

RRSA REACCREDITATION REPORT

SILVER: RIGHTS AWARE

School:	St John and St James C of E Primary
Headteacher:	Grace Gladstone
RRSA coordinator:	Zulai Bah
Local authority:	London Borough of Hackney (Primary Advantage Federation)
Context:	St John and St James C of E Primary has 217 pupils on roll. Of these 41.74% are eligible for Pupil Premium funding, 25.23% have additional support needs and 35.32% speak English as an additional language.
Attendees at SLT meeting:	Headteacher, RRSA Coordinator, new RRSA Coordinator from September
Number of children and young people spoken with:	10 children from Y3 – 6
Adults spoken with:	3 adults including an assistant headteacher, TA and pastoral manager
RRSA key dates:	Registered: 4 July 2011 Bronze achieved: 9 February 2012 Silver 27 March 2013 Gold 4 June 2014
Assessor:	Helen Trivers
Date of accreditation:	15 July 2026

REACCREDITATION OUTCOME

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

St John and St James C of E Primary School continues to meet the standard for UNICEF UK's Rights Respecting Schools Award at Silver: Rights Aware.

OUTCOMES FROM THE SILVER VISIT

STRAND A: TEACHING AND LEARNING ABOUT RIGHTS

The assessor was confident that the school is making good progress towards Outcome 1 in Strand A, meaning that the United Nations Convention on the Rights of the Child (CRC) is becoming known to children, young people and adults, who are starting to use this shared understanding to work for improved child wellbeing, school improvement, global justice and sustainable living.

The following recommendations were discussed during the visit to help the school to progress to Gold.

- Continue to teach about a wide range of CRC articles, appropriate to children's age and ability. Encourage staff to make explicit reference to rights in their planning and teaching across a range of subjects, topics and activities as well as in their daily interactions with children and young people.
- Ensure the school community have an understanding that rights are inherent, inalienable, indivisible, universal and unconditional, using language appropriate to children and young people's age and ability. Consider using the RRSA resource [ABCDE of Rights](#)
- Continue to support staff across the school to have the knowledge and confidence to effectively teach about the CRC and model rights respecting language and attitudes. For example, consider staff CPD at the beginning of each school year to refresh knowledge and understanding of the CRC and consider ways for the pupils to help with this. Consider using the [RRSA Spotlight](#) monthly CPD resource. Remember you have access to our [e-learning](#) and [library of courses](#).
- Strengthen Early Years engagement with child rights education and the RRSA journey, continue embedding rights respecting language and deliver staff CPD. Consider using the [RRSA guidance for Early Years practitioners](#) and [Spotlight](#) resources.
- Support parents/carers, families, governors, trustees and the wider community to learn about and understand the [UNCRC](#) and engage with the school's Rights Respecting journey. This could include support and information on the website/school newsletters, home school learning activities, and child-led workshops.

STRAND B: TEACHING AND LEARNING THROUGH RIGHTS – ETHOS AND RELATIONSHIPS

The assessor was confident that the school is making good progress towards Outcomes 2-7 in Strand B, meaning actions and decisions affecting children are starting to be rooted in, reviewed and resolved through rights. Children, young people and adults are beginning to 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.

The following recommendations were discussed during the visit to help the school to progress to Gold.

- Ensure children and young people are clear about how adults, as duty bearers in school, should uphold their rights and facilitate their access to rights. Ensure this language is emphasised in relevant policies and school documentation for the school community to be familiar with. (Outcome 2)
- Create opportunities to explore the concepts of fairness and equity, supporting children to explain how these are promoted within the school community. (Outcome 2)
- Explore with staff, children and young people the concept of dignity and how it underpins policies, actions and interactions between everyone at school. Consider using the RRSA guidance for [Exploring Dignity with Pupils](#) to support this work. (Outcome 3)

STRAND C: TEACHING AND LEARNING FOR RIGHTS – PARTICIPATION, EMPOWERMENT AND ACTION

The assessor was confident that the school is making good progress towards Outcomes 8-9 in Strand C, meaning that children are beginning to be empowered to enjoy and exercise their rights and to promote the rights of others locally and globally.

The following recommendations were discussed during the visit to help the school to progress to Gold.

- Continue to provide opportunities for children to be involved in a wide range of pupil led groups. Ensure they understand how these groups link to children's rights and can articulate the positive impact they have on school improvement and the school community. (Outcome 8)
- Continue to provide opportunities for all children to be involved in decision-making, influencing and shaping the life and work of the school. This could include explicit involvement in school improvement planning, policy review processes, learning walks or the evaluation and quality assurance of learning and teaching, for example. (Outcome 8)
- Support children to engage in a range of advocacy, campaigning activities that promote children's rights locally and globally, perhaps linking with UNICEF UK's annual [OutRight](#) Campaign and using UNICEF UK's [Youth Advocacy Toolkit](#). (Outcome 9)
- To further develop children's global knowledge, consider using the [UN Global Goals for Sustainable Development](#) as a framework for discussions and any pupil-led campaigns. (Outcome 9)
- Consider ambassadorial activity by encouraging children and staff to promote knowledge of the CRC and the Rights Respecting Schools Award with other schools and in the wider community, particularly with other schools in the Primary Advantage Federation. (Outcome 9)

ASSESSOR REFLECTION

St John and St James Primary School has been involved in RRSA since 2011 and achieved their Gold Rights Respecting Schools Award in 2014. Since then, rights have continued to underpin the ethos, policy and practice of the school and the school is now re-engaging with RRSA to recognise and celebrate this work. The headteacher shared, *"We have always felt that children's rights are incredibly important and part of who we are as a school. They are explicitly spoken about but also implicit in the way we work."* A staff member said, *"The children are empowered, they speak confidently and they can see that we live and breathe rights. It gives them a shared language."* Children spoken with talked about a range of rights, and shared, *"Our teachers talk about rights. In our classroom we have rights all over the place and we also have celebration assemblies where we give out awards for showing rights."* There are strong links between the school's work on rights and their focus on oracy, the headteacher sharing, *"We are really explicit that children have the right to be heard and this links with the oracy work we do, both speaking and listening, and how to respectfully disagree."* Children said that the adults listen to their views, *"We have lots of groups we can join. We talk about what would be good for our school."* The headteacher also talked about the school's work on OPAL, explaining, *"We have free flow playgrounds... the children communicate with and respect each other regardless of their age,"* and felt that their rights-based playground charter had supported this. Inclusion is a priority for the school, with staff talking about the importance of considering every child, *"We want every child to access learning, play and enrichment. It's about equity as opposed to equality."* There is a strong sense of belonging for children and their families and the school linked this to their high attendance and strong academic results, the headteacher explaining, *"Children, including those from disadvantaged backgrounds, achieve well at the school... we are in the top 10% for attendance. Because children feel so well supported, they want to be part of our school community."*

With its established rights-respecting culture, strong leadership, and clear understanding of the next steps, the school is well placed to make successful progress towards achieving their Gold award again and I look forward to supporting them on this journey.