

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	St Angela's Primary School and Nursery Class
Headteacher:	Aidan Kerlin
RRSA coordinator:	Laura Shaw
Local authority:	Glasgow City Council
School context:	St Angela's Primary School is a Roman Catholic state school with a roll of 349, with a further 46 in attached nursery provision. 18.6% of pupils reside in SIMD deciles 1-4, whilst 7.7% of pupils receive support for additional needs; 62% of pupils speak English as an additional language.
Attendees at SLT meeting:	Headteacher, Depute Headteacher, RRSA Coordinator
Number of children and young people spoken with:	30 learners, across two focus groups
Adults spoken with:	2 teachers, 2 parents, support assistant
Key RRSA accreditations:	Registered for RRSA: 28 February 2017 Bronze achieved: 12 May 2022 Silver achieved: 09 June 2023
Assessor(s):	Steven Kidd
Date:	20 February 2025

ACCREDITATION OUTCOME

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

St Angela's Primary School has met 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 assessors 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 collection 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:

- Very articulate children who demonstrated good knowledge and understanding of rights. They knew a wide range of articles and were confident in the concept of rights.
- The extent to which rights and rights respecting language are embedded in day-to-day life of the school.
- A strong commitment to children's rights and to RRSA from leaders at all levels tied into the vision and values of the school. Quality training and support for staff has been sustained.
- The excellent use of charters across the school. Learning about rights is clearly affecting relationships in a positive way.
- Pupils were keen to share their opinions and were positive that they could make a difference in school and in the wider world.

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 develop opportunities for children to shape their education, helping them to take ownership of learning and contribute towards school improvement. Ensure they are able to articulate how their input is supporting their rights to an education and to share views and opinions.
- Consider using the UN Global Goals for Sustainable Development as a basis for empowering children to challenge injustice, perhaps making use of the UNICEF UK [Youth Advocacy Toolkit](#).
- As a Gold Rights Respecting School, develop your ambassadorial role, promoting the CRC and the benefits of a child rights approach.

2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
1. Children, young people and the wider school community know about and understand the UN Convention on the Rights of the Child (CRC) and can describe how it impacts on their lives and on the lives of children everywhere.	At St Angela's Primary School much effort has been invested in ensuring that children, staff and the wider school community develop an in-depth understanding of the UNCRC and its relevance. Pupils demonstrated an excellent knowledge of articles and could discuss important concepts – evidence revealed that the ABCDE of Rights resource is shared in every class, ensuring that the inherent, inalienable, indivisible, universal, and unconditional nature of rights remains at the forefront of daily practice. Teachers now explicitly plan for rights within their lessons using forward-planning paperwork, and this is supported by the creation of class wall displays where pupils choose an article of focus; one teacher commented, <i>"Rights are embedded in all of our lessons and through the day, we bring rights into everything."</i> Additionally, assemblies reinforce these messages by linking rights to current global events—such as World Children's Day and International Women's Day—and initiatives like extra Article 31 time. A refresh session on the UNCRC was provided on inset days at the beginning of sessions 23/24 and 24/25 to support staff knowledge and understanding. This training has been reinforced through the school improvement plan and is further supported by the display of child-friendly and LCFE (Learning and Children's Focused Environment) versions of the articles throughout classrooms and communal areas. 95% of staff recently rated their knowledge of the UNCRC as good or strong. Parents also report heightened awareness, no doubt connected to the newsletters and leaflets distributed by the dedicated RRS Committee.
STRAND B	Highlights and comments
2. In school children enjoy the rights enshrined in the UN Convention on the Rights of the Child.	Rights education is not seen as an add-on, it is part of the everyday lives of the children and helps build their capacity for fairness and equity; <i>"It's not standalone, it's embedded... everyone has seen the value of that,"</i> shared the headteacher. A young focus group participant explained, <i>"We all know about our rights... you can see them all around the school."</i> Class charters, co-created with pupils, were seen as illustrating the important role rights play in shaping spaces, supported by the actions of duty bearers.
3. Relationships are positive and founded on dignity and a mutual respect for rights.	The school has successfully created an environment where relationships are based on dignity and respect. Again, the importance of class charters was mentioned, developed at the start of each year and serving as a roadmap for respectful interactions. When conflicts arise, restorative practices and policies ensure that they are addressed in a reflective and fair manner. Adults reflected on the 'family' ethos of the school, a parent adding. <i>"They [the children] know how their school life should be... they're all made to feel welcome."</i>
4. Children and young people are safe and protected and know what to do if they need support.	Pupils confirmed that they felt safe, citing the actions of <i>"trusted adults"</i> as central to that feeling, also noting the visibility of anti-bullying messages around the school. The anti-bullying policy had recently been updated and widely shared, helping to support pupils to recognise and report any instances. The headteacher reflected on this work, <i>"We're quite data driven and there had been a poor system for recording... new system and focus has meant that more has been captured... we're using that data to drive what we change, for example the new Playground Charter... we're now in a very good place."</i>

