

# RRSA REACCREDITATION REPORT

## GOLD: RIGHTS RESPECTING

|                                                  |                                                                                                                                                                              |
|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| School:                                          | Kirklevington Primary School                                                                                                                                                 |
| Headteacher:                                     | Louise Peacock                                                                                                                                                               |
| RRSA coordinator:                                | Julie Patterson                                                                                                                                                              |
| Local authority:                                 | Stockton on Tees Borough Council (part of Spark Academy Trust)                                                                                                               |
| School context:                                  | There are 154 pupils on roll at Kirklevington Primary. Of these 7% are eligible for Pupil Premium, 1% of pupils have an EHCP and 1% speak English as an additional language. |
| Attendees at SLT meeting:                        | Headteacher and RRSA Coordinator                                                                                                                                             |
| Number of children and young people spoken with: | 16 pupils from leadership groups and 18 from across the school                                                                                                               |
| Adults spoken with:                              | 2 teachers and the RRSA link governor                                                                                                                                        |
| Key RRSA accreditations:                         | Registration: November 2015<br>Silver achieved: March 2017<br>Gold previously achieved: March 2019, June 2022                                                                |
| Assessor:                                        | Kathy Allan                                                                                                                                                                  |
| Date:                                            | 3 July 2025                                                                                                                                                                  |

## REACCREDITATION OUTCOME

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

Kirklevington Primary 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 in person reaccreditation visit. The assessor(s) 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:

- Articulate pupils who demonstrate good knowledge and understanding of rights and are confident in the concept of rights. The headteacher shared how since the last visit *"Children are better at articulating rights now, we have relaunched it and everyone knows the language."* *"It is in virtually everything we teach, special days and in the way we talk to children,"* another member of staff explained.
- 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 prominent across school communications. 'Rights of the Fortnight' are shared in assemblies with classes exploring them and presenting their learning back to the rest of the school. Article 8 is a current focus with nursery children creating their own passports. Staff shared how children *"...explore the article and make the choice over how to present."*
- A strong commitment to children's rights and to RRSA from leaders at all levels and tied into the vision and values of the school. Changes in staffing have honed a focus on values and ethos and the school values, ready, respectful, safe, are well understood by pupils, *"Our values are being lived through the school,"* explained a staff member. The headteacher talked about rights and respect and the focus on values as *"...pulling the golden thread through everything we are doing."*
- A nurturing family atmosphere where strong relationships are developing with parents/carers who also value the school's rights respecting work. Families are engaged in the schools focus on rights with activities linked to the article of the fortnight and opportunities to come into school to learn, such as family lunches and decorating biscuits to represent chosen articles and sorting rights activities.

## 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 language of rights being evident in all activities: in the classroom, the wider school and in conversations with the school community. There has been a strong focus on building awareness of children's rights and this was highlighted by the RRSA governor who shared how the school is like a family with a strong element of care that is spreading through the community. *"We are putting children at the front of everything as it is our duty to ensure their rights are respected,"* explained the RRSA coordinator about the focus and development made since the last accreditation.
- Relationships based on mutual respect and trust, where learning about rights is clearly affecting relationships in a positive way. *"Children are very courteous and responsible for each other; this is underpinned by their understanding of rights and respect"* shared the RRSA governor. Staff also discussed how the school's behaviour policy was reviewed with children. They shared how all staff felt it was important to ensure the policy was updated to ensure dignity and mutual respect are at the heart.
- A strong focus on the safety and the health and wellbeing of children within the context of rights so that they feel supported and protected. Children shared how they had learnt about a balanced diet, had learnt CPR and held a healthy heart café. From when children arrive in nursery, safety is discussed and a member staff shared how *"Through explicit teaching of rights it is good for safeguarding."*

## 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:

- The extent to which pupils are listened to and involved in decision making at all levels. A range of leadership opportunities are available and are well understood by children. Pupils have been engaged in developing a school development plan, choosing new play equipment, interviewing staff and reviewing the curriculum. As the PSHE lead shared, *"We are giving them a voice and choice over what they want to happen in class and across the school."*
- Duty bearers who take children's concerns seriously and support them to engage in taking action for rights. A child shared how, *"We can help our community, we can make a difference, we've*

*asked for a crossing person and signs to keep us safe" as part of a road safety campaign where they wrote to Stockton Council. Children also highlighted that recycling bins weren't available and campaigned to make this possible. The headteacher shared how expensive recycling has become for schools but that changes were important to make. A pupil explained, "Instead of putting all our rubbish in the normal bin we now have a special bin to make compost," another adding "We have litter pickers and that is respecting the environment."*

## RECOMMENDATIONS

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

### Recommendations:

- Create further opportunities for pupils and staff to learn about rights in greater depth, including the origins and wider context of children's rights and human rights. Remember that the school has access to [RRSA training courses](#) and [RRSA Spotlight](#) staff training resources.
- Continue the work that has begun on ensuring positive representation of diverse society throughout the curriculum. Consider using protected characteristics as a framework and working alongside another [Gold RRSA school](#) to facilitate this.
- Strengthen the impact of pupil voice by closing the feedback circle; perhaps a 'You said, We did together' approach, showing how the voice of pupils has brought about meaningful change. You may also find it useful to explore the Lundy model of participation which features in our [Strengthening Participation training](#).
- Build on previous campaigns experience developing strategies to empower pupils to challenge injustice and create further opportunities for all pupils to be involved in campaigning and advocacy work on children's rights. Consider using the [UN Global Goals for Sustainable Development](#) as a framework for this and attending [Introduction to and/or Strengthening Global Citizenship](#) training.
- Continue to act as ambassadors for rights and the RRSA through your networks and in collaboration with the schools who have recently joined the Trust.