

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Maddiston Primary School
Headteacher:	Claire McGlynn
RRSA coordinator:	Laura Black
Local authority:	Falkirk
Assessor(s):	Gerry McMurtrie
Date:	3 June 2019

1. INTRODUCTION

The assessor would like to thank the children, the Senior Leadership Team, staff and governors 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 assessment visit, the school completed a comprehensive School Evaluation: Gold form.

It was evident that children's rights are embedded across the school and underpin every facet of school life.

Particular strengths of the school include:

- A clear strategic commitment to the principles and values of the UN Convention on the Rights of the Child (CRC).
- A very supportive, caring and nurturing learning environment underpinned by a respect for the rights of all members of the school community.
- Confident and articulate pupils who are proud of their school and their rights respecting work.

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 to act as ambassadors for rights with local schools across the Local Authority and support them on their RRSA journey.
- Continue to embed the knowledge and understanding of articles through curriculum planning, including the formal language of rights holders and duty bearers and the fact that rights are inherent, inalienable, indivisible, universal and unconditional.
- Maintain support for pupils to actively campaign on issues of importance to them.
- Strengthen the children's awareness of global citizenship and sustainable development by engaging more systematically with the UN Global Goals. Continue using the [World's Largest Lesson](#).

3. ACCREDITATION INFORMATION

School context	Maddiston Primary is in the small village of Maddiston, Falkirk, with an increasing pupil roll, currently 617. 16% of pupils are entitled to FSM and around 7% of pupils speak English as an additional language.
Attendees at SLT meeting	Headteacher, deputy headteacher, RRSA coordinator (x2), principal teacher (x2)
Number of children and young people interviewed	37 children in focus groups, 4 children on the learning walk and approx. 90 children in class visits
Number of adults interviewed	6 teaching staff, 3 support staff, 3 parents, 1 school chaplain, 1 Secondary partner (RRSA Lead)
Evidence provided	Learning walk, focus groups, written evidence, class visits.
Registered for RRSA: 26 April 2017	Silver achieved: 22 June 2018

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

All children spoken with during focus group conversations and classroom visits were very familiar with a wide range of articles of the CRC and could confidently talk about the importance of rights locally and globally. It was clear that the school had spent a considerable time ensuring that the CRC fits into the curriculum planning naturally across all stages of the school. Pupils were aware that rights were unconditional, universal, inherent, inalienable and indivisible and cited Unicef UK's ABCDE of Rights as being a resource that had helped them understand this language. One pupil said *"The best thing about being in a Rights Respecting School is that we all know about our rights. We learn about them and talk about them all the time. We all treat each other with respect"*. Another pupil said *"The best thing is that everyone is nice and kind here, everyone is there for you. No one can take away your rights"*. Although children were clear that every child around the world has the same entitlement, they shared examples of issues that can prevent access to rights, such as poverty, global warming, deforestation, air pollution, natural disasters and wars. One pupil said *"We raise money to try and help other children but the government need to do more to help every child and to make sure we are all getting the same things"*.

Children understood how local and global issues and sustainable development are linked to rights. Children were particularly concerned about the impact of plastic on the environment and the damage that this is causing. Children had been monitoring the air around the school using Unicef UK's OutRight material and had been pleased to learn that the pollution around the school was low. One pupil said *"I was worried about it and spoke to my mum about it. We all need to do things to help the planet, like switching off engines and lights, not wasting food and recycling more"*. The introduction of the right of the fortnight has enabled children, staff and parents/carers to deepen their awareness of the CRC.

It was clear that RRSA was fully supported across the school and identified as a key framework for school improvement. When asked about the difference between achieving Silver to now, the Headteacher said *"The CRC is now central to our school improvement planning and the life of the school. It is embedded in everything we do and has had such a positive impact on the whole school. Using the language of rights has strengthened relationships, pupil voice and lesson planning. It permeates everything we do"*. Parents agreed, with one commenting *"It is so inclusive here and the staff know our children so well. They are always looking at ways of supporting them and meeting their needs"*. Another parent said *"My child isn't academic but learning about rights has had such an impact on his confidence. He joins clubs, gets involved in making decisions and knows that he is valued. The impact it has had on him is amazing. He now comes home and talks about things happening around the world and how he wants to help make the world better"*.

