

# RRSA ACCREDITATION REPORT

## GOLD: RIGHTS RESPECTING

<b>School:</b>	Marner Primary School
<b>Headteacher:</b>	Sarah Bowmer
<b>RRSA coordinator:</b>	Yasmina Bibi
<b>Local authority:</b>	London Borough of Tower Hamlets
<b>School context:</b>	Marner Primary School has 669 pupils on roll. 44.99% of pupils are eligible for Free School Meals, 6.12% of students have an EHCP and 13.15% receive SEND support. 81.46% of pupils speak English as an Additional Language.
<b>Attendees at SLT meeting:</b>	Deputy Headteacher and RRSA Lead. (Headteacher was called away but was present at feedback.)
<b>Number of children and young people spoken with:</b>	40 children from Years 1-6 including School Council, Pupil Leadership Team, Eco Ambassadors, Lunchtime Ambassadors, Values Leads (Respect, Happiness, Growth, Hope and Motivation) and Potato Ambassadors.
<b>Adults spoken with:</b>	6 Teachers, 1 Governor, 1 Parent governor and Deputy Headteacher
<b>Key RRSA accreditations:</b>	Registered for RRSA: 14 <sup>th</sup> June 2017 Bronze achieved: 20 <sup>th</sup> May 2019 Silver achieved: 27 <sup>th</sup> May 2022
<b>Assessor:</b>	Katelyn Farrenson
<b>Date:</b>	17 <sup>th</sup> July 2023

## ACCREDITATION OUTCOME

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

Marner Primary School has met the standard for UNICEF UK's Rights Respecting Schools Award at Gold: Rights Respecting.

# 1. STRENGTHS AND RECOMMENDATIONS

This report is based on a virtual accreditation visit. The assessor would like to thank the children, the Senior Leadership Team, and staff 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 accreditation visit, the school completed a comprehensive School Evaluation: Gold form and provided a good collection of digital evidence.

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

## Strengths of the school include:

- Very articulate children who demonstrated good knowledge and understanding of rights. They knew a wide range of articles and were confident in the concept of rights.
- A strategic approach of senior leaders and the RRSA lead to embed a rights-based approach, putting it at the core of the school's ethos.
- Relationships were strong with a clear link to the school's values. Children were adamant that everyone was respected and included at all times.
- Inclusion is strong. All children feel valued and supported to be the best they can be.
- Strong pupil participation. There are numerous different mechanisms for children to feed into decision making and leadership in different areas of school life. Children felt listened to, that their views matter and that they could make a positive difference.

**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 work on enabling the pupils' and adults' use of rights vocabulary such as dignity and equity.
- Continue to develop opportunities for children to be at the heart of curriculum planning.
- Develop campaigning and fundraising activities from the perspective of rights, justice and equity so all children are seen as rights holders rather than just recipients of charity.
- Continue to act as ambassadors for rights and the RRSA through your networks and in collaboration with the LA and local schools.

## 2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
<p>1. Children, young people and the wider school community know about and understand the UN Convention on the Rights of the Child (CRC) and can describe how it impacts on their lives and on the lives of children everywhere</p>	<p>The Marner Primary School community learn about rights through class, playground and assembly charters, displays, newsletters, school social media posts, assemblies, the curriculum, pupil film club productions, class Dojos, the school website, policies and parent coffee mornings. Children interviewed from years 1-6 spoke enthusiastically and confidently about a wide range of rights that they knew and were able to articulate the universal and inherent nature of rights, saying, <i>"All children have rights from birth."</i> They also were secure in their understanding of their role as rights holders and the adults' role as duty bearers. The deputy headteacher explained how, <i>"The rights drive everything we do."</i> A governor interviewed noted how, <i>"Rights are at the centre of policies and children are not just aware of their rights but also other children's rights."</i> Use has also been made of parent coffee mornings to make sure <i>"parents understand rights,"</i> explained the RRSA lead. This has led to <i>"a shift in knowledge of the parents and conversations with children at home,"</i> explained one member of staff. A parent confirmed, <i>"I like the way the children learn about the UNCRC and the rights of all children around the world."</i></p>
STRAND B	Highlights and comments
<p>2. In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.</p>	<p>Class, playground and assembly charters are developed with pupils each year and are referred to frequently to <i>"sort out disputes,"</i> as the RRSA lead explained. A pupil said, <i>"Class charters make sure everyone respects everyone else's rights."</i> Pupils asserted that the best things about their school are: <i>"Rights," "Everyone has rights," "We respect each other," "People don't disrespect others because of culture or background," "Everybody's voice is heard," "Every single student that attends Marner feels their voice is empowered because they matter."</i> One pupil said, <i>"There are so many ranges of clubs. Everyone is different and we can do what we enjoy doing."</i></p>
<p>3. Relationships are positive and founded on dignity and a mutual respect for rights</p>	<p>Relationships are strong at Marner Primary School, with many student ambassador roles enabling children to resolve issues amongst themselves. One value ambassador explained, <i>"Our role is making sure every value [Respect, Happiness, Growth, Hope and Motivation] is respected."</i> Another pupil said, <i>"If you have a role or not, everyone is treated equally and fairly, and we all respect each other."</i> One member of staff talked about how they had <i>"...noticed a confidence boost in how the children talk to each other"</i> following the <i>"oracy questions relating to rights."</i></p>
<p>4. Children and young people are safe and protected and know what to do if they need support.</p>	<p>All children spoken with agreed that they are safe in school and could list a number of ways Marner School keeps them safe and the <i>"leaders and teachers"</i> they could go to for support. The film club made a video about rights and another entitled 'We speak out to stay safe and happy at Marner' in which they articulately described how the school made them feel safe. They said, <i>"I can talk to a teacher about my emotions..." "...the ambassadors help us feel safe at Marner..." "...learning mentors help us feel safe because they listen to you..."</i> and <i>"...the teachers make us feel safe... and help us."</i> Worry boxes and areas of self-regulation helped pupils who were not ready to verbalise their concerns ensure that their emotions and state of wellbeing were shared.</p>

