

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Tremorfa Nursery School
Headteacher:	Samantha Jones
RRSA coordinator:	Clare Runza
Local authority:	Cardiff
School context:	Tremorfa Nursery school has 49 pupils on role. 10 children at the setting have an IEP or Statement of Additional Needs and 6% speak English as an additional language.
Attendees at SLT meeting:	Headteacher and RRSA lead
Number of children and young people spoken with:	Observation of 4 pupils during adult-led rights activity 30 children throughout the setting
Adults spoken with:	Community champion/parent, 2 x teacher, 2x parents.
Key RRSA accreditations:	Registered for RRSA: 24 th September 2018 Bronze achieved: 10 th January 2019 Silver achieved: 30 th November 2021
Assessor(s):	Stuart Whiffin, Robin Bonar-Law, Kate Martin
Date:	20 th March 2024

ACCREDITATION OUTCOME

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

Tremorfa Nursery has met the standard for UNICEF UK's Rights Respecting Schools Award at Gold: Rights Respecting.

1. STRENGTHS AND RECOMMENDATIONS

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:

- Rights learning that is fully embedded across the curriculum 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 setting. Quality training and support for staff has been sustained.
- The very strong relationship between school staff and families which supports a high level of participation from parents in the work on rights and the overall life of the school.
- The caring and nurturing ethos of the setting, where the values of dignity and respect are lived and valued by children and their parents.

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 widen the range of articles that the whole school community are familiar with, appropriate to children and young people's age and ability.
- When your setting charter is next reviewed, include actions for children and duty bearers, displayed in an age-appropriate way for children.
- Continue the work that has begun on ensuring positive representation of our diverse society throughout the curriculum and continue to develop understanding and celebration of diversity in all its forms.
- Continue to empower children and their families by taking part in campaigns within the local area. Continue to use your effective ways of exploring the community to plan simple campaigns around your identified issues such as traffic or dog mess on the surrounding streets.

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.	Children are given several ways to explore rights through real life, lived experiences at Tremorfa Nursery. Staff discussed how language has been developed to ensure that rights sit at the heart of all experiences offered to children. The RRSA lead discussed, <i>"During child-initiated tasks we will discuss with the children their right to a voice and their rights to relax and play when they are deciding which of the areas within the provision they are going to access."</i> All staff have been given training to show how exploration of the children's ideas can be seated in rights. The assessors observed staff members discussing the right to health where children were accessing fruit and water, and the right to a voice when choosing which of the art supplies they would like to use. Many children were able to discuss their favourite right and give examples. <i>"I have the right to play in the garden and climb high up the tree."</i> During an observed rights activity, children discussed the global impact that littering the beach has and how this can deny others their right to a clean environment. <i>"Don't put your rubbish on the floor, it will go in the water and make it dirty."</i> Another added, <i>"You can get hurt by the rubbish, don't pick it up with your hands."</i> The headteacher discussed the impact becoming a Rights Respecting school has had, <i>"Everything we do is underpinned by rights. We have seen our children grow in confidence and have a better understand of the world around them."</i> Staff discussed how parents are kept informed of the settings rights practice via regular updates on the Seesaw app. The schools sends regular pictures and letters home which have links to articles. Staff discussed how, <i>"As part of the settling in process we meet with parents during the child's first half hour session. During this meeting we talk to parents about RRS so that they understand what it is and how it underpins our ethos as a school they then sign to confirm that they have read and understood and agree that they are committed to supporting children to enjoy their rights."</i>
STRAND B	Highlights and comments
2. In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.	Children were able to show where rights can be found across the setting and discussed why the right was important in that area, such as in the fruit and snack area, or on the toilet doors. Staff discussed how equity has been explored by staff and this has led to the school being able to secure support for children before they access primary school. The setting has a nursery charter which is referred to several times throughout the day. Children are involved in the creation of all displays with staff sharing how during this process, <i>"One child was concerned that children would not be able to read and so he decided to take photographs as a visual way to support others. We have added a visual links to rights next to all information on rights so that this can be easily recognised by all."</i>
3. Relationships are positive and founded on dignity and a mutual respect for rights.	Relationships are strong at Tremorfa. Staff shared how building relationships with families begins before children formally begin their time at the setting. <i>"We organise link up sessions where the child will come to nursery once a week for the four weeks leading up to their start date alongside their parent/carer. Once they start at the setting, they then already know who we are and what is expected of them."</i> Staff discussed how dignity is a lived value at the setting. <i>"Because of the nature of our setting, all that we do is based in dignity and this has been explored with children."</i> Staff discussed how after an incident where children were looking over toilet doors, they discussed how they have a right to privacy and how they

	need to respect each other's dignity. Children decided to put this information on toilet doors as a reminder.
4. Children and young people are safe and protected and know what to do if they need support.	During an observed session, children discussed their 'beach school' programme and looked at images from a recent visit there. Children were able to discuss what was happening in the images and linked these to the right to be safe. One child said, <i>"I'm showing them how to go over the rock and not fall"</i> . Another said, <i>"Don't go in the water deep, it's not safe."</i> Staff discussed with children the importance of using a litter picker rather than their hands, this was linked to the right to protection from harm and a clean environment.
5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.	<i>"Children's social and emotional wellbeing is a top priority in our setting. We make this very clear on our website and in our school values and ethos."</i> A parent spoken with discussed how they have seen a change in their child's confidence while attending the setting. <i>"They cannot wait to come in and get started, their confidence has really grown, and I have been so impressed with the care they receive. It is really reassuring to know that your child is going to be treated with such care and attention from every member of staff, it's like one big family."</i>
6. Children and young people are included and are valued as individuals.	The nursery's school development plan has a focus on diversity and inclusion. Staff have attended training to develop this, with one member of staff being