

# RRSA REACCREDITATION REPORT

## GOLD: RIGHTS RESPECTING

<b>School:</b>	Christ Church Primary School
<b>Headteacher:</b>	Katy Forsdyke
<b>RRSA coordinator:</b>	Kathryn Pagnello
<b>Local authority:</b>	Camden
<b>School context:</b>	A Church of England primary school in the heart of Hampstead with 192 pupils on roll, 3.6% pupil premium, 9% receive support for Special Educational Needs or a Disability (SEND) and 55.2% speak English as an Additional Language.
<b>Attendees at SLT meeting:</b>	Headteacher and RRSA coordinator
<b>Number of children and young people spoken with:</b>	23 from Reception to Y6 in focus groups and 28 in Y2 class.
<b>Adults spoken with:</b>	3 teachers, 1 trainee teacher, 1 teaching assistant, 1 admin officer, 1 parent, 1 governor.
<b>Key RRSA accreditations:</b>	Registered for RRSA: 7 <sup>th</sup> January 2008 Silver achieved: 1 <sup>st</sup> April 2009 Gold achieved: July 2009 and every three years. Last reaccreditation 13 <sup>th</sup> July 2021. This is the 6 <sup>th</sup> reaccreditation.
<b>Assessor:</b>	Isobel Mitchell
<b>Date:</b>	27 <sup>th</sup> November 2024

## REACCREDITATION OUTCOME

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

**Christ Church Primary continues to meet the standard for UNICEF UK's Rights Respecting Schools Award at Gold: Rights Respecting.**

# 1. STRENGTHS AND RECOMMENDATIONS

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 that children's rights are embedded across the school and underpin every facet of school life.

## Strengths of the school include:

- Very articulate pupils who demonstrate excellent knowledge and understanding of rights and are confident in the key concepts.
- 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 and very prominent on the website and in school communications.
- Continued commitment and creativity by the whole school in placing the CRC at the heart of policy and practice, notably the use of the arts to teach about rights.
- The caring and nurturing ethos of the school, where the positive relationships are built on knowledge of and respect for rights.
- A strong focus on the mental health and wellbeing of students within the context of rights so that young people feel supported and protected.
- Excellent opportunities for children to support the rights of others through campaigning, advocacy and fundraising initiatives.
- The work of the school as ambassadors for children's rights particularly through the headteacher's leadership of the Camden Child Rights Steering Group.

**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:**

- Continue to make effective links to rights across the curriculum and to the school's Christian values and consider making these links even more explicit in PSHE curriculum documentation, and on external information relating to the school's values.
- Continue to develop opportunities for children and young people to be at the heart of strategic decision-making, consider creating a child friendly school development plan so children can play an even stronger role in shaping priorities and implementing the plan.
- Continue to act as ambassadors for children's rights with schools in Camden and beyond – this is making a real difference and is much appreciated.

