

# UNICEF UK RIGHTS RESPECTING SCHOOL AWARD

## ASSESSMENT REPORT LEVEL ONE

<b>School:</b>	Ysgol Gynradd Gymraeg Llwynderw
<b>Headteacher:</b>	Mrs Gayle Shenton
<b>RRSA coordinator:</b>	Miss Rachel Evans
<b>Local authority:</b>	City and County of Swansea
<b>Assessor:</b>	Rebecca Gilbert and Sarah Hooke
<b>Date:</b>	26 <sup>th</sup> April 2016

### The school context:

Ysgol Llwynderw is a designated Welsh medium school servicing Swansea West. 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 only 3% of the pupils entitled to receive free school meals. Currently, there are 330 pupils between the age of 3 and 11 years old on the school register. Approximately 23% of the pupils have special educational needs (SEN) which is around the national average. The majority of pupils come from English speaking homes, and around 30 per cent of pupils from homes where Welsh is spoken.

**First registered for RRSA:** July 2014      **Recognition of Commitment:** December 2014

### Assessment information:

<b>Progress and evaluation form received</b>	Yes	<b>Impact evaluation form received</b>	Yes
<b>Attendees at SLT meeting</b>	Headteacher / RRSA coordinator		
<b>Number of children and young people interviewed</b>	10 children in focus group 24 children in classroom visits		
<b>Number of staff interviewed</b>	3 teaching staff 1 governor	1 parent	
<b>Evidence provided</b>	Learning walk Bilingual Rights Based Assembly	Written evidence	Class visits

### The Assessment Judgement:

**The school has met the Standards for Unicef UK's Rights Respecting Schools award at LEVEL 1**

## Moving to Level 2:

Level 1 is an important milestone on the Rights Respecting journey. In the light of the assessment visit, the assessor has identified the following priorities for further progress. These recommendations, based on Unicef's experience with schools across the UK, will have been discussed in more detail during the assessment visit:

**In order for the school to progress successfully to Level 2, the following steps and actions will be required:**

Continue to integrate the Articles of the Convention into the full range of school policies (Criterion 2)

Further embed a focus on the planned learning about children's rights to ensure systematic and planned coverage throughout most aspects of the curriculum. (Criterion 8)

Continue to develop the focus on Global Citizenship and sustainable development, and consider engagement with [The World's Largest Lesson](#) (Criterion 9)

Continue to embed the Unicef RRSA Charter Guidance and focus on the language of 'respect for rights' (Criterion 10)

Continue to strive for more creative and significant opportunities for the participation and decision making of children to influence and shape the life and work of the school, perhaps through explicit involvement in developing the new school vision and school improvement planning (Criterion 16)

In addition to your well established and successful charity fund raising, facilitate more opportunities for the children to initiate powerful advocacy and campaigning work, particularly with regard to children's rights. Consider joining in with Unicef UK's Outright Campaign. (Criterion 18)

**In addition, the school might also consider:**

Consider using 'Polly' the school mascot to strengthen the home school learning linked to rights (Criterion 8)

Continue to pursue the Children's Commissioner for Wales Super Ambassadors Programme (Criterion 18)

Consider taking advantage of a free Unicef UK / BT [The Right Click](#) e-safety workshop.

Aim to participate in RRSA training to support your journey to Level 2

## The following good practice evident at the assessment contributes to the school's success at Level 1:

### Standard A:

#### Rights-respecting values underpin leadership and management

- The headteacher explained how the school vision and ethos was developed to encompass a child centred approach; introducing the Convention and rights *'has embedded our ethos, and is intertwined in everything we do.'* RRSA complements the school values and child centred approach and has provided the school with a 'legal framework'; *'it has empowered me as a leader'* explained the headteacher.
- Achieving RRSA Level 1 is a priority within the school development plan; clear links are made within the priorities of leadership and improving children's understanding of their role in positively impacting on the decisions made in their school, community and Country. The values and healthy schools policies have been reviewed by SLT to include links to relevant articles.
- A clear commitment to education for global citizenship and sustainable development is at the heart of the school's vision with clear links made to children's rights, pupil voice, culture and language and emotional literacy. A strong partnership has developed with schools in Siavonga where shared learning and cultural experiences has increased children's understanding of global issues.

### Standard B:

#### The whole school community learns about the CRC

- Children had a good knowledge of a wide range of rights from the Convention and understood that rights were universal and unconditional. They discussed how some children do not get to access their rights: *'Everybody should have equal rights but some children don't get them. That's not really fair.'* Another pupil added *'some parents neglect their children so they don't have food, safety and aren't heard.'*
- Children spoke of 'Polly the parrot', the rights respecting mascot who was featured in many engaging displays linked to rights. Articles were prominent in key areas such as the stairway and school reception, resulting in a creative and colourful visual link to children's rights.
- An information pamphlet, a dedicated page on the website and an open evening has ensured that parents are well informed about the Convention. Governors were given a report on children's rights and are regularly updated. The Chair of Governors explained *'I have seen a terrific change in the school philosophy and attitudes. Children's rights are respected.'*
- Children spoke of how they learnt about rights in assemblies, from articles on display, and through the right of the month. Children highlighted numerous examples of rights references in learning including WWII, China's Forgotten Children, Nelson Mandela and The Railway Children, and described how teachers *'challenge us to find rights within our school work.'*

### Standard C:

#### The school has a rights-respecting ethos

- A whole school charter and class charters have been created with children in an inclusive and participatory manner. Children decided on articles and linked them to respectful behaviour; *'we looked at what we can do to respect our chosen rights'* explained a pupil. Another pupil added *'it makes us think of others not just ourselves.'*
- Rights-respecting language and attitudes has complemented the Restorative Practice approach embedded in Llwynderw. A pupil commented *'We remind each other of our rights; that helps us sort out disagreements'*. The head teacher explained that this approach has led to a reduction in bullying, and an increase in respectful behaviour; *'All children have the right to be treated fairly; our children know that we will listen to them and be fair.'*
- Mutual respect is a strong feature throughout the school. A 'No Shouting Rule' has been adopted whereby all adults and children use alternative methods of interacting in a

respectful manner. This is particularly effective in the playground when adults sing to prompt the children to join in and line up at the end of play.

- All children spoken with said that they felt safe in school and supported in their learning, and could identify a range of actions taken by adults to ensure that everyone is kept safe. Linking to Article 19, children created *'The Tree of Hands'* highlighting what makes them feel safe and who they can turn to if they need support.

#### Standard D:

##### Children are empowered to become active citizens and learners

- The right to be heard featured strongly throughout the school. Children discussed how the various pupil voice groups work together to look at *'how our school can become a better place.'* Children shared numerous examples of how they had expressed their views and opinions and understood this to be their right; *'I know it's my right to be heard'* noted a pupil.
- Children's views are central in determining curriculum planning in the school. Each term children explore future themes and share ideas on how they would like to learn. *'When we get a new theme we make KWL grids'* explained a pupil. Another pupil talked about how children could give feedback to teaching staff via Hwb, a national digital teaching and learning tool.
- Children discussed how they were involved in taking action to improve the lives of children locally by participating in 'The Big Democracy' and globally through their partnership with Siavonga. Children discussed the importance of *'raising awareness and talking about children's rights'* and explained how they planned to share this with other schools locally.