

RRSA REACCREDITATION REPORT GOLD: RIGHTS RESPECTING

School:	Dore Primary School
Headteacher:	Lynette Glossop
RRSA coordinator:	Kathryn Davis
Local authority:	Sheffield
Assessors:	Kathy Allan and Lindsey Hobson
Date:	20 November 2018

1. INTRODUCTION

The assessors would like to thank the pupils, leadership team, staff, parents and governors for their warm welcome to Dore Primary School, for the opportunity to speak to the school community during the reaccreditation visit and for the detailed evidence provided prior to, and during, to support the process.

Children’s rights are a strong feature running through the school’s work. As the RRSA Coordinator described *“Rights Respecting is part of who and what we are, it is about relationships and how we talk to each other.”* *“It is providing a language and supporting the strong moral fibre of pupils empowering them to be ambitious”* added the Headteacher.

Particular strengths of the school are:

- A network of strategies for teaching the school community about the UNCRC which has created knowledgeable and confident pupils and supportive staff and governors.
- Pupils who feel valued and respected by an open and approachable staff team.
- A commitment to developing pupil voice and supporting children to be democratic, engaged citizens of the future.
- Strong and responsive curriculum links to global learning and sustainable development which are supporting children to recognise they can make a difference and take action for the rights of others.

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

2. MAINTAINING GOLD: RIGHTS RESPECTING STATUS

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 work to raise profile of the CRC and making explicit links to articles across the school.
- Review the schools website to ensure that Rights Respecting is promoted and embedded reflecting the strong ethos and values of the school. Utilise the recently introduced mascots to promote rights with families and in the school community.
- Continue to update and embed articles into school policies and practice building on the good practice already in place and strengthening sustainability of your rights respecting work.
- Develop and support the RR team to lead the next stage of your journey, monitor display and deliver training and support regarding rights to new staff, volunteers and in other schools locally. Work with children to explore opportunities for them to engage in school improvement through for example developing their own School Improvement Plan.

3. ACCREDITATION INFORMATION

School context	Dore Primary School has 465 pupils on roll. 4% of pupil are eligible for free school meals, 11 % have English as an additional language and 6% have SEN. All these figures are below the national average. Ofsted deemed the school to be 'outstanding' at their last visit in 2015.
Attendees at SLT meeting	Headteacher, RRSA coordinator, Deputy Headteacher
Number of children and young people interviewed	58 children
Number of adults interviewed	5 teaching staff 1 support staff 3 parents 2 governors
Evidence provided	Learning walk

	Written evidence Lessons Pupil focus group
First registered for RRSA: April 2012	Gold achieved: May 2013

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 development.

Strand A has been achieved

The children at Dore Primary have a good knowledge of articles from the UN Convention on the Rights of the Child. Work has been undertaken to comprehensively embed articles throughout the PSHE, RE, P4C and the outdoor learning curriculum with links noted across all curriculum areas and the assembly programme. As the Headteacher described RRSA is “a key driver for the curriculum...staff are now more confident in the way they refer to rights.” The RRSA Coordinator has led whole staff training and has been a catalyst for movement from rights being implicit to explicit in every area of the school. The progress made is impressive since the assessors visited in the summer term.

A mascot competition has engaged all members of the school community and KS1 and 2 mascots are visible around the school highlighting where rights are enjoyed. A Yr5 pupil explained “when we see the mascot we think about our rights, it’s good to see them around school.” A display about keeping safe is linked to article 19 and the Fairtrade board links to article 27. Children were confident in explaining that “rights are ours from when we are born,” “they don’t come with responsibilities, we just have them,” “duty bearers make sure everyone gets them.” Strengthened links in the curriculum and effective staff training have led to a new focus and as a member of staff described “we’ve made progress, links are stronger and we talk about rights all the time.” The Chair of Governors meets with the Dore Democrats regularly and the wider school community are kept informed about the CRC and progress with the award through newsletters, letters home and the schools website.

Global learning and sustainable development are strong features at Dore Primary and children are clear that although rights are universal and unconditional not all children can access all their rights. As a Year 4 pupil explained “rights are something everyone should have but some children don’t.” In the UK children discussed gender inequality, poverty and using less electricity to ensure a safe and clean environment. Children were also able to explain that in Kenya some farmers aren’t paid a fair wage so it is important to buy Fairtrade products, while war in Yemen means that many children can’t access clean water, shelter or education. They were able to explain that refugees should get access to the same rights as other children (article 22) but that this often doesn’t happen as they don’t have homes or schools to attend. A recent focus on the Global Goals has made a positive impact with one year 6 pupil explaining “there are 17 Global Goals. These are things we need to make better like health, no hunger, a good education, less plastic pollution. We can all do our bit and help get

everyone get their rights.” During outdoor learning lessons children are learning about sustainable development and taking action to protect their immediate environment through establishing a wildlife garden, litter picking and recycling.

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.

Strand B has been achieved

A wide variety of ways in which the school supports rights were noted by children including providing the opportunity to share their views in P4C and providing opportunities to keep safe through schemes like ‘bikeability.’ They discussed how duty bearers are providing them with a good quality education and helping them to ‘be the best they can be’. A year 4 pupil explained that *“if you fall out with a friend then you might not feel safe, duty bearers can help.”* Another pupil went on to explain that adults in school listen and involve them when making decisions. All children we met were confident that if their rights weren’t being met duty bearers will help *“every adult in school is equally responsible for rights”* explained one pupil going on to say *“if we have a problem there is always someone to help.”* RSA is also part of the current Achieving Excellence Plan, is referenced in a range of policies, including Computing and Early Years, and is a non-negotiable part of recruitment and induction for trainee teachers.

