

RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Woodstock Church of England Primary School
Headteacher:	Anne Hipwell
RRSA coordinator:	Janine Coaker
Local authority:	Oxfordshire County Council
School context:	There are 357 pupils on roll. 8.7% of pupils are entitled to Free School Meals, 14.5% receive additional support with their education and 9.8% speak English as an additional language.
Attendees at SLT meeting:	Headteacher, RRSA Coordinator, Deputy Headteacher, Business Manager and Assistant Headteacher.
Number of children and young people spoken with:	29 pupils from Year 2 – 6 including some pupils from the Pupils' Parliament
Adults spoken with:	3 Teachers, EYFS Phase Leader, Chair of Governors, 2 Parent Governors, PTA Treasurer, PTA Chair and the School Office Manager.
Key RRSA accreditations:	Registered for RRSA: 21 st November 2018 Silver achieved: 8 th November 2019 Gold achieved: 12 th May 2021
Assessor:	Katelyn Farrenson
Date:	27 th March 2025

REACCREDITATION OUTCOME

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

Woodstock Church of England Primary School continues to meet the standard for UNICEF UK's Rights Respecting Schools Award at Gold: Rights Respecting.

1. STRENGTHS AND RECOMMENDATIONS

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 that children's rights are embedded across the school and underpin every facet of school life.

Strengths of the school include:

- Pupils who understand their rights and how they are connected to school life, to Christian values, and to their local and global community.
- Rights learning that is embedded across the curriculum including the nursery, using a wide range of age appropriate, creative resources.
- A strong commitment to children's rights and to RRSA from leaders at all levels tied into the vision and values of the school.
- The extent to which conversations around news and current events support pupils as global citizens.

Our experience has shown that there are actions that have proven useful in other RRSA schools and settings in helping them to maintain and build on their practice at Gold level. Here are our recommendations for your school:

- Continue to revisit RRSA guidance around language, wording and vocabulary of rights, particularly the universality and denial of rights. UNICEF UK's [ABCDE of Rights](#) resource will support with this.
- Continue to work on enabling pupils' and adults' use and articulation of rights vocabulary around dignity.
- Continue to support pupils to develop and lead campaigns from a rights perspective. Consider participation in UNICEF UK's annual [OutRight campaign](#).
- As a Gold Rights Respecting School, develop your ambassadorial role, promoting the UNCRC and the benefits of a child rights approach with your local secondary school, through your networks and in collaboration with the Local Authority.

2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
<p>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.</p>	<p>Children interviewed at Woodstock Church of England Primary School spoke confidently about many rights with which they are familiar and they could link with their school lives and wider global learning. They were also clear that these rights "...can't be taken away." The school community learn about rights through: Picture News; Year 5 and 6 biweekly newsletters; staff meetings and CPD; classroom and whole school displays of rights and duty bearers; the school raising achievement plan; global goals lessons and the PSHE and wider school curriculum; whole school collective worship, weekly phase worship and child-led assemblies; Article of the Week; the school website; home/school Woodstock Weekly newsletters; parent visits; school policies referencing rights; EYFS Carpet time; new parent and new starter induction meetings; class charters; and the weekly Spiritual Journal.</p> <p>One member of staff was quoted as saying, "<i>Children are very keen to discuss and understand their rights.</i>" This was borne out as one parent observed that their child "...was talking about the children in Ukraine and their rights," noting "<i>The belief that as a nine-year-old child he has the power to make a difference.</i>" Another said, "<i>I've seen such a change in my children coming here as a Rights Respecting school because they know their rights.</i>"</p>
STRAND B	Highlights and comments
<p>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</p>	<p>It is clear from speaking to members of the school community that children's rights are at the heart of the school. The RRSA coordinator talked about how they "...uphold children's rights as duty bearers." This was borne out by a pupil in the focus group who said simply of their rights in school, "<i>We get them here.</i>" One teacher explained how a group of children from the school had made a charter in their cub pack, such was the importance and value placed on these in the school environment. The chair of the PTA explained how, "<i>As the PTA, we are focussed on the child,</i>" in the same way that the deputy head described how "<i>The rights guide our work supporting families and children.</i>" Relationships are observed to be strong at Woodstock CE Primary, with the RRSA coordinator saying of the rights' approach, "<i>It's there all the time. It's the natural way of talking and it's in our restorative culture.</i>" The headteacher spoke of the way in which the, "...children have respect for each other." A pupil described how, "<i>Children are always treated fairly.</i>" A teacher in the focus group talked about how they "...use the language [of rights] all the time and model that to the children."</p> <p>Pupils spoken with were all agreed that they feel safe in school, citing a number of ways in which the school upholds their right to be safe, both physically and emotionally. One pupil explained how, "<i>They help us know what we're going to learn so we don't get scared.</i>" Pupils also asserted that they would "...go tell a teacher and they would do something about it," if they had any concerns. Wellbeing is supported and discussed at the school, with a parent governor explaining how, "<i>Wellbeing is on every governing body agenda</i>" and a pupil saying, "<i>We talk about our feelings and being unique.</i>" One learner described how they, "...put colour monsters on our table and</p>

