

RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

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| School: | The Sherwood School |
| Headteacher: | Andriana Samouel |
| RRSA coordinator: | Lucinda Varchione |
| Local authority: | Merton |
| School context: | There are 261 pupils on roll. Of these, 34% are eligible for free school meals, 17% have an EHCP or other SEND need and 53% speak English as an additional language. |
| Attendees at SLT meeting: | Headteacher, Assistant Headteacher, RRSA Lead. |
| Number of children and young people spoken with: | 13 pupils from across year groups in two separate focus groups. |
| Adults spoken with: | 5 members of school staff including teachers, teaching assistants and support staff. |
| Key RRSA accreditations: | Registration: 24 th April 2014 Bronze achieved: 9 th July 2014 Silver achieved: 21 st June 2017 Gold previously achieved: 11 th July 2019 & 1 st June 2022 |
| Assessor(s): | Aaron Young |
| Date: | 2 nd October 2025 |

REACCREDITATION OUTCOME

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

The Sherwood 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(s) 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 at The Sherwood School are articulate, confident and demonstrate a strong understanding of the universality of children's rights. They speak clearly about key concepts such as dignity, equity and fairness, recognising that rights are inherent and do not need to be earned. A pupil said, *"Rights are universal to all children, and we do not need to do anything to get them."* Staff make rights learning accessible for all ages through visual supports and consistent language. A teacher said, *"It's inherent from the ground up – we use widgets to make rights accessible to our youngest learners."* The headteacher added, *"As teachers, we are using the language of dignity, equity and fairness all the time."*
- Leaders demonstrate a strategic commitment to RRSA that is embedded in the school's ethos. Weekly assemblies, an 'Article of the Week' and rights-themed displays ensure children regularly engage with the UNCRC and connect it to global issues. Prospective parents are introduced to the school's rights-based approach at open evenings, and rights are referenced in staff recruitment. The headteacher explained, *"When we recruit, I ask why they want to work here – I want them to notice that we are a Rights Respecting School."*
- The curriculum at Sherwood is underpinned by rights, with clear and consistent links across subjects. Texts used in the English curriculum, such as 'My Secret War Diary', support exploration of Article 22, while medium-term plans explicitly reference relevant Articles. For example, the music curriculum is linked to Article 31 and RE to Article 2. A teacher commented, *"As a new staff member, what has impressed me is how drilled into the curriculum it is – PSHE, History and RE are all really linked to rights."*

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:

- There is a strong culture of inclusivity and respect, understood and articulated by the whole school community. Pupils speak confidently about belonging, with one saying, *"At Sherwood School – it's not just a few of us or our friends– we are all Sherwood."* Students demonstrate understanding of equity, recognising that everyone may need different levels of support. The SEND inclusion policy is explicitly linked to rights, and diversity is celebrated through events such as Cultural Diversity Day and a recent celebration of diverse leaders. A Year 2 pupil commented, *"I like seeing the female astronauts. I want to be like them one day."*
- Pupils clearly link safety within and beyond school to their rights and have trust in the systems that support them. They describe the role of the safeguarding team, the buddy system and the 'worry monster' used to share concerns. One pupil said, *"If you have a worry you can talk to your teacher or use the worry monster."* Posters and displays promote safety messages, and children can confidently identify adults who help to protect them and keep them safe.
- Charters are used consistently across the school and developed collaboratively with pupils. Class and playground charters are regularly revisited to support respect for rights and help support daily conversations. A pupil said, *"We make our charters in class and decide what we want to focus on – this year we spoke about the rights that help us to learn."*

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:

- Pupils at The Sherwood School are confident that their views are taken seriously and that their contributions lead to action. Pupil leadership groups provide opportunities to influence decisions, including the Pupil Council's recent campaign to improve the playground, resulting in new equipment and a scooter park. One member of the Pupil Council explained their role in the following way: *"We go to the Governors and speak about how we can make the school a better place."* Staff described with pride, pupils' recent involvement in the local Children's Parliament and their confidence in discussing local issues that matter to them, such as road safety and local littering.
- The RRSA Steering Group plays a central role in driving the work of rights at Sherwood. Members of the steering group lead assemblies, design posters and quizzes, and share their journey with RRSA to other schools in the area. A pupil said, *"Rights are important. That's why we go out to other schools and teach them about their rights."* The group has contributed to

school development planning through the creation of a 'Pupil School Development Plan' with a focus on rights and the issues pupils feel are important to them.

- Pupils demonstrate an active commitment to global citizenship and are involved in advocacy work at local and global levels. They take part in the Merton Children's Parliament and work with other schools to campaign on issues such as homelessness and litter. Pupils have also taken a more global approach and have recently explored fair trade through work on chocolate production in Ghana. Students also engage in regular fundraising events, raising money for local causes, such as Wimbledon foodbank.

RECOMMENDATIONS

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

Recommendations:

- Create further opportunities for pupils and staff to learn about rights in greater depth, including the origins and wider context of children's rights. Remember that the school has access to [RRSA training courses](#) and [RRSA Spotlight](#) staff training resources and the [Article of the Week](#) learning activities for pupils.
- Continue to support children and young people to develop their understanding of sustainable development. Consider exploring the UN Global Goals (Sustainable Development Goals) through [The World's Largest Lesson](#) and how they impact on children's rights and the wellbeing of the planet.
- Consider further involving children and young people in curriculum audits, curriculum co-planning and focus groups to further engage them in playing an active role in their learning.
- Focus on the 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](#) resource will support staff.
- As a Gold Rights Respecting School, continue to develop your ambassadorial role, promoting the UNCRC and the benefits of a child rights approach.