



RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

ACCREDITATION INFORMATION

School	Coed Glas Primary School
Local Authority	Cardiff
Number of pupils on roll	570
Headteacher	Kevin Hart
RRSA Coordinator	Lisa Thomas
RRSA Assessor	Jamie Richards
Date of visit	11th June 2019
Attendees at SLT meeting	2
Number of pupils interviewed	20
Number of adults interviewed	6
Evidence provided	Portfolios/Learning Walk/Pupil Group/ Parent/Governor Group/Staff group
Date registered for RRSA	April 2018
Bronze achieved	June 2018

ACCREDITATION OUTCOME

Coed Glas Primary School 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.

- Pupils spoken to during the focus group spoke confidently and with passion and had a clear understanding of the Convention, discussing several articles and how they applied to life at Coed Glas. They demonstrated with enthusiasm that they understood the unconditional nature of rights; "every child in the world has rights, unconditionally" and had a good understanding of the universality of the CRC; "although some people might think it, no one has more rights than others". They recognised that not all children are able to access their rights citing examples such as poverty, living in an undeveloped country and homelessness. Pupils noted that some of the rights affected could include access to clean water, medical care, quality education and protection from harm. Both during their learning and at home, pupils have been researching the similarities and differences of rights for children in different countries and during different times in history, including the UK. Pupils were particularly concerned about how rights are not always upheld in their local area and eloquently expressed their views about the issues that may arise as a result of a fast food outlet opening close to their school.
- Children recognised themselves as rights holders and could articulate how adults are responsible for ensuring their rights are realised; "adults help to protect our rights and help us to be the best that we can be". Pupils could articulate how rights are inherent and indivisible; "our rights cannot be given, taken away, we have them when we are born until we are 18". It was clear that learning about rights is multi-faceted; as well as growing curriculum coverage of the articles, a focus in teachers planning and input through assemblies, there are very effective displays consistently linked to rights. This RRS ethos permeates throughout all areas of school life. The children took great pride in sharing the impact of rights throughout their school. The senior leadership team and governors demonstrate a whole-hearted commitment to the UNCRC and are striving to ensure RRS is seamlessly woven throughout policy and practice as the school moves towards achieving RRS Gold. The school has been engaged with RRS for a relatively short time, however, due regard to the Convention has been shown throughout strategic planning and sits within the School Improvement Plan. RRS has become a standing feature in both staff and governor meetings. When discussing the school's RRS journey and impact, it was noted that "RRS is a philosophy, it's an ethos and culture change which supports outcomes and provides a shared vision and language for the whole school community". The parent governor was emphatic in her support for RRS and its impact on school life at Coed Glas, sighting the significant impact it had had on her own children.



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

- Develop a structured approach to engage parents/families/parish in learning about and understanding the CRC and engage with RRS development.
- Further develop the confidence of language within all aspects of school practitioners.

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 were confident and clear that their school is a place where all their rights can be accessed and enjoyed. Photographs and displays around the school show them enjoying a range of different rights. The pupils were able to share any concerns and felt confident that adults listen to them and act on any concerns "we are listened to and teachers listen to us about our worries and problems". New rainbow lanyards are worn "if you are stuck with something a person with a rainbow lanyard will help you". Pupils have a high level of confidence that school systems for addressing difficult situations and moral conflicts are fair and effective and the language of rights is beginning to be used to work through moral dilemmas. Children and adults described positive and mutually respectful relationships across the school, and children feel like they are treated with dignity and respect. Pupils were very keen to share how their work on rights has shown a significant improvement in respect and relationships within the school. There was a consensus from pupils that they feel safe in school.
- Adults and children felt that RRS has helped to promote a positive learning environment and noted class charters as a way to encourage the natural use of rights-based language in the classroom; "it is important that our children understand how their actions can impact on the rights of others". Children were aware of respecting the rights of others and confirmed that charters remind them of this. A parent quoted "my daughter's confidence has increased immensely through her knowledge and understanding of rights, she is far more confident about the transition to comprehensive school as a result".
- Children spoke positively about school and shared many examples of how they are included in their learning and their achievements celebrated. Examples include pupils having an input in the content of topics when they are introduced, making decisions and being involved in the construction of outdoor provision and which charities the school would fundraise for. The 'Senedd' is now an effective forum for pupil voice which is having an increasing impact on decision making in the school. During the learning walk, there were many examples to showcase how children's achievements are celebrated. Every display board in the communal areas of the school were linked to the articles of the CRC. The steering group were able to articulate why they were linked as they completed a rights audit around school.



- The wellbeing of children is a very strong feature at Coed Glas and this is central to the school's ethos and vision. An area of the outside of the school has been set aside as a place of well-being and mindfulness. Inclusivity is a strength of the school and school clubs and groups are accessible to all children across year groups. Furthermore, the school celebrates diversity and have taken part in whole school days such as 'Mother Language Days', celebrating the diversity of languages spoken in the school, a plethora of fundraising days for a wide range of causes both locally and nationally.

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

- To continue to develop the excellent practice in all classrooms to embed the Rights into classroom systems where appropriate.

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.

- Opportunities for sustained pupil participation and engagement are developing effectively at Coed Glas. The various pupil voice groups including School Council, Criw Cymraeg, Digital Leaders, Eco and Rights Steering Group ensure that everyone's voice is heard. Children on pupil voice groups understand that they represent the wider pupil population and were able to share the systems in place which include class representatives and whole school assemblies where pupils can feed into the work of the pupil voice groups. The voice of children and the participation of pupils is taken seriously by adults across the school and the headteacher allocates quality time to meet with pupils to consult on their ideas and suggestions. Real examples pupils shared include working with SLT to choose effective learning equipment for pupils, suggesting after school clubs, working with SLT on school improvement and improving the premises and planning topics to learn about in class.
- Children are beginning to feel empowered to act to uphold the rights of others locally and globally. Adults confirmed that a rights-based approach is heightening the children's awareness of how their efforts are supporting others to access their rights; "children are empowered to help others linked to Article 2. Rights have helped them understand that all children are equal and should have the same quality of life". One pupil was very keen to tell me about Article 16, which was displayed on the pupil rest rooms!
- The continued successful implementation of the 'Senedd' will allow the pupil participation groups to meet in a more formal setting and allow for a more cohesive approach to ensuring that there is consistency and effective engagement for all pupils within the school.



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

- To continue to use the examples of pupil voice within the community extending the knowledge and understanding of the CRC beyond the school.