

# RRSA REACCREDITATION REPORT

## GOLD: RIGHTS RESPECTING

<b>School:</b>	Comberton Village College
<b>Principal:</b>	Peter Law
<b>RRSA coordinator:</b>	Marielle Burgess
<b>Local authority:</b>	Cambridgeshire County Council
<b>School context:</b>	Comberton Village College is a mixed secondary school with 1965 pupils on roll from Years 7-13. Approximately 9% of pupils are in receipt of free school meals and 7.5% receive additional support with their learning. 12% of pupils speak English as an additional language with 50 languages being spoken at the school.
<b>Attendees at SLT meeting:</b>	Principal, Assistant Principal and RRSA Coordinator
<b>Number of children and young people spoken with:</b>	2 ambassadors leading tour and 15 in focus group from years 7-12
<b>Adults spoken with:</b>	Local Advisory Board member/Parent, Vice Chair of the Local Advisory Board, 5 Teachers, Teaching Assistant and Head of the Cabin provision.
<b>Key RRSA accreditations:</b>	Registration: 27 <sup>th</sup> May 2016 Silver achieved: 28 <sup>th</sup> March 2018 Gold previously achieved: 19 <sup>th</sup> June 2019 and 15 <sup>th</sup> June 2022
<b>Assessor:</b>	Katelyn Farrenson
<b>Date:</b>	15 <sup>th</sup> May 2025

## REACCREDITATION OUTCOME

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

Comberton Village College 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:

- Very articulate pupils who demonstrate good knowledge and understanding of rights and are confident in the concept of rights. The young people interviewed in the focus group were very knowledgeable about a wide range of UNCRC articles, with one pupil explaining how, *"It's important for us to know our rights because it helps us advocate for our rights and others'."* Children's rights are embedded in the Year 7-13 curriculum, events, the school website, school displays, assemblies, newsletters and in the language 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, supported by quality training for staff. Staff and Local Advisory Board members had a clear understanding of how rights drive the agenda at Comberton.
- Duty bearers who are passionate about the rights respecting work of the school and the impact this is having on outcomes for children. As the RRSA coordinator explained so enthusiastically, *"RRS is the framework that sits around everything, with the child at the heart of everything we do, listening to their voice."*

### 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 extent to which Comberton Village College ensures that children's rights are met according to article 3 of the Convention on the Rights of the Child. One parent explained how, *"The school*

*is focussed on children's rights and whatever member of staff I contact, I always get a child-centred response."* The deputy head of sixth form noted simply, *"The rights are respected."* Staff went on to explain how *"the language of rights is used in induction days"* and rights help with students new to the sixth form.

- A caring and inclusive ethos where staff ensure that everyone, particularly those with learning differences or a disability, feel supported and fully involved in school life. The head of the Cabin (the enhanced resource base for pupils with autism and an EHCP) noted that, *"The pupils in the Cabin are included not just integrated."*
- Relationships based on mutual respect and trust, where learning about rights is clearly affecting relationships in a positive way. One pupil cited the best thing about their school being that, *"The relationship with teachers is so friendly and everyone can go up to them and talk to them."*
- The strong culture of inclusivity and respect which is understood and articulated by the school community. One pupil, citing article 30 of the UNCRC, asserted, *"We don't just allow different languages and culture but we celebrate and encourage [them]."* Sixth Form pupils talked proudly about the culture day they had organised.

### **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 that is valued highly with a range of pupil voice groups giving opportunities for all young people to put their suggestions forward and for these to be acted upon. There are a large number of pupil voice groups at Comberton Village College and opportunities for all pupils to have their opinions listened to on student voice celebration day and every other school day. One member of the student prefect team talked about how they *"regularly meet with [the principal] about issues that come up."*
- Confident, articulate pupils who know that they have a voice and who are engaged in school improvement and campaigning at a local and global level. One parent noted how *"they're always advocating for each other."* This is reflected in changes that the students have made to anonymous safeguarding reporting procedures, changes to the social areas around the whole school and an updated uniform policy.
- A strong commitment to raising awareness of world issues. Comberton Village College holds an International School Award and undertake an annual walk for the world event where they study causes in places they would like to learn about and raise money for projects in these communities as well as for refugee organisations closer to home. Recent awareness raising and fundraising events include fairtrade fortnight, comic relief non-uniform day, support for the RedCross Ukraine appeal, taking part in the OutRight campaign, collecting for charity Christmas hampers, talking to politicians as part of the PACTS project discussing climate change, and taking a pivotal role in the Unloc project.

## RECOMMENDATIONS

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

### Recommendations:

- Ensure there is a clear plan in place to ensure the sustainability of the excellent rights respecting practice as the new Principal joins the school in September.
- Continue to explore with children, young people and staff, the meaning of key concepts underpinning a child rights approach, for example dignity and equity and how these are enacted in school practice.
- Strengthen the impact of pupil voice further by closing the feedback circle; perhaps a 'You said, We did together' approach, showing how the voice of pupils has brought about meaningful change.
- Continue to act as ambassadors for rights and the RRSA through your networks and in collaboration with the Local Authority and other schools, particularly your feeder primary schools.