One of the school’s mottos is ‘We choose respect’ and throughout the visit it was evident that relationships between children and children and children and adults are respectful. Pupils explained how the school helps them to respect each other *“if we have a problem they (staff) don’t make a massive thing of it but we talk privately,” “we are treated with dignity and made to feel worthy”* another pupil added *“it’s about trust – adults trust us. We get to pick our groups and share our ideas.”* It is clear that children understand the school’s systems to address issues and feel they are fair. *“We have clear expectations based on rights”* explained a member of staff and the common language this has created was shared by pupils who described how they might say to a peer *“you are disallowing my right.”* Children feel the systems are fair as ‘everyone’ gets a voice and *“teacher’s talk about rights and we can think about how to be better.”*

All children spoken to agreed that Dore Primary is a safe place and discussed a number of ways duty bearers work to keep them safe. These include showing Childline posters and assemblies, badges for visitors, worry boxes and e-safety. Children know they must report to an adult if they see anything they feel is wrong online and are very clear on how to keep themselves safe when using social media. The e-safety page on the school’s website makes clear links to articles 17 and 19. Pupils described how previously they had been worried as children were able to climb the gates and leave the school grounds if they wanted. After discussing this with staff the gates were changed and children report it is much safer. Through Kindness Week and P4C work children are empowered to speak out if they don’t feel safe

and the number of pupils who feel safe in school and confident talking to an adult have increased since previous survey's were undertaken in the summer term.

Health and wellbeing is given a high priority and children were confident describing how school dinners, after school clubs, healthy snack, outdoor learning and the Place to Chat all contribute. *"We can go if we are worried or sad but also if we just want to chat, there is always someone there"* explained a year 6 pupil about Place to Chat. The Headteacher described how a focus on resilience and the UNCRC provide a frame of reference to discuss vulnerabilities. Dore Democrats are working on a Healthy Minds project and are reviewing pupils and staff survey's where they have highlighted 3 main concerns - sleep, friendship and feeling sad. Children are now working on how to help children with these worries when in school.

Dore Primary has an inclusive ethos which came through in discussions with staff and children. The Gender Respect project has had a hugely positive impact on children's understanding of equality and they are confident linking article 2 to life in school such as after school clubs and sports day where children participate in mixed age teams. When the school cricket team (made up of boys and girls) played in a pink team strip parents expressed their concern. Pupils responded by explaining that colours are not gender specific.

The work undertaken to strengthen class charters means they now feature prominently in classrooms and children discussed their importance in creating a positive learning environment. They talked passionately about how they were formed and are discussed in class. Marking policies outline an emphasis on children being able to act on feedback and pupils explained how they are *"allowed to set out work however we want"* and *"we have a chilli challenge where we pick a task."* Additionally children described how teachers share targets and reading bands and differentiate work for them allowing them move forward in their learning and to make choices making links to articles 28 and 29.

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.

Strand C has been achieved

"Children at Dore Primary know they have a voice and are listened to" a statement made by a governor and corroborated by staff and pupils. The Dore Democrats and Rights Respecting Team are aware their roles link to articles 12 and 42. As one pupil explained *"we have a right to be listened to and we can make changes if we have a good idea."* Pupils are involved in staff recruitment and have taken the lead in assemblies and promoting rights across the school. Currently the Dore Democrats are setting up a Playground Buddy scheme and exploring other strategies to improve friendships and lunchtimes after concerns being raised by pupils. All pupils undertake regular surveys on wellbeing and pupil voice and findings are taken seriously by staff and change is implemented when needed such as establishing an

outdoor classroom and providing greater access to the Place to Chat. Plans are in place for pupils to develop their own behaviour policy.

Children have regular access to current affairs through First News and Newsround and there are a wide range of opportunities to develop as global citizens. Growing club explores sustainability and the environment, and a t-shirt from Primark was used to engage pupils in discussion about child labour. Fundraising is a strong feature of the school's supporting local, national and international charities. The school as well as undertaking planned activities is also responsive to pupil requests and have recently supported Macmillan Coffee Morning and during One World Week carried out fundraising for cooperative beekeepers in Kenya. Children shared how bees are important to the environment and made links to article 24 and the Global Goals.

Taking action for the rights of others is something that children are passionate about at Dore. *"Some people in town don't have a good opportunity for rights – we can give them food and water or tell people about them, we don't always need money"* explained a Year 6 pupil. Whether it be writing to the Prime Minister about Healthy Schools or to the Headteacher regarding improving road safety outside school and raising awareness in the community pupil voice is positive and focussed on change. Currently year 5 pupils are exploring sustainable development and specifically the effects of plastic on the oceans. Pupils are collecting plastic and exploring ways of raising awareness of the need to reduce usage. Other regular advocacy work includes Send My Friend, donating to the local Foodbank (an idea which came from a pupil) and celebrating Fairtrade Fortnight. *"We want our children to go on and make a difference as the duty bearers of the future"* explained the Headteacher.