RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Chorlton Park Primary School
Headteacher:	Stef Habershon and Meryl Blackburn
RRSA coordinator:	Assia Ali
Local authority:	Manchester
School context:	There are 653 pupils aged 3 to 11 on roll. Of these, 32.3% are eligible for Pupil Premium Funding, 4% have additional support needs and 24.2% speak English as an additional language.
Attendees at SLT meeting	Headteachers and RRSA Coordinator
Number of children and young people spoken with:	RRSA Ambassadors: 11 children from Y1 to Y6 Group 2: 10 children from Y1 to Y6
Adults spoken with:	5 adults including teaching staff, support staff, family liaison officer and a parent
Key RRSA accreditations:	Registration: 18 July 2017 Silver achieved: 02 July 2018 Gold previously achieved: 27 June 2023
Assessor:	Sarah Hodgkinson
Date:	05 October 2026

REACCREDITATION OUTCOME

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

Chorlton Park 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 accreditation 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 demonstrate a strong understanding of a range of rights and can explain their relevance to their own lives and to children globally. They confidently discuss rights such as access to food, housing, healthcare and participation, while showing awareness of inequalities that prevent some children from accessing these rights. Pupils reflected thoughtfully on the importance of rights education, recognising that an understanding of rights helps people make informed decisions and take action to uphold the rights of others. *"I think we all need to learn about rights because if we don't know about rights when we're adults, we might make silly choices that impact children's rights around the world,"* explained one pupil.
- Rights learning is enriched through meaningful links to relevant articles across the curriculum. Leaders have carefully reviewed and adapted the curriculum to better reflect the diversity of the school community, ensuring that children's rights are embedded throughout pupils' learning experiences. Topics such as the 'Golden Era of Islamic Civilisation' provide opportunities for children to see their cultures and identities positively represented, while the curriculum as a whole reflects and celebrates the backgrounds of the pupils it serves. This purposeful approach helps pupils develop a deeper understanding of rights, diversity and inclusion.
- A sustained commitment to placing children's rights at the heart of school life is evident in the way the CRC underpins the school's vision, values, policies and practice. Leaders and staff have worked creatively to ensure that rights are not viewed as an add-on but are embedded throughout the school's culture and decision-making. This purposeful approach has helped to create a shared understanding of rights across the school community, ensuring that rights are genuinely lived and experienced by children every day. *"There's no point in having values if they're there in name only. This is what we're living and breathing,"* commented a headteacher.

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 consistent use of a shared language of rights across the school enables pupils and adults to explore, discuss and resolve issues through a rights-respecting lens. Staff at all levels are supported to develop their understanding and use of rights-based terminology, helping to ensure a coherent approach across the school community. This commitment to consistency strengthens relationships, reinforces children's rights in everyday interactions and helps embed a rights-respecting culture throughout the school. The RRSA Coordinator commented, *"I've worked alongside lunchtime organisers, explaining the language that we use so that it's consistent."*
- A strong commitment to health and wellbeing is evident throughout the school, with pupils confident that they are supported to be healthy, safe and listened to. Initiatives such as the Sports and Health Ambassadors, Zones of Regulation and accessible support systems help children to understand and manage their emotions while promoting healthy lifestyles. Children shared that if you have a concern, *"…duty bearers will talk to you."* Pupils spoke positively about the range of opportunities available to support their wellbeing, including the weekly Bike Train, which encourages active travel, belonging and participation. One pupil commented, *"It's every Friday and anyone can go on the Bike Train as long as they go to our school… and they have a bike!"* These approaches help ensure that children feel valued, supported and able to access their rights to health, wellbeing and development.
- A strong culture of inclusivity and respect is evident throughout the school and is clearly understood and articulated by pupils, staff and families. Opportunities to celebrate diversity and learn about different cultures are woven into school life through initiatives such as the Community Iftar and Culture Day, helping to foster understanding, belonging and mutual respect. Pupils spoke thoughtfully about the importance of learning about different cultures and religions to challenge misconceptions and promote inclusion. Staff and parents also reflected on the school's success in bringing families and the wider community together, creating a welcoming environment where everyone feels valued and connected. *"I feel really welcome,"* commented one parent.

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 highly valued, with a wide range of opportunities for children to share their views and bring about meaningful change. A variety of pupil leadership groups ensure that pupils can

influence decisions and contribute to school improvement, with examples including changes to sports day arrangements, increased seating in assemblies and the creation of the pupil-led 'Brain Food Tuck Shop'. Opportunities such as Debate Mate further develop pupils' confidence in expressing their views, engaging in respectful discussion and understanding the power of participation. This strong culture of pupil voice helps children recognise that their opinions matter and that they can play an active role in shaping both their school and wider community. *"We want them to be able to challenge things when they're not as they should be and know that their words matter,"* explained a member of staff.

- The extent to which the Global Goals inspire pupils to take action locally and globally is a notable strength. Pupils demonstrate a strong understanding of the purpose of the Global Goals and can articulate why learning about them matters. Through initiatives such as the Eco Ambassadors programme, children are empowered to identify issues, raise awareness and lead meaningful action within the school community. Examples include promoting healthier packed lunches and developing food waste recycling projects, helping pupils to understand how collective action can contribute to positive change and support a more sustainable future. One child commented, *"We had meetings and we did an assembly about the changes we wanted to see in packed lunches…we started a project where we recycle food waste and turn it into compost."*

RECOMMENDATIONS

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

Recommendations:

- 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)
- 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 support children in their engagement with current affairs and curriculum activities, to challenge stereotypes and discrimination in all its forms. (Outcome 6)
- 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 campaigning and fundraising activities from the perspective of rights, justice and equity so all children are seen as rights holders rather than just recipients of charity, and children understand how their contributions are supporting children's rights locally and globally. (Outcome 9)
- Continue to support pupils to develop and lead campaigns from a child rights perspective. Consider participation in UNICEF UK's annual OutRight campaign. (Outcome 9)