

UNICEF UK RIGHTS RESPECTING SCHOOL AWARD ASSESSMENT REPORT LEVEL TWO

School:	YGG Llwynderw
Headteacher:	Gail Shenton
RRSA coordinator:	Rachel Evans
Local authority:	Swansea
Assessors:	Sarah Hooke / Kath Mattingly
Date:	11 November 2016

1. INTRODUCTION

UNICEF would like to thank SLT, parents, staff, Governors and most importantly pupils for the warm welcome afforded to the assessors, for the opportunity to speak with a range of the school community during the assessment and for the evidence detailing the work towards becoming a level 2 RRS school. Prior to the assessment visit you provided both a progress and evaluation form and an impact assessment form. It was clear to the assessors during the visit that everyone places a real importance on embedding and sustaining a rights respecting ethos.

YGG Llwynderw has an inclusive, warm and nurturing atmosphere which is based on an appreciation of rights and respecting one another.

Standards A, B, C and D have all met the necessary criteria.

2. REQUIREMENTS BEFORE ATTAINING LEVEL 2

None noted.

3. MAINTAINING LEVEL 2

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 Level 2. Here are our recommendations for your school:

- Look to weave the Convention into the SDP by linking specific Articles to priorities
- Continue to strengthen campaigning for children's rights both locally and globally
- Continue ambassadorial role in promoting and supporting RRS to other schools in the LA and beyond

4. THE ASSESSMENT IN DETAIL

4.1. The school context

Ysgol Llwynderw is a designated Welsh medium school servicing Swansea West and maintained by Swansea LA. The school's catchment area extends from Rhossili on the Gower peninsula to Derwen Fawr in Sketty. This is generally an economically advantaged area with 3% of pupils in receipt of free school meals. This is significantly lower than both the local and all Wales average.

Currently, there are 330 pupils between the age of 3 and 11 years old on the school register. Approximately 23% of the pupil population are identified as having special educational needs (SEN) which is around the national average. The majority of pupils come from English speaking homes with around 30% of pupils coming from homes where Welsh is spoken.

Llwynderw registered for RRS in July 2014 and achieved Level 1 in July 2016.

4.2. Assessment information

Self-evaluation form received	Yes
Impact evaluation form received	Yes
Attendees at SLT meeting	Headteacher / RRSA coordinator / Chair of Governors
Number of children and young people interviewed	30+ pupils
Number of staff interviewed	3 teaching staff 1 support staff 2 parents 2 governors
Evidence provided	Learning walk Written evidence Assembly Lessons Focus group with cross selection of pupils

Standard A:

Rights-respecting values underpin leadership and management

Standard A has been achieved

Discussion with SLT provides evidence of the school's commitment to creating an ethos and learning environment which is fully conducive with the values and principles of the UNCRC. As noted by the Headteacher, Articles 28/29 are the pinnacle of life at Llwynderw and are transparent as the school's aim is "to ensure that we provide valuable opportunities to support and inspire our children to succeed and reach their potential". Article 29 was regularly referenced by pupils and staff during the assessment which reinforces how integral rights are at YGG Llwynderw. SLT monitor and evaluate impact through annual pupil and staff questionnaires which are analysed with the RRS steering group and the impact evaluation form identifies impact of RRSA as being noticeable or significant in most areas with exemplified statements. The Headteacher talked confidently around RRS contributing to impact and the school demonstrated an upward trend in their attendance and pupil outcomes at the end of Foundation Phase and Key Stage 2.

There is evidence to support that RRS informs and shapes school policies and practices and that this is monitored by SLT to ensure sustainability with full support of the Governing Body. RRSA is a long standing feature in the School Development Plan (SDP) and threading Articles through priority areas has been identified in the succession planning post level 2. Articles are explicit in all policies and examples seen include Values policy linked to A3 and Healthy Schools linked to A24. RRS and information on the UNCRC is prominent on the school website and Llwynderw include information on rights and specific Articles on their

twitter newsfeed which is an instant way to connect with both their local and global communities.

The SLT are committed to embedding a highly inclusive and participative ethos at school and that the UNCRC forms the basis for this work. An example of this is the Headteacher working with pupils to devise and introduce a 'No Shouting' policy to aid respectful relationships between staff and pupils. During the assessment, the assessors witnessed staff singing and being creative to gain the attention of the pupils both in classrooms and during play/lunch times. Pupils clearly value this policy and one pupil stated *"our teachers show us respect and no one raises their voice at school. This helps our school be calm and makes us all feel valued"*.

