

RRSA REACCREDITATION REPORT GOLD: RIGHTS RESPECTING

School:	Christ Church Primary School
Headteacher:	Katy Forsdyke
RRSA coordinator:	Katy Forsdyke
Local authority:	London Borough of Camden
Assessor(s):	Frances Bestley and Martin Russell
Date:	13 th July 2021

1. INTRODUCTION

This Gold reaccreditation report is based on a virtual visit. Christ Church Primary School is part of an RRSA reaccreditation pilot.

The assessors would like to thank the pupils, the Senior Leadership Team, staff and governors for their warm welcome to the school, for the opportunity to speak with adults and pupils during the assessment. Prior to the accreditation visit, the school completed a comprehensive Reaccreditation Gold Submission form.

The RRSA coordinator identified teaching and learning inspired by the Article of the Week resources, the Arts Project inspired by the CRC and Global Goals, review of the school Christian vision and values, promoting positive mental health and wellbeing through the Happiness Project, celebrating difference and diversity, developing their own Anti-Bullying Champions programme, pupil voice through 'Have your say', and campaigning and charity work as their key actions for maintaining and strengthening their Gold rights respecting work. It was evident that children's rights are embedded across the school and underpin every facet of school life.

Particular strengths of the school include:

- The children's excellent knowledge and understanding of rights.
- The school's exemplary use of Unicef UK's Article of the Week materials.
- A school culture that highlights equality and diversity not just through words but in action.
- Pupil voice, particularly 'Have Your Say' which serves as a catalyst for campaigning, action and the realisation of change.

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

2. MAINTAINING GOLD: RIGHTS RESPECTING STATUS

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:

- Consider succession planning for the leadership of RRSA in the school, enabling another colleague or two the opportunity to further develop this work.
- Contribute to an RRSA Case Study to exemplify good practice around Article of the Week.
- Further develop an ambassadorial role, particularly within the Local Authority, by networking with other rights respecting schools to promote children’s rights and RRSA across the authority.
- Consider revisiting Unicef UK’s [OutRight](#) campaign.

3. ACCREDITATION INFORMATION

School context	Christ Church School is a Church of England Primary school with 188 children currently on roll. 49% of pupils speak English as an additional language and a total of 27 languages are represented. 4% of pupils are currently in receipt of support through the Pupil Premium and none currently have a formal Education health and Care Plan. However, the school identifies around 8% of the children to require additional support with their learning.
Attendees at SLT meeting	Headteacher and deputy headteacher.
Number of children and young people interviewed	18 pupils in focus groups.
Number of adults interviewed	4 teaching staff, 3 parents who are also Governors
Registered for RRSA:	June 2009
Gold achieved:	2012, 2015 and last reaccredited in July 2018



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 development.

Strand A has been maintained.

- Pupils' and adults' knowledge of rights is extensive, and it was evident throughout the visit that the CRC is fundamental to the life and work of the school. The children cited a wide range of articles and understood how these applied to their lives inside and outside of school and in the wider world. Comments from the children demonstrated a deep understanding of the principles underlying the Convention and included, *"It means that you have them in a way that protects you and makes sure people care for you and don't treat you differently."* Others shared, *"I used to always think that parents get to tell me what to do... knowing about my rights made me feel stronger as a person. There are people who respect you."* and *"I used to think I'm just a kid, but knowing I have rights means that I can really do things."* The school has a significant number of children joining, mid-year from other primary settings and we heard very positive appreciation of their new rights knowledge, such as, *"When I joined the school I didn't know about rights. This makes a real difference because it helps you to express yourself."*
- The school has made exemplary use of the Unicef UK Article of the Week resources, both during periods of home learning and within the classroom. Teachers and children have been provided with additional guidance by the headteacher and had their attention drawn to links with existing work in school and to additional relevant resources. Classroom staff systematically capture and share examples of work completed by the children in response to the material. This has clearly contributed to the children's excellent knowledge and understanding of the CRC and has also enhanced parents and carers' awareness of the Convention. The school's approach to Article of the Week has been proposed as an RRSA 'Case Study'.
- The headteacher has led the school's long-standing engagement with RRSA and this is their fourth reaccreditation at Gold. Through her committed and passionate leadership, the community has constantly renewed and refreshed their work on rights, incorporating new Unicef guidance and constantly innovating to ensure that learning about rights is always fresh and inspiring for both children and adults. She explained *"Being rights respecting means the children understand why things are important. Every school can speak of positive relationships and support for wellbeing... but our language on these and on all issues invariably links back to rights."*
- It was evident that, at strategic level, the CRC aligns with the school's Christian foundation and is articulated as such by senior leaders and governors. One of the governors commented, *"When we do school walk arrounds, we see the rights everywhere. At governors' meetings the headteacher reports on new developments and discussion about the school values and identity always link to rights. It will be great to be back in school and remind the children that we are really listening to their voice!"* A parent explained *"It would be almost impossible to be a parent of a child at Christ Church and not know that your daughter or son had rights!"* The CRC is made explicit to new parents and communication to parents and carers frequently references relevant articles. Comments from parents we spoke with included, *"School is really helping my child to understand their role as global citizens."* And we were told of children being inspired to initiate practical projects to support refugees which involved the collection of toiletries which were sent to the camps in Calais; the parent made direct reference to articles 10 and 22. Another parent spoke of their older child who, after starting secondary school was surprised to find that rights were not prominent but, through the confidence developed at Christ Church, *"is actively engaged in environmental projects and in speaking up on issues he feels strongly about."*



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.

Strand B has been maintained.

