RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Osmani Primary School
Headteacher:	Remi Atoyebi
RRSA coordinator:	Andrej Ebringer
Local authority:	London Borough of Tower Hamlets
School context:	There are 414 children aged 3-11 on roll. 31% of pupils are eligible for Free School Meals, 18% of pupils have an EHCP, or a Statement of SEN and 95% of pupils speak English as an additional language.
Attendees at SLT meeting:	Acting headteacher, RRSA lead
Number of children and young people spoken with:	16 Rights Respecting Ambassadors and 22 children from YR to Y6.
Adults spoken with:	5 adults including teachers, a senior TA and parent
Key RRSA accreditations:	Registered for RRSA: 2nd February 2016 Gold first achieved: 16th May 2019 Gold last achieved: 23rd May 2022
Assessor:	Helen Trivers and Aaron Young
Date:	21st May 2025

REACCREDITATION OUTCOME

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

Osmani Primary School continues to meet the standard for UNICEF UK's Rights Respecting Schools Award at Gold: Rights Respecting.

STRENGTHS OF CURRENT PRACTICE

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 range of digital evidence.

It was evident during the reaccreditation visit, and from the evidence, that children's rights continue to be embedded across the school and underpin every facet of school life.

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.

Strengths include:

- The students at Osmani are passionate and confident pupils who understand the importance of rights and are empowered to drive change within the school. The deputy headteacher shared, *"Our children used to lack confidence but we have developed their oracy linked to Rights Respecting and their confidence has increased."*
- The extent to which rights are explicitly linked to all areas of the school's work and are visible on displays, linked across the curriculum from nursery onwards, and prominent on the website and school communications. One pupil shared, *"The teachers always link our learning back to rights."*. Parents spoke highly of the school's rights work and how the language of rights was being used to support discussions at home. One parent commented, *"The school always email us and remind us of rights. They tell us about rights in coffee mornings. It's really preparing the students to be global citizens."*
- A strong commitment to children's rights and to RRSA from leaders at all levels and a strategic approach to embedding a child rights approach, putting it at the core of the school's ethos. The school has been a Gold Rights Respecting School since 2019, and rights are firmly embedded in policies and practice. The RRSA lead said, *"Rights have always been at the heart of the school,"* and the deputy headteacher saying, *"It's part of our school culture."*

Strand B: Teaching and Learning through Rights

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.

Strengths include:

- Strong relationships based on mutual respect and trust, where learning about rights is clearly affecting relationships in a positive way. One staff member shared, "*It has given them greater empathy'* and the school has reported a significant reduction in bullying since engaging with RRSA. The school's Tell, Ask, Get Help approach, linked to CRC articles, supports children to resolve conflict independently and ensures a consistency of language across the school. The RRSA lead said, "*The children and staff use rights language and it helps them to mediate."* The deputy headteacher said, "*There has been a reduction in bullying, children know that their actions impact on others."* Pupils were also able to articulate how equity and dignity were present in their school. One pupil said, *'Equity is when you have the same access to things – so some people may need extra support to get to the same goal.'*
- The students were knowledgeable about rights and the nature of rights and were also able to articulate how equity and dignity were present in their school. One pupil said, "*Equity is when you have the same access to things – so some people may need extra support to get to the same goal."*
- A strong focus on the health and wellbeing of students within the context of rights so that young people feel supported and protected. Students have golden boxes in classrooms where they can report a concern, and the school is adopting a Sugar Smart approach to support health. Pupils knew there was additional support for wellbeing available if they needed it and they saw adults as people who kept them safe. One student said, "*If you have a worry, you can write it in the worry box, and somebody will read it."*
- The strong culture of inclusivity and respect which is understood and articulated by the school community, and where diversity is explicit throughout and pupils can see themselves reflected in a variety of ways. The school takes a proactive approach in promoting diversity and one pupil said, "*We do lots of different culture days where we celebrate other cultures."*

Strand C: Teaching and Learning for Rights

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.

Strengths include:

- Very confident pupils who feel listened to, know that their views are taken seriously and feel empowered to make a positive difference in school. Rights Respecting Ambassadors do a great job in ensuring that all children can raise their views. The headteacher addresses issues that

children have brought up during assemblies so that all pupils are clear about how their views are taken forward, and children can also ask a question or make a suggestion on the headteacher question board. One pupil said, *"You can write a suggestion on a Post-it note and the headteacher will always read it."* The students are also starting to collaborate with other schools locally through the Pupil Parliament where they work together across 6 other local schools. The school also takes a proactive approach to pupil voice with sessions that enable pupils to feed into curriculum development. The deputy headteacher said, *"RRSA gives children more autonomy and input into their education."*

- Pupils have a good understanding of inequalities around the world and the actions they can take to address this. Students often organise campaigns for the rights of others globally and locally, and this has included recent campaigns for Save the Children and Red Nose Day. The RRSA lead said, *"The Rights Respecting Ambassadors have been working with the Whitechapel Mission to support local shelters – and that is always linked back to rights."* Students also spoke confidently about their role in choosing their termly focus when campaigning for rights. One student said, *"We have a vote in the school on which charity to support."*

RECOMMENDATIONS

The following recommendations were discussed during the feedback meeting, to support the school to sustain its practice at Gold: Rights Respecting.

Recommendations:

- Continue to keep the explicit focus on rights and keep having a focus on building the breadth of knowledge. Ensure that the wording of articles used is true to the wording in the CRC. Focus on the precision of language used when discussing rights with pupils, ensuring the rights language is true to the content of the UNCRC.
- Continue to support children and young people to develop their understanding of sustainable development and the UN Global Goals (Sustainable Development Goals). Ensure that children have a good understanding of the purpose of the SDGs and how they are different to but complement rights.
- Continue to support pupils to develop and lead campaigns from a rights perspective. Consider participation in UNICEF UK's annual OutRight campaign and use of the UNICEF UK Youth Advocacy Toolkit to develop a whole school campaign.
- Continue to act as ambassadors for rights and the RRSA through your networks such as E1 schools, and in collaboration with other schools in Tower Hamlets and across London.