

# RRSA REACCREDITATION REPORT

## GOLD: RIGHTS RESPECTING

<b>School:</b>	Caversham Primary School
<b>Headteachers:</b>	Jo Grover and Clare Jones-King
<b>RRSA coordinator:</b>	Charlie Crockford
<b>Local authority:</b>	Reading Borough Council
<b>School context:</b>	There are 412 pupils on roll at this Primary School. 4.8% of pupils are eligible for pupil premium, 2% have an EHCP and 22% speak English as an additional language.
<b>Attendees at SLT meeting:</b>	Both Headteachers and RRSA Coordinator
<b>Number of children and young people spoken with:</b>	Group 1: 10 pupils from the School Council in Year 2 to Year 6 Group 2: 8 pupils from Year 2 to Year 6
<b>Adults spoken with:</b>	School Secretary, EYFS Lead/Staff Governor, Deputy Headteacher, 2 Mainstream Teachers, Acorn Base Teacher, 1 TA/Parent and 1 Reception TA/Librarian/ELSA Practitioner.
<b>Key RRSA accreditations:</b>	Registration: 29 <sup>th</sup> October 2010 Silver achieved: 3 <sup>rd</sup> February 2012 Gold previously achieved: 20 <sup>th</sup> October 2020
<b>Assessor:</b>	Katelyn Farrenson
<b>Date:</b>	19 <sup>th</sup> September 2025

## REACCREDITATION OUTCOME

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

Caversham 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 can confidently discuss a range of rights and explain why they are important and relevant to their lives. Children interviewed were able to talk about many articles of the UNCRC that they know, with one pupil explaining, "...they give you a meaning and you know that you belong with everyone else."
- 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 school communications. Parent inductions, displays, policies, assemblies, the whole school curriculum, class charters, the school website, article of the week, and parent communications all support rights learning across the whole school community. Staff spoke of rights being "embedded" in school life.
- A strong commitment to children's rights and to RRSA from leaders at all levels tied into the vision and values of the school, supported by quality training for staff. Duty bearers are passionate advocates for ensuring children access their rights. One of the headteachers said of rights, "It's just completely part of what we do and who we are. It's totally embedded."

### 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. Duty bearers described the rights as being "second nature," "intuitive" and "lived" at the school.

- The development of child friendly restorative justice practice underpinned by children's rights. One of the deputy headteachers explained that, *"If there is a behaviour issue, we talk about it from the basis of rights."*
- A strong focus on the health and wellbeing of students within the context of rights so that young people feel supported and nurtured. As a trauma informed school, Caversham Primary has a real focus on the emotional wellbeing of its whole community, *"...underpinned by rights and therapeutic thinking,"* explained the RRSA coordinator. Children talked about how the school is *"really safe," "people feel comfortable to talk to anyone,"* and, *"people get what they need."*
- A caring and inclusive ethos where staff ensure that everyone, particularly those with learning differences or a disability, feel supported and fully involved in school life. The new Acorns base ensure that all children receive the help that they need to access their education. One of the teaching assistants noted the importance of their job as duty bearers in, *"...working with children who don't always have their rights respected [outside of school]."*

### **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. Children feel empowered to drive change within their school. One member of the pupil focus group said, *"If you tell the school council something, it's quite likely it will happen."* Pupils spoke proudly of their buddy bench, changes to their playground and school fairs that they have helped to organise and run.
- Pupils who have a secure sense of social justice which has been developed through a number of whole school initiatives. Pupils in the focus group explained how, *"In some countries girls don't get their right to an education... so we tell people about it, so people notice."*
- Pupils who are confident that they are active global citizens empowered to make positive change in the world around them. Pupils are learning about pollution and are working with the SusTrans group to improve their local air quality, putting up signs around the school perimeter asking people not to allow car engines to idle.

## 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. UNICEF UK's [Myths and Misconceptions](#) and [Rights Respecting language Spotlight](#) resource will support staff. (Outcome 1)
- Continue to work on enabling pupils' and adults' use of rights vocabulary such as dignity, equity, duty bearers and rights holders. Consider using the RRSA [Exploring Dignity with Pupils](#) to support this work. (Outcome 3)
- 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 annual [OutRight campaign](#). (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)