- Children, and adults at Christ Church have collaborated successfully to develop a school community based on equality, dignity, respect and non-discrimination. In response to a question exploring how rights impact upon the school, one teacher told us, *“The children refer to us a duty bearers and they know that it’s our responsibility to ensure they get their rights. There is no culture of ‘it’s not fair’ in this school because the children understand that others require different types of support.”* Conversation with pupils revealed their understanding of fairness and equity, *“We get treated fairly – some people need more help than others, an example would be ‘Booster’, it’s where you get extra help if you are struggling with a subject.”*; *“We all get the same opportunities, for example if there is something new to try, we all get a go.”*; *“Even with Covid the school have helped us to do all the things we would have done.”*; *“Equity is when somebody might need something extra to get the same thing as others.”*
- It was evident throughout the virtual visit that mutually respectful relationships are a hallmark of the school. The children spoke with enthusiasm about the role of the ABC team, *“It stands for Anti Bullying Champions.”* Those who take on this role see it in the context of supporting and respecting everyone’s rights. One child summed things up in a presentation shared as part of the evidence, *‘We became ABCs: We made iMovies to show our learning about what bullying is. We also learnt about how to be an Upstander not a Bystander.’* It was however explained that *“We rarely ever have to do it. There are arguments sometimes but that’s hardly ever bullying!”* Other work across the school to reinforce positive relationships includes: Reception, each year, learning about UN peacekeepers and thinking about how they can become peacekeepers/peace makers in their lives and KS2 children making and swapping our friendship bracelets with new friends, which during Covid restrictions became an exchange of positive messages.
- Support for all aspects of the children’s wellbeing is a long-standing strength of the school. Since their last RRSA accreditation this work has been further developed and strengthened through the ‘Happiness Project’. Over an extended period, ten different themes are explored. All link broadly to article 24 but there are many other links to rights. The themes include, setting goals, giving, friends and family, emotions, healthy body, celebrating difference and belonging. The project has been shared with other LA schools and has contributed to Christ Church achieving the Wellbeing Award for Schools and being a lead school for the Camden Mental Health Hub. Staff recognise the importance of this work and acknowledge the school’s support for their own wellbeing, *“If we feel that we have good mental health it cascades down to the children.”* Another colleague made the connection between the Project and children’s rights, *“It links to equality and fairness too... they know that they have rights which in itself adds to their wellbeing.”*
- Diverse opinions and perspectives are actively promoted and encouraged in numerous ways. Learning directly addresses issues such as stereotyping; some Y6 work was shared, for example, showing exploration of stereotypical attitudes in a variety of contexts ranging from toys given to children, sporting assumptions and career choices. A child pointed out that *“Our school is very good at teaching us to respect others and respect our world.”* One of the parents expressed appreciation that the school’s commitment to children’s rights underpins a breadth of thinking and opens up opportunities, *“...through art projects and music. Learning to sign has really broadened the education she has... and they have also experienced mouth painting and reflected on the rights of those with disabilities.”*

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.

Strand C has been maintained.

- Pupil voice is fundamental to the school's identity and to how it operates. Every day brings multiple examples of the children raising issues with their teachers and the school's leaders; this occurs spontaneously and naturally because they know that it is their right and that their views will be taken seriously. Learning about rights is often a catalyst for action. For example, Y4 wrote a letter to the head teacher in response to learning about Articles 2, 12 and 30 and the International Day for the Elimination of Racial Discrimination. They suggested ways that the school could help reduce discrimination by learning more about less famous people who have fought discrimination and improving the variety of books in class reading corners which feature people from a range of races and ethnicities. Both actions are already beginning to be implemented. In response to learning about Article 31, Y6 wrote letters to the headteacher asking for their choice of after school club for the following term (at the point when extra-curricular activities were being reintroduced); their suggestion of a Year 6 pottery club was implemented the following term.
- There is a clear correlation between pupil voice and school improvement. Following a pupil voice consultation on home learning towards the end of the first national lockdown, *"We changed many things for later lockdowns... improving the experience for the children."* Children in Subject Voice Groups give input to teachers and governors resulting in changes such as the time allocated to different subjects and the ways in which feedback on learning and progress is shared. One teacher observed, *"The children know that they are going to be listened to... they know that sharing their ideas can bring about change. The quality of discussion really impacts positively on learning."* In seeking further reflection on the impact of pupil participation, it was explained that, *"There is a sense that it's their school in their community and we all work to make it as good as it could be."*
- The school has a long tradition of the children undertaking 'Have Our say' presentations. Originally intended to build oracy skills, confidence and the ability to present to an audience, they have increasingly become opportunities to initiate change or to enlist support and allyship around issues which matter to individual children. One child explained, *"When I did my presentation people started listening to the news more and finding out about the conflict in the Middle East. There should be peace to make the world calmer."* Another told us that, *"Somebody in our class did a talk about Little Free Libraries and we set one up ourselves outside the school!"* One of the staff recalled, *"One of my children did a Have Your Say presentation about food waste which led to the introduction of improved systems including the introduction of composting on site."*
- Since the school's last Gold accreditation, one of their many innovations related to the CRC was an arts project based on the Convention and the UN Global Goals. This carefully planned programme involved all children and is a powerful example of how to both advocate for and promote awareness of rights and communicate a vision for a better world. Two brief examples give a sense of the breadth of this work: Year 3 thought about the importance of Article 24 and the part that a balanced diet plays in a healthy lifestyle; they were inspired by Guiseppe Arcimboldo to create hearts full of different foods; Year 6's whole class piece was based on Global Goal 10: Reduced Inequalities and the work of Chris Ofili to create a piece including symbols representing diversity and the faces of anti-discrimination campaigners. The resulting work is displayed throughout the school but has also been captured as a 'virtual gallery' and shared via the schools' website, with their local Authority and through Unicef's Article of the Week resources.