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

All children spoken with were confident that every child within the school enjoyed their rights. One child said *"We talk about rights every day, so we all know about it and what we would do if anyone tried to stop us having them. We would tell an adult we trust if we had a worry because we are always listened to"*. Children understood that they were rights holders and that adults were duty bearers, with one pupil saying *"Every adult over the age of 18 is a duty bearer and needs to help us and keep us safe"*. Pupils agreed that the school treated everyone fairly and equally and cited the school vision of 'We learn together, we have fun together, we succeed together, we shine brightly' as a good example of how everyone within the school is valued. One pupil said *"We are part of a big team and we look out for each other"*.

Pupils, staff and parents/carers all agreed that positive relationships based on mutual respect were a real strength of the school. A class teacher said, *"This award, and using the language of rights, has strengthened relationships across the school, not just between pupils, but between pupils and staff and even staff working and supporting each other to make sure we are getting things right"*. The school are proud of their inclusive approach to children's rights and restorative practices and staff can see that this has supported respectful, nurturing relationships. One pupil said *"Now that we know about our rights, we respect each other more. We don't always need to get on with each other, but we do always need to be kind, listen and respect each other. If you do something wrong, then teachers need to speak to you in a kind way. That's giving people their dignity. The teachers are good because they always listen to both sides of things and help to sort thing out"*.

All pupils spoken with reported that they felt safe and protected in school. Pupils spoke about the importance of feeling safe in school and understood that this was a right. They understood that the school had a responsibility to ensure everyone was safe. Pupils spoke about the importance of school gates, CCTV, the door entry system so that people couldn't just walk into the school, support assistants in the playground and fire alarms and tests as some of the ways they are kept safe in school. Pupils spoke about lessons they had received around safety, including keeping themselves safe in and outside of school, and who they could report concerns to if they had a worry. A pupil said *"We have a right to be safe and we have had assemblies and lessons about it"*. The school use regular SHANARRI questionnaires to check in with pupils and use this data to target support if and when required. Staff also felt that now everyone is very much rights aware, and had a clear focus on restorative approaches, that negative incidents and bullying behaviour were very rare.

Children's social and emotional wellbeing is a top priority at Maddiston Primary. Health and Wellbeing is a key area of the curriculum and the school use the SHANARRI eight indicators of wellbeing to ensure that every child's development needs are being met and use health and wellbeing surveys to regularly track progress. Staff have received ACE's training and shared that this had been invaluable in recognising challenges some children may face. Staff regularly look at early intervention supports and shared that their knowledge of the CRC had been invaluable in making those links. Pupils can access a number of clubs during lunch and after school, and the school has an enhanced transition programme for specific pupils. A strong partnership with the secondary school has helped with this,

and both schools have supported each other on their RRSA journey. Maddiston have used some of their Pupil Equity Fund to further enhance their nurturing approach, and now have a dedicated nurture teacher. The introduction of the Sun Station (nurture room) has provided a space for pupils to have targeted support to ensure their needs are being met. Following some pupil feedback, the school has also recently introduced Sun Stops, nurture spaces across the school that pupils can go to if they are feeling stressed, need to calm down, or just take some time out of class. Staff agreed that the Sun Stops had really benefited pupils who sometimes just need 5 minutes to breathe and relax and has helped build relationships and helped pupils feel ready to learn. The Sun Stops and Sun Station are seen by pupils as positive spaces where they know they will receive support when needed.

