

RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	St. Mary's CE Primary School
Headteacher:	Alison Daniel
RRSA coordinator:	Harry Collingwood
Local authority:	Trafford Council
School context:	St. Mary's has 174 pupils on roll, of which, 11.7% are eligible for free school meals, 22.7% are identified as having additional needs and 15.5% speak English as an additional language.
Attendees at SLT meeting:	Headteacher, Deputy Head and RRSA Lead
Number of children and young people spoken with:	11 pupil from Values Ambassador 12 pupils from across Y2-6
Adults spoken with:	Y6 Teacher, TA, Parent, Chair of Governors.
Key RRSA accreditations:	Registration: 29 August 2018 Silver achieved: 5 November 2020 Gold previously achieved: 29 June 2023
Assessor:	Stuart Whiffin
Date:	2 July 2026

REACCREDITATION OUTCOME

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

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

STRENGTHS OF CURRENT PRACTICE

This report is based on a virtual reaccreditation 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 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:

- Pupils who understand how their rights are connected to school life, to the school's values, and to their local and global community. Pupils can talk confidently about a range of rights and link them to school values, learning and daily life. Rights language is now *"...part of the language of the entire school"* said the headteacher, and is reinforced through assemblies, displays, Class Dojo and pupil leadership. Pupils are also *"thinking bigger"*, using projects such as 'St Mary's Makes a Difference' to respond to local and global injustice. Children spoke of *"rights being everywhere in the school, we always think about them because they are important for everyone."*
- Rights learning that is embedded across the curriculum, including the early years and children with additional needs, using a wide range of age appropriate, creative resources. The CRC is taught through planned curriculum links and dedicated rights days across all year groups, from EYFS exploring Article 31 through play to Year 6 learning about refugee children and Article 22. Creative approaches such as drama, poetry, posters and pop-up books help pupils understand rights in age-appropriate ways, while *"...inclusive provision and the Learning Support Ambassadors ensure all children can access and shape rights-based learning,"* stated one member of staff.
- Continued commitment to embedding a Rights Respecting approach, by ensuring reference to the CRC and rights specific language throughout policies and documents. The school continues to embed the CRC through policies, class charters, Article of the Week, Rights Respecting Star of the Week and regular use of 'rights-holder' and 'duty-bearer' language. This embedded approach reflects the headteacher's view that rights are now central to the school's ethos and *"how they can make a difference outside of school."*

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:

- The excellent use of charters across the school which are developed with pupils and are regularly revisited to support respect for children's rights across the school, including actions for duty bearers. *"Each class agrees its charter through pupil discussion and voting, helping children understand the articles most important to them and how these guide behaviour and relationships,"* discussed the Deputy Head. Charters are displayed throughout the year and referred to by both rights holders and duty bearers, supporting a shared understanding that everyone has the right to learn and to be treated with respect.
- The extent to which pupils are clear that they are treated with dignity and respect at school. This language is reflected in policies such as the relationships policy. Respect and dignity are central to the school's ethos, behaviour and relationships work, with staff noting how pupils are regularly reminded that their actions should be respectful to ensure the universal and equal nature of rights. This was also reflected in the school's extensive work, amongst staff and pupils, on promoting equity and equality, to *"...ensure everyone feels included, valued and supported,"* stated the headteacher. Staff discussed how, *"...conversations about equity have helped strengthen inclusion, and given more meaning to provision such as ELSA, Place2Be, calm spaces and regulation stations, this work has helped children have more awareness of the need for these programmes but also build strong relationships between staff and each other during sessions."*
- The extent to which the diversity of children's backgrounds, beliefs, languages, abilities, gender identity etc is respected and celebrated so that all children and their families feel valued and included in school life. *"Article 2 is a cornerstone of our curriculum, with books, artists, assemblies and classroom discussions used to celebrate difference and challenge discrimination,"* said a member of staff. The school's Rights Respecting work began as it welcomed many international new arrivals, and the shared language of dignity, safety and education helped pupils understand why children may need to relocate and how different backgrounds enrich the school community.

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:

- Pupil participation that is valued highly with a range of pupil participation groups giving opportunities for all young people to put their suggestions forward and for these to be acted upon. Staff and pupils alike spoke of the changes that they have been able to make across the school. *"We get asked what we think is good and what can be improved,"* said one pupil. *"We think about how we can make things better and then we talk about them in our meetings,"* said another. Staff gave examples of how these changes are now being made at a strategic level.

"Our Learning Support Ambassadors carry out learning walks with staff, and their observations and suggestions are fed back into the strategic vision of the school."

- The extent to which pupils feel empowered to campaign for change and advocate for children's rights. This has been a focus since the school last achieved Gold, with the creation of the 'St Marys makes a difference' projects. Children spoke of how they *"have a look and think of issues where children cannot enjoy all of their rights and we try and make it better for them."* Staff gave examples of this such as pupils in Y4 raised funds towards an appeal for Jamaica, because children in that class have family there who had been affected by a recent hurricane. Staff discussed how, *"having regular RRS days, with a focus on where we can make a difference, has really had a continued impact on the awareness and empathy for others on the pupils. They now know that they have a part to play as global citizens."*

RECOMMENDATIONS

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

Recommendations:

- Ensure there is a clear plan in place to ensure the sustainability of the excellent rights respecting practice, distributing the leadership of the Rights Respecting practice further throughout the school. Consider engaging a range of staff with [RRSA training courses](#) and using the [RRSA Spotlight](#) staff CPD resources included in your membership.
- Continue to involve children in curriculum audits, curriculum co-planning and focus groups to further engage them in playing an active role in their learning. Ensure you make explicit connections to education and participation articles from the CRC and how children are contributing to the school's improvement plan.
- Continue to act as ambassadors for children's rights and the RRSA programme through your networks and in collaboration with the local authority and other schools.