<p>5. Children’s social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.</p>	<p>Pupil wellbeing is a priority at Marner Primary School, with a parent saying, <i>“There’s been a good focus on mental health and wellbeing this year with lots of events bringing it to the forefront.”</i> The mental health lead explained how the school took part in the OutRight campaign and invited past pupils who now work in the NHS to talk about their roles in all areas of health and wellbeing. The Young Entrepreneurs introduced a fruit tuck shop and Year 3 students were heavily involved in getting the TfL Gold Stars healthy travel accreditation. Pupils also collaborated with the Sustrans group to enjoy a <i>“play street”</i> behind their school, free of traffic.</p>
<p>6. Children and young people are included and are valued as individuals.</p>	<p>All children spoken with agreed that they <i>“feel included”</i> at Marner Primary School. One pupil described how, <i>“Our school doesn’t want anyone to feel excluded.”</i> Another said, <i>“Marner make sure no matter your culture, Marner values our rights.”</i> One pupil said of the lunchtime ambassadors, <i>“Children always have someone to play with, so they don’t feel lonely.”</i> Much has been done in creating an anti-racist curriculum and involving the Phoenix Special School as part of their model for social inclusion.</p>
<p>7. Children and young people value education and are involved in making decisions about their education.</p>	<p>There is a focus on oracy at Marner Primary that supports children to articulate their ideas. The deputy head explained how they <i>“...never do a book look without a child there.”</i> Pupils are active participants in their own learning, describing how, <i>“Before we start lessons, we talk about the subject and what we want to learn,”</i> and <i>“In lessons, we reflect about our learning.”</i> One pupil explained how, <i>“The school teaches us about rights in a way we understand, and they also teach us stuff we want to know about.”</i></p>
<p><b>STRAND C</b></p>	<p><b>Highlights and comments</b></p>
<p>8. Children and young people know that their views are taken seriously.</p>	<p>Pupil voice is very strong at Marner Primary School with every pupil being able to form a group to champion their views. Pupil voice groups include The Pupil Leadership Team, School Councillors, Values Leads (Respect, Happiness, Growth, Hope and Motivation), Playground Leaders, Eco Ambassadors, Lunchtime Ambassadors, Potato Ambassadors, 7 Elements and Young Entrepreneurs. One of the values ambassadors said, <i>“Marner is a respecting school in terms of empowering student voices.”</i> Pupils also described how, <i>“Every student has a voice of their own”</i> and <i>“Everyone in school has a role to play.”</i> The values ambassadors were keen to assert that, <i>“We don’t own the roles, we’re just there to help the values become more powerful.”</i></p>
<p>9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.</p>	<p>Children articulated their pride in a number of successful pupil-led campaigns. One KS1 pupil described how, <i>“We wrote to the Mayor to keep plastics away from the school.”</i> Children’s campaigning has culminated in Marner Primary School achieving Plastic Free Schools Status. The school council also wrote to duty bearers in the school to improve water fountain provision <i>“...so that we can all have access to clean, safe water to drink. Article 24 of the UNCRC.”</i> 25 members of staff are certified as Level 1 Global Teachers and children learn about global citizenship through the Sustainable Development Goals. The school’s project lead described how the SDGs were used in a project on food production where every year group chose an SDG and a group of pupils have been able to sell the school produce in Borough Market. Marner pupils are also involved in the Poplar Pupil Parliament where they <i>“...asked the government to have solar panels in school,”</i> explaining how they are <i>“clean and sustainable.”</i></p>