Inclusion was a real strength of the school and evidenced during focus group conversations and classroom visits. Children knew that they are entitled to support and guidance and confidently spoke about receiving guidance and additional support as and when they needed it. Staff explained that pupils have personal learning plans and any additional support requirements are noted and shared to ensure every child is included in the daily life of the school. A multi-agency approach is taken during child planning meetings to ensure consistent support is provided. Children also knew that everyone in the school, regardless of gender or ability, would receive the support they needed. One pupil said, *"It is a right to have an education, so to make sure we get that, we need to be involved and included in everything"*. The school have introduced Makaton to pupils across the school and pupils were familiar with the school song and able to welcome the assessor using Makaton. The Sun Station and Stops were highlighted as something the school was particularly proud of, and a key way of promoting inclusion across the school using a nurturing approach. The nurture teacher has also introduced a 'Tickets to the Sun' system to allow all pupils to go and enjoy what the station has to offer and to encourage every pupil to recognise the importance of a nurturing, inclusive approach, and for it not to be seen as solely specific to targeted pupils.

Children are actively involved in making decisions about their own education through target setting, self and peer evaluation, involvement in lesson and curriculum planning, and developing their own personal learning plans. Children spoke about how they set their own learning targets and how they track their own progress and highlight any areas where they need extra support to parents and teachers. Pupils spoke about how their involvement in creating class charters had enabled them to create classrooms based around mutual respect and dignity. The creation of a playground charter was something pupils felt very proud of and had helped them to play an active role in their learning. Pupils have been engaging with Growth Mindset and Brain Breaks principles to support them in class. Some senior pupils review and plan what topics they will cover during each week with other classes regularly being involved in deciding how they want to learn, what they know about already, and carrying out evaluations at the end of topic work.

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 spoken with were confident that their views are taken seriously at Maddiston Primary and that they have a significant role to play that impacts on school improvement. All staff received in-service training on Hart's Ladder of Participation to support them to further enhance their skills and encourage pupils to have a voice across all aspects of the school. The Headteacher stated that pupil voice had been significantly strengthened during the RRSA journey and that pupils were much more

confident in coming forward with ideas and suggestions and knew that they would be listed to. Pupils across the school are able to join a wide range of citizenship groups including Pupil Council, Eco, Fairtraders, Tech Gurus, Junior Journalists, Healthy Heroes, Playground Pals, Safety Officers, Charity Champions and the Rights Knights. All groups come up with development plans and ideas, share and consult with the rest of the pupils and feedback to SLT. One pupil said *"We have a voice here, we work hard and have good ideas, so if we need something, we get it"*. Pupils are involved in planning and delivering their own assemblies and take lead roles in the termly learning café's where they invite parents/carers to visit and share their learning with them. Pupils host workstations and activities, and the events usually attract a wide audience. The latest café attracted over 300 people to the school and provided the pupils with a wonderful platform to feel empowered while raising awareness of the CRC. Pupils were also involved in naming the nurture room and agreed on the name Sun Station and then asked for additional spaces across the school and came up with Sun Stops. Pupils have also been involved in consultations to improve the school and playground areas. Pupils are also currently involved in the development of a positive behaviour flow chart as they decided to remove the current 'Golden Rules' system. One pupil said *"We don't want to have rules here, it's about agreeing things together"*.

The school has a strong history of significant and consistent fund raising across a wide range of local, national and global causes that promote rights. Pupils regularly vote for the charities and events they wish to support. The pupils have recently carried out a survey around food waste and litter and this has turned into a litter campaign, starting with letters to the headteacher asking for more recycling bins to be purchased. Further work into the community is planned. Pupils have campaigned to raise awareness to parents/carers about the importance of parking safely around the school. The OutRight campaign has helped pupils to become much more aware of the dangers of air pollution and this has linked their work on the parking safely campaign, and encouraging families to switch engines off, or walk/cycle to school. Most pupils have been or are planning to be involved with the World's Largest Lesson resources to enhance their awareness of the SDG's. It was clear that pupils are beginning to gather confidence in being able to be active citizens. In P7, pupils wrote to the First Minister to ask her to help raise awareness of SDG 13. One pupil said *"We are global citizens and we want to protect our planet. It is up to us to stand up and do something about it, just like the girl who went on strike to highlight climate change"*.