5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.	The school has made considerable strides in ensuring that children's social and emotional wellbeing is a priority. Regular surveys (GMWP) allow staff to capture children's feelings and wellbeing, feeding this valuable information back into curriculum planning and health initiatives. The annual Health Festival offers diverse activities and workshops that educate pupils on healthy living, safety online, and other pertinent issues. Programs such as Seasons for Growth provide specialized emotional support for children facing challenges like bereavement or family changes. Complementing these efforts are numerous after-school clubs and initiatives like the Living Streets WOW tracker and the walking bus, designed to promote active travel and reduce local pollution.
6. Children and young people are included and are valued as individuals.	<i>"People have different needs,"</i> responded one young student, when asked why it was sometimes important to treat people differently to ensure inclusion. Pupils were able to offer several examples of how everyone is included, from the 'Pupil of the Day' celebrations to learning adaptations in classrooms. The school's diverse community is celebrated through events such as the Eid Bazaar and the 'Language of the Month' initiative. Staff training on using the circle participation scale and the implementation of a physical environment checklist ensure that classrooms remain welcoming and inclusive.
7. Children and young people value education and are involved in making decisions about their education.	The school encourages pupils to take an active role in shaping their educational journey. Through a scheduled homework task linked to the class curriculum newsletter, children set personal targets in literacy, numeracy, and health and wellbeing. These targets, reviewed by teachers and parents, pave the way for regular self and peer assessments. Initiatives like the '29 is all mine' in the upper school support pupils to select skills—ranging from chess to podcasting—that they wish to develop.
STRAND C	Highlights and comments
8. Children and young people know that their views are taken seriously.	St Angela's Primary strives to ensure that every child's voice is heard and those in the focus group were confident they were listened to. A wide variety of opportunities were referenced as helping provide a channel, e.g., the RRS committee, Sports, Laudato Si, Library, JRSO, HWB, to the Junior Leadership Team. In the last academic session, participation in the Young Leaders of Learning programme, in collaboration with another Glasgow school, allowed pupils to compare best practices and provide feedback that led to tangible changes such as introducing "Funky Fridays" in the playground.
9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.	Taking rights beyond the classroom, St Angela's Primary has demonstrated that children can be active advocates for change. Pupils spoke of fundraising and donations for the local foodbank and incoming refugees, as well as a project to turn used crisp packets into blankets for the homeless. A school-wide enterprise project had clearly been a highlight, with pupils eager to share information; 'St Angela's Dragon's Den' had seen classes identify social issues and take action, with winning classes recognised at the City Chambers. Other examples include campaigns to reduce single-use plastic bottles and an air pollution campaign delivered in partnership with the Parent for Futures action group. <i>"We're sitting with the next generation,"</i> explained the headteacher, talking about the contribution of rights to children's agency, <i>"If we get this right now, we're setting them up for life, we're building really good capacity for our children...If they know what their rights are now, they know the parameters they're working within, they won't be taken advantage of."</i>