



RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

ACCREDITATION INFORMATION

School	Jakeman Nursery School
Local Authority	Birmingham
Number of pupils on roll	119
Executive Headteacher	David Aldworth
RRSA Coordinator	Janine Maidment
RRSA Assessor	Astrid Edwards
Date of visit	25.06.18
School Evaluation received	Silver form received
Attendees at SLT meeting	Executive Headteacher, Nursery Manager/RRSA Coordinator
Number of pupils interviewed	2 children on the Learning walk plus 8 children in class
Number of staff interviewed	2 teachers, 2 support staff, 1 governor and 1 parent governor
Evidence provided	Learning walk, written evidence, class visits
First registered for RRSA	19.9 2017
Bronze achieved	22.2. 2018



ACCREDITATION OUTCOME

Jakeman Nursery 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.

- At Jakeman nursery school, senior leaders and governors are clear about how a rights respecting ethos underpins everything they do at the school. The Executive Headteacher believes that 'rights are at the heart of the school community and fits in with everything we do.' The RRSA coordinator feels that children 'learning about their rights helps to be more respectful towards each other.'
- Articles from the CRC are discussed in a variety of ways. Children can access their rights through structured play and other small group discussions.
- The articles from the Convention are displayed throughout the school. These are accessible to both children and adults. Children demonstrate an awareness of where and why some children can't access their rights and the Global Curriculum is beginning to be embedded into school life. The children are aware of the concept of fundraising. 'I want to help other children' said a 4 year old.

The following recommendations were discussed during the visit to help the school to maintain Silver

- Develop a more structured approach to engage parents/families in learning about and understanding the CRC.
- Look for ways to incorporate an explicit commitment to education for global citizenship and sustainable development into the heart of the school's mission and purpose, drawing upon the school context and environment/rich cultural heritage of the school.
- Enable the children/young people to look at global issues from a perspective of rights so that they develop a heightened sense of justice and equality. Consider further CPD in this area and engagement with the Sustainable Development Goals through The World's Largest Lesson.
- Embed a clear understanding of 'Rights Holders' and 'Duty Bearers'
- Work towards deepening and widening the knowledge and understanding of articles across the whole school community - appropriate to age and ability -



develop awareness of rights being: Inherent, Inalienable, Indivisible, Universal and Unconditional including appropriate CPD and staff induction. (Use Unicef's resource an ABCDE of Rights to support this.)

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.

- A governor believes whole heartedly that 'children are more confident and self-assured and that the school is a happier place. She is an advocate that everyone is aware of how RRSA has had an impact on the levels of enthusiasm and engagement by all members of the school community.
- There are clear references to rights in school policies and supporting documents. Teachers plan and discuss aspects of the Convention in their lessons and parents say that children talk about what they learn about rights at home.
- Children are confident and know a number of rights. They understand that knowing they have the right to access water and healthy food is important as is their right to a name and identity. Children are also aware that children from their own community and in other countries are not as fortunate as they are.

The following recommendations were discussed during the visit to help the school to maintain Silver

- Look at ways of helping pupils to confident in using the language of rights to resolve disagreements and address complex situations. Perhaps explore/discuss made up 'scenarios', use of play, hot seating, debates etc.
- Ensure that children/young people and adults are kept informed on the schools provision to support their physical and mental health and well-being, and that information is accessible to all.



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.

- The school charter is a feature in the school. Displays promoting the rights of children are highlighted throughout the school and are also visible to parents and visitors.
- Children have engaged in supporting local food banks and events to raise money globally such as Books to Africa and Den Day. 'I know that some children don't have clean water and will become sick' said a 4 year old. This was echoed by another pupil who said that 'people need to be kind to each other.'
- Children's personal, social and emotional development is promoted at all times. The work through Tapestry enables parents to engage in their child's learning.
- Student leadership is a feature of the school. Pupils are encouraged to be independent and resilient. The children enjoy the opportunities they receive at school. Parents are beginning to come on board and recognise the involvement of children and the various charities they support.

The following recommendations were discussed during the visit to help the school to maintain Silver

- Seek to build upon fundraising activity by further developing a rights based approach and seeking more opportunity for pupil led advocacy and campaigning on local, national and global issues.
- Facilitate more opportunities for the children/young people to initiate powerful advocacy and campaigning work, with regard to children's rights. Consider joining in with Unicef's Outright Campaign.
- Engage in local networks with other Rights Respecting nursery schools.