## 2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
<p>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.</p>	<p>Children spoken with in the focus groups and in classes displayed an excellent knowledge of rights and were clear that rights are for all children from birth, cannot be taken away, do not have to be earned and are all equally important. They also explained that despite rights being universal, in many situations they are not being protected, due to, for example, war and poverty, child labour and extreme weather exacerbated by climate change. This level of knowledge has been developed and sustained through links across the curriculum for all age groups, assemblies, discrete lessons on rights in PSHE and whole school initiatives. In Reception, children begin learning about rights through thinking about what every child needs from birth and this is linked to the Christmas story. This year, they have also focussed on Article 2, creating artwork to show that rights are for all children around the world. During the visit, children in Y1 were learning about ‘people we see regularly’ to introduce the role of Duty Bearers and Y6 were engaged in a lesson about supply chains linking to child labour and the environmental impact of food miles. The whole school have taken part in an Art project, producing beautiful artwork which last year focussed on the Global Goals and this year focused on the CRC. The project enables the pupils to study Articles in depth and finished artwork is framed and sent home to parents/carers and made into a calendar to share with the community. The RRS lead is doing an excellent job of sharing resources and information through INSET days and staff meetings. This is the 6<sup>th</sup> gold reaccreditation and training about rights is embedded, and a range of staff are involved in leading the work to ensure its sustainability. The RRSA lead said, <i>“It is very much part of Christ Church as a school.”</i> The governor spoken with during the visit confirmed that children’s rights, <i>“...underpin everything”</i>, at Christ Church Primary and the parent spoken with explained that families are well informed about the work on rights through whole school projects, newsletters, and homework discussion questions. She said, <i>“Understanding their rights and the rights of others, helps the children to understand the world outside of Christ Church Primary.”</i></p>
STRAND B	Highlights and comments
<p>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</p>	<p>Comments from staff and children make it clear that children’s rights are enjoyed and protected at Christ Church Primary. The headteacher said, <i>“It’s become very embedded in what the school does, it empowers children to think about the provision they should be receiving and how they can support others. It gives us a framework for our curriculum and our enrichment learning.”</i> When asked what makes Christ Church a Gold Rights Respecting School, one child said, <i>“Everyone cares for you and there is always someone there for you.”</i> Another child said, <i>“The school cares a lot about children’s rights,”</i> and another added, <i>“The teachers will always protect you.”</i> Children understood ‘dignity’ to mean, <i>“...being treated with respect and not made fun of,”</i> and they confirmed that they are treated with dignity at school, explaining that if there is an incidence of poor behaviour the teachers will <i>“listen to both sides,”</i> and <i>“give time for us to think about what happened.”</i> Positive relationships are supported by a rights respecting school charter and class charters which form the cornerstone of the behaviour policy. The school was rated as ‘Outstanding’ in all areas by Ofsted in 2023, quotes from the report imply that the school has successfully created a rights respecting environment, ‘Pupils’ behaviour is impeccable. Pupils are highly respectful of others and listen carefully to their teachers.’ Children spoken with during the visit</p>

learners and promotes wellbeing	shared similar observations, <i>"We don't really have bullying here but just in case, we have been learning how to be an upstander."</i> Every other year the school runs a 'Happiness Project' across the whole school to focus on mental health and wellbeing themes. 2023 highlights included trying new activities such as canal boat trips and skateboarding and painting celebration stones and placing them in many locations to spread happiness and positivity. Parent workshops on a range of wellbeing topics were well attended. PSHE week in the Autumn term continues to focus on celebrating the differences which make everyone unique, as well as learning about the diversity in the community and world and how to challenge discrimination, prejudice and stereotypes. The curriculum is designed to celebrate diversity and create an inclusive environment, for example, in Y3 children learn about recognising and respecting that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents) and that families of all types can provide a safe and loving environment.
<b>STRAND C</b>	<b>Highlights and comments</b>
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 children experience their rights.	Pupils are using their voice to effect change both within school, in the community and in the wider world. For example, school council have recently designed a new logo to promote their links to Article 12 (the right to have a say and be listened to) and are making an impact in school through listening to the concerns of their fellow pupils and taking action to address them. For example, they have recently re-installed a 'hydration station' where children can help themselves to healthy water with added fruit and they recently attended a 'takeover' afternoon in Camden town hall where they presented their ideas for keeping children safe in Camden. The Wellbeing Champions have started a Wellbeing Lunchtime Club for KS1 and Reception children who would prefer a calmer place to play, as well as encouraging both parents and pupils to take part in 'Wake and Shake' on Monday mornings. The Christ Church Eco-Warriors have been busy planting bulbs to improve the school environment and running a Christmas Jumper Swap event to reduce waste. In addition to fundraising for local and international charities, all children take part in campaigning and advocacy projects addressing issues they feel passionately about. This year, Reception learnt about UN peacekeepers and how they can become peacekeepers/peacemakers themselves, KS1 created bunting that was displayed in the local area promoting the Global Goals and linking them to the CRC. Y1 and Y3 completed a litter pick on the Heath. Y3 learnt about Global Goal 15 – Life on Land and focused on Articles 24 and 29 of the CRC. They created posters which were displayed in the local area to encourage people to look after the environment. Y4 wrote to their local MP urging the government to take climate change seriously. Y5 focused on Article 31 of the CRC and organised a day of play and Y6 ran businesses as part of their end of year activities and raised money for UNICEF. As a long-standing gold school, the headteacher in particular continues to play a valuable ambassadorial role, leading the Camden Child Rights Steering Group which has been instrumental in encouraging many other schools to begin their rights respecting journey. The pupils are also taking a lead in this through, for example, creating a video about their rights respecting school, shown at a teachers' event in Camden.