Llwynderw are keen to share their rights based practice and continue to act as ambassadors for the UNCRC and RRS. Supporting their cluster primary/secondary schools to embark on RRS is a continual offer and SLT were able to talk confidently and competently about the RRS framework and the practice/s that they have shared including hosting learning visits. The Headteacher is well respected within the LA for her work on children's rights and the lead teacher is trained as a RRS Assessor and has supported and assessed Welsh medium primaries for Level 1.

Education for Global Citizenship and Sustainable Development (ESDGC) is a key theme that runs across the whole school in a systematic and embedded approach. There is coverage across topic planning and curriculum areas and all work is linked to the Convention. As a school, all years group are taught about local citizenship in the first term where pupils are exposed to their local communities and heritage before going national in the second term and global in the third term. Pupils and staff could provide examples of global learning and link it back to their curriculum learning. Pupils were able to articulate their learning and findings in a global context *"millions of children miss out on school because there are forced to work in factories. This means lots of their rights are denied"* as quoted by one year 6 pupil.

Standard B:

The whole school community learns about the CRC

Standard B has been achieved

In both Foundation Phase and Key Stage 2, pupils and staff interviewed had a sound knowledge of the UNCRC and were able to confidently cite rights in addition to specific Article numbers. Younger children spoken to during classroom visits could talk about the difference between a want and a need and list a range of needs linked to rights i.e. need to go to school (A28), need to be safe (A19) and need healthy food and clean water (A24). There is a whole school understanding that rights are universal and apply to all children, everywhere. Pupils spoken to during a focus group could readily share examples of rights denial and provide clear explanations and show tolerance and understanding for children's situations all over the world. Pupil comments include *"children in the world are not able to drink clean water because of the country or village that they live in"* and *"refugee children are not given many of their rights just because they have had to leave their country because of war"*.

Parents and families have been informed of RRSA and the UNCRC through newsletters, letters, specific homework tasks, displays and assemblies. Llwynderw provide opportunities for families to complete impact evaluations forms to gauge awareness of school priorities and gain their feedback. Staff confirmed that they are engaging readily with parents/carers and using the language of rights on issues such as attendance linked to A28. A parent spoken to noted that *“rights are a great framework to use with children. My children are learning in an environment where they feel safe, respected and are listened to – this helps them to blossom”*. Governors are fully supportive and are kept informed and updated regularly on RRSA through termly meetings and pupils have presented at full Governor Body meetings.

During the learning walk around school, it was evident that displays are explicitly linked to Articles and ‘Polly the Parrot’ (RRS mascot) is visual in all areas of school. An assembly was showcased during the assessment which celebrated the pupil’s knowledge of rights, how they are an integral part of school life and sharing some examples of how this is achieved. SLT have worked collaboratively with pupils to design and implement a right of the month approach which links celebrations, whole school activities and their value education to an Article. This focus Article is then used as the basis for class assemblies and circle time discussions.

There is evidence to support curriculum coverage in the portfolio of evidence and pupils shared examples of their learning about rights in History, Geography, RE and topics across the PSE curriculum. Pupils shared an example of learning about the story of Matilda (and thinking about her rights enjoyment/denial) linked to their literacy work. A further example provided was recent work completed in Science on Tim Peake linked to A17 and the sharing of information. When discussing curriculum planning with teachers, one teacher stated *“rights has become a building block for our planning – we include Articles in all that we do”*.

Pupils interviewed were able to talk about lessons where they had learnt about rights in relation to global citizenship and through their learning it is clearly evident that they are able to make the connections between how circumstances and events both in the UK and the wider world can impact on children accessing their fundamental rights. The curriculum allows for teaching about sustainability, equality and tackling stereotyping. An example of this is the work being achieved with a school in Zambia that Llwynderw is partnered with. Pupils could talk about similarities and differences of children’s lives linked to rights both in Africa and Wales and talk about how *“we can learn from children in Zambia because it isn’t just about them learning from us”* as quoted by one pupil.

Standard C: The school has a rights-respecting ethos

Standard C has been achieved

Charters are in place in every class from Nursery to Year 6. Pupils leading the learning walk and pupils in classes could articulate the purpose and creation of their charters and where they were displayed. Charters are different in design with age appropriate language in different year groups. However, all children understood the unconditionally of rights and how

they need to respect the rights of others. Discussions with pupils allowed examples to be shared of situations where rights could be denied i.e. bullying linked to A19 and disruption of learning linked to A28. There was a consensus between staff and pupils that charters have contributed to a positive learning environment and teachers shared anecdotal evidence of pupils naturally using rights based language with their peers when they feel their rights were being denied.

All classroom practitioners and pupils interviewed used rights-respecting language and behaviour. Observations in all areas of the school provided evidence of pupils who behave politely and respectfully towards each other and the mutual respect between staff and pupils is a strength of the school. This was reinforced with pupils who value their teachers and noted *“our teachers don’t shout, they speak to us and always listen to what we have to say”*. As noted in Standard A, the Headteacher has worked with pupils to introduce a ‘No Shouting’ policy which means staff are creative in the ways in which they capture the attention of pupils both in the class and during lunch and play times. Additionally, the Headteacher felt that RRSA provides *“a framework which belongs to everyone and brings about an ethos and environment which places children and respect for them at the heart”*.

Pupils have an appreciation for Article 28 and thought that respecting their peers’ right to learn was equally as important. Pupils spoke about this during discussions and classroom visits. Article 29 and supporting all children to reach their potential is a clear priority at Llwynderw. Pupils spoke about being included in their learning and having the opportunity to express their opinions about what they learn stating *“my teacher is there to help me when I need to go over something”* and *“we get asked about what we want to learn about in new topics”*. Pupils are involved in setting and reviewing individual targets fortnightly and pupils have a say in their end of year reports.

It was clear during discussions that Llwynderw provide a safe and healthy environment for pupils which was confirmed when pupils were asked to describe their school in one word. Answers given include; safe, secure, respect, happy and proud. Pupils could identify numerous activities they have participated in which could be linked A19 including: anti bullying week, Show Racism the Red Card, the role of the Children Commissioner for Wales and staff and practices that support their protection and safety. The pupil focus group questionnaires confirm that the majority of pupils believe school is safe and could identify key individuals that they could report to should they have a problem. Staff and pupils agree that the UNCRC is used as a framework to address and resolve low level behaviour and conflicts. Pupils stated that when issues arise (with particular reference to the playground), they are encouraged to discuss how they have affected the enjoyment of another child’s rights and work together to identify rights respecting solutions in a fair and democratic manner.

Pupils at Llwynderw have a great awareness of fairness and the fundamental rights of children all over the world. Pupils were confident in challenging global inequalities and clearly use the Convention to recognise themselves as global citizens. During the assessment, examples were given of charitable work that Llwynderw have been part of and campaigning for children’s rights is something that is going to be strengthened as part of continuing RRS work post level 2.

Standard D:

Children are empowered to become active citizens and learners

Standard D has been achieved

Pupils are consistently involved in all aspects of life in Llwynderw and there are both formal and informal channels for pupil engagement and the enjoyment of Article 12. Pupils are elected by their peers onto a range of pupil forums including School Council, Eco, Health Schools and Digital Leaders who all promote children's rights as part of their work. Representatives on pupil groups spoke of their role and shared some of the work that they have achieved and taken part in. Some examples include interviewing new employees, designing the new school build, re-writing the Behaviour policy, introducing pupil lockers, holding a whole school competition to choose their rights mascot, attending Governor meetings and purchasing new sport kits. Pupil voice is extended to the wider pupil population through class representatives and councils will present assemblies and provide class feedback after meetings. Additionally, pupils are encouraged to express themselves not only through elected councils, but during lessons and through the use of circle time and 'check in' each morning.

Pupils have access to information to help them make informed decisions. The school adopts a multi-agency approach and effectively works with external partners/organisations to educate pupils on issues that affect them e.g. e-safety and anti-bullying. Pupils have had the opportunity to engage and make good use of such visitors through class activities and whole school assemblies. An example of Llwynderw working effectively beyond their school gates is their participation in Swansea 'Big Democracy Conversation'. Pupils worked with the LA to help review policies and contribute their ideas in setting new priorities and areas for development.

Pupils have been involved in a range of activities and campaigns to take action to uphold the rights of children both locally and globally with examples shared throughout the assessment. Pupils have supported national charities such as UNICEF, Red Cross and Children in Need and also work to support local charities through celebrations such as Harvest. Pupils understand how their actions are making a positive difference to the lives of children both on a local and global scale.