



RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

ACCREDITATION INFORMATION

School	Hollywood Primary School
Local Authority	Birmingham
Number of pupils on roll	423
Headteacher	Simon Dix
RRSA Coordinator	Kate Pritchard
RRSA Assessor	Astrid Edwards
Date of visit	7th November 2018
Attendees at SLT meeting	Headteacher RRSA Coordinator
Number of pupils interviewed	5 members of the steering group (House Captains, 20 children plus 69 children in classes
Number of adults interviewed	2 teachers, Pupil Premium Consultant, 1 HLTA, 3 governors including Chair of Governors, 5 parents
Evidence provided	Learning Walk, written evidence, class visits
Date registered for RRSA	15.3.2016
Bronze achieved	16.1.2016



ACCREDITATION OUTCOME

Hollywood 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.

- At Hollywood Primary school, there is a clear commitment from all leaders that their rights respecting journey is an exciting and purposeful initiative. The Headteacher strongly believes that the school's Three Year Vision on Respect links directly with the values of the UNCRC and has a central role within the school community. The RRSA co-ordinator feels that 'children have a deeper understanding of their rights and knowing about them is a good and valuable aspect of their personal development.'
- The children's knowledge of articles from the Convention are excellent. They are able to recite many of them and are aware that they are universal and inalienable. Some children understand the concept of duty bearers and are clear that adults in their school are there to help and support them. 'We enjoy having our rights' said a Year 5 pupil. He continued to say that 'it gives us an opportunity to have a say in school and make decisions.' Adults, and in particular parents, are effusive about how the rights respecting work in the school has had a direct impact on their children. One parent said that 'my child is more aware of the world and is more inquisitive about what is shown on the news.' The Chairperson of the governing body believes that 'rights has raised the profile and direction of the school'
- Teachers have linked the articles from the Convention into lessons and topics. The Outright Day and other themed days have been instrumental in promoting the articles and the No Outsiders initiative has also helped to enhance pupil's further understanding of more complex and delicate issues.

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



- Find creative ways of making articles even more visible and high profile around the school and on the website.
- Enable the children/young people to look at global issues. 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 on the school context and environment/ rich cultural heritage of the school.
- Help the whole school community to develop a greater sense of critical enquiry, informed by the CRC when looking at the world and at global issues such as sustainable development.

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.

- The articles from the Convention are central in promoting the Convention and are displayed throughout the school. Individual charters created by the pupils are in prominent places in classrooms and teachers refer to them daily. One young boy in the steering group developed a toilet charter to ensure that the children's privacy is respected.
- Children feel safe in school and know what to do and who to speak to if they have a problem. The school's pastoral system actively supports all pupils and behaviour, well-being and positive relationships are important aspects of school life. Where needed, mediation, peer support and conflict resolution is encouraged.
- Articles and information about the Convention are communicated regularly to parents in newsletters and at parental workshops. Anti-bullying week and the celebration of other key events are also featured in the school calendar.
- The school is committed to British Values and this is central to the school's values. Children learn about other communities and the Headteacher believes that this important in deepening pupil's understanding of cultural and religious diversity.
- Children at the school enjoy a wide variety of rights and are encouraged to take part in and experience a wide range of extra-curricular clubs and activities. Outside organisations such as Loudmouth, NSPCC and the British Red Cross are also regular visitors to the school.

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

- Consider embedding articles and the principles of the CRC in school policies to demonstrate that the CRC fully underpins every aspect of school life.



- Find ways to explore the concept of 'human dignity' and its role as a principle of school life and relationships.
- Explore the role children and young people play in engaging in their right to learn. Consider, with them how this can be further enhanced.

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.

- All pupils in the school are empowered to make a difference and therefore there are many opportunities for them to become involved in pupil voice activities and student led groups. 'We like to make a difference said one pupil and to help others' said a Year 4 pupil. Pupils have been instrumental in leading projects to do with end of year visits and being able to voice their opinions with regard to their learning e.g. reception children discussed what resources they wanted in their environment.
- Global issues are highlighted in lessons. Pupils are aware that not all children can access their rights and they are beginning to be aware about problems in their locality. Children have taken part in the World's Largest Lesson. Much effort and time is devoted to raising money for charities. Activities include Shoe Share, Christmas Jumper Day and No Pen Day. Community PCSO's work closely with the school including parents. Other fundraising events include supporting the local Macmillan charity and the school choir regularly performs within the community.
- Children's achievement is a feature in the school. VIP's are chosen each week and Holly helper posts are advertised to enable the children to apply for a role which in turn are paid with Holly rewards.

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

- Continue to strive for more creative and significant opportunities for the participation and decision making of children and young people to influence and shape the life and work of the school, perhaps through explicit involvement in school improvement planning and/or the evaluation of learning and teaching.
- Enhance ambassadorial activity by enabling children and staff to promote and encourage Rights Respecting values and actions and knowledge of the CRC with other schools and in the wider community.
- 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.



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