to speak to an adult if they didn't feel safe. They talked about how the staff look after them in the playground and their knowledge of how to stay safe on-line is very good. Learning about safety includes how to stay safe outside of school through fire safety workshops, first aid training for children, NSPCC 'stay safe' programme and family workshops on staying safe on-line.
5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.	Many initiatives have been put in place to support children's social and emotional wellbeing, for example, the wellbeing and mental health clinician from CAMHS delivers assemblies, there is a counsellor available in school and regular pupil surveys to monitor how the children are feeling. A recent survey identified that the children are not clear on their hopes and aspiration for the future, so the school are responding to that with more careers guidance to raise aspirations.
6. Children and young people are included and are valued as individuals.	Staff talked about how learning about rights had made them more aware of the importance of enabling <i>“equal voice”</i> in class and not just <i>“hearing from the same children.”</i> The strong focus on equality and non-discrimination in the curriculum has developed the children's awareness of issues such as gender equality and racism and helps to develop an inclusive environment in school. The children said, <i>“In Y5 we learnt about ‘hidden figures’ – black women working for NASA, they fought segregation and discrimination.” “In this school, everyone feels welcome. If anyone is new, there is always someone offering to play with them.”</i>
7. Children and young people value education and are involved in making decisions about their education.	Children are asked to vote for topics they would like to cover in lessons and in assemblies and are asked how they would like to learn. The staff listen to their voice and make changes accordingly. For example, the children were asked by staff to say what techniques help them to learn and their responses included, 'I find it helpful when my teacher writes an example for us all to see.' 'When my teacher makes up rhymes, I really remember things.' The teachers have taken this feedback on board and now include more of these techniques.
STRAND C	Highlights and comments
8. Children and young people know that their views are taken seriously.	The School Council also act as Rights Ambassadors and represent the views of their class. They said, <i>“everyone's voice is heard”</i> and they could give examples of changes that have occurred because of pupil voice, for example, there is now a book hut in the playground as pupils requested a quiet place to be during break times. During a session called 'Friday Five' the Council members jot down ideas from their classes prior to meetings and feedback results of their meetings the following week.
9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.	Comments from staff during the visit reflected the commitment the school has to global citizenship. <i>“We are developing a sense of collective empowerment.” “We want them to know that the world belongs to them, and they are building the future now.”</i> The children have been using their voice to influence others and affect change. They shared their ideas on climate change at COP 26 through the 'Votes for Schools' project and marched through their local community with placards to ask people to think about their carbon footprint. Children have written to their MP about refugee rights and shared messages of solidarity for Ukrainian refugees, and thanks to NHS key workers. The staff amplify the children's voices through social media platforms.