RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	St Mary's RC Primary School
Headteacher:	J O'Mullane and T Collins
RRSA coordinator:	Lauren Muirhead
Local authority:	Manchester
School context:	There are 395 pupils aged 3 to 11 on roll. Of these, 19% are eligible for Pupil Premium Funding, 6.3% have additional support needs and 22% speak English as an additional language.
Attendees at SLT meeting	Headteacher, RRSA coordinator
Number of children and young people spoken with:	RRSA Ambassadors: 12 children from Reception to Y6 Group 2: 13 children from Y2 to Y6
Adults spoken with:	10 adults including teaching staff, support staff, parents and governors
Key RRSA accreditations:	Registration: 02 April 2019 Silver achieved: 27 November 2020 Gold previously achieved: 24 May 2023
Assessor:	Sarah Hodgkinson
Date:	02 October 2026

REACCREDITATION OUTCOME

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

St Mary's RC 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:

- Very articulate pupils who demonstrate a strong understanding of children's rights and speak confidently about rights concepts. Their responses reflected both secure knowledge and a clear sense of rights as universal and inherent. As one Year 1 pupil explained, *"Rights are inalienable,"* while another child added, *"You have them when you are born…but you don't know it yet!"*
- Rights learning that is embedded across the curriculum, including in Nursery, through a wide range of age-appropriate and creative experiences. Children and families begin learning about rights before joining the school through welcome events and communications. This early engagement continues throughout EYFS, with Nursery and Reception children encouraged to participate in the RRSA Ambassadors steering group. As a result, children develop enthusiasm for rights from a young age and act as advocates among their peers. An EYFS teacher reflected that their class representative had, *"…a love for being part of the RRSA Ambassadors and they brought their enthusiasm back to the other children…They all wanted to learn all about rights."*
- A strong commitment to children's rights that is evident across all levels of leadership and is closely aligned with the school's vision and values. Leaders ensure that new initiatives complement and strengthen the school's rights-respecting ethos, supported by ongoing staff training and professional development. The school's long-standing engagement with RRSA continues to drive improvement and is reflected in wider achievements, including recently gaining Flagship Status from the Inclusion Quality Mark. As the headteacher explained, *"…everything that we do is backed by research and is proven to be in the best interests of the children."*
- Strong relationships with parents, carers and families, including a high level of engagement with the rights work and the wider life of the school, are a notable strength. Community initiatives, such as participation in the annual light trail and the provision of allotment spaces for local families, further strengthen these partnerships. Parents spoke positively about the impact of RRSA on children's confidence, empathy and understanding of global issues. As one parent reflected, *"It's not just about their rights, it's about the rights of all children in other parts of the world."*

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 recently introduced restorative approach, *Heart Values*, is helping to ensure that behaviour is managed consistently and positively across the school. Supporting this work, *Make it Better* booklets use accessible widget symbols to help pupils reflect on their actions, repair relationships and consider future choices. One pupil described the booklets as *"…an easy way to make it better."*
- The school's work on health and wellbeing is a notable strength, particularly its focus on supporting children's emotional wellbeing and mental health. Forest School, available to all pupils, helps children develop a love of the outdoors and understand its benefits for wellbeing, while *My Happy Mind* supports emotional literacy and self-regulation. The *Bloom and Grow* curriculum further enriches pupils' experiences beyond the classroom, and targeted support, such as the Rainbow Group, is available for children and families experiencing bereavement. Pupils spoke positively about the range of wellbeing strategies available, including 'backpack journals' where they can *"…doodle to calm you down."*
- A caring and inclusive ethos ensures that all pupils, particularly those with learning differences or disabilities, feel valued, supported and fully involved in school life. Staff are committed to providing an inclusive experience for every child. Universal approaches, including classroom 'engage stations', regular movement breaks and Dough Dance, support concentration, regulation and participation for all learners. As one pupil explained, *"Anyone can use the engage station, just if you happen to need it."* Staff also foster an appreciation of diversity and inclusion, with pupils demonstrating respect for different perspectives and beliefs. One pupil commented, *"We learn about different beliefs and know that everyone has a different way of seeing things."*

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 voice is embedded across the school, with a range of groups providing meaningful opportunities for children to influence school life. Pupils can identify changes that have resulted from their participation, including an additional mud kitchen, more playground seating, changes to the lunch menu and pupil-led assemblies. Pupil voice also led to the introduction and design of the new 'Heart Badge' and an accompanying termly award. The Voice 21 programme is supporting children to communicate their ideas effectively and engage respectfully with the views of others.
- A strong commitment to global citizenship and sustainability is helping pupils develop an understanding of inequality and the actions they can take to create positive change. The Chaplains play an active role in leading charity initiatives, including the Reverse Advent Calendar, enabling pupils to make meaningful connections between their actions and the rights of others.

The Climate Crew plays an active role in promoting environmental awareness and sustainable living, including contributing to the development of the school's sensory garden, flower garden, pond area and planting in the local park. Pupils spoke proudly about their involvement in environmental initiatives through Forest School and community projects, including creating sustainable lanterns for the annual light trail. Children also demonstrated a desire to support others beyond their immediate community, with one pupil reflecting on fundraising for the Jamaica earthquake appeal: *"We sent all of the money off and it really helped."*

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 develop the depth and precision of language used when discussing rights with pupils, ensuring the rights language is true to the content of the UNCRC. The Myths and Misconceptions and Rights Respecting language Spotlight resource will support staff. (Outcome 1)
- Seek ways of making the UNCRC and your commitment to RRSA more explicit in the school's strategic documentation, on the website and in other communications, to further engage the wider community. (Outcome 1)
- Ensure that restorative conversations and relevant documents actively refer to rights language to support positive relationships in and around school. Consider co-creating a relationships policy with children, explicitly referencing rights respecting approaches. Consider using the RRSA and Relationships guidance to support this work. (Outcome 3)
- Strengthen the impact of pupil participation by closing the feedback loop; perhaps a 'You said, We did' approach, showing how the participation of pupils has brought about meaningful change. (Outcome 8)
- Continue to develop strategies to empower pupils to challenge injustice and create further opportunities for all year groups to be involved in campaigning and advocacy work on children's rights. Consider using the UNICEF UK's Youth Advocacy Toolkit and the UN Global Goals for Sustainable Development as a framework for this. (Outcome 9)
- As a Gold Rights Respecting School, develop your ambassadorial role, promoting the UNCRC and the benefits of a child rights approach across your school community and beyond. (Outcome 9)