	<p><i>[adults] make us feel better because they come and talk to us.</i>" Events such as Children's Mental Health Week and World Mental Health Day are also opportunities taken by the school to raise the profile of good mental health. Inclusion is a focus at Woodstock CE Primary with "...learning about race and how everyone should be treated fairly," described by one of the pupils in the focus group. Others went on to note how the school "...accepts people from different backgrounds and welcomes you in as an old friend. They talk about people who are different" and "No one feels left out." A recent audit and update of the English curriculum has seen a more diverse selection of texts from a range of different cultures. The RRSA coordinator explained how, "Article 2 is one of our strengths; there is no discrimination. Our ethos is to include everyone." Learners at Woodstock CE Primary are active participants in their learning with a teacher asserting, "...we value pupil opinions greatly. I like taking on board their thoughts before I plan lessons" and a pupil saying, "Teachers listen to you when you have ideas."</p>
STRAND C	Highlights and comments
<p>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 children experience their rights.</p>	<p>Pupil voice is very strong at Woodstock CE Primary with one pupil explaining how, "They let us know we're part of everything. Nothing happens without us" and another saying that the best thing about their school is that, "You can always give your opinion and the teachers always listen to your opinion." Formal pupil voice is channelled through the Pupils' Parliament which has voted representatives from every class from Year 1 to Year 6. There are 15 members: a Prime Minister, Deputy Prime Minister, Secretary of State and 12 Ministers, representing Article 12. The Pupils' Parliament has regular audience with the school SLT as well as the governing body and parent teacher association. They are actively involved in the school's annual raising achievement plan, providing a pupil voice target for each outcome. Recently they also attended a rights respecting conference at Blenheim Palace to discuss rights with a number of local Rights Respecting schools. One member of the Pupils' Parliament talked about how they "...discuss things in Pupil Parliament and make decisions." The school also has an ECO subcommittee which is currently working on the ECO Schools' Award reaccreditation. This committee have also organised a whole school litter pick for the Great Big School Clean, helped the school plant a new garden, slow down traffic on their local roads and contributed to the school achieving the Fairtrade FairAchiever Award. One pupil who had written to David Attenborough as part of school climate campaigning, was delighted to have received a handwritten reply. Children at Woodstock Church of England Primary School are keen to make a positive difference to others, with pupils asserting that they, "...help the people who need help" and "can donate money" "to people in countries where they are in war because [their governments] can't think too much about rights." Children have chosen to support the Cystic Fibrosis Trust, Red Nose Day, Children in Need, UNICEF UK's Ukraine appeal, organised a book sale in support of the school and a Ukrainian education charity and collected food and Easter eggs for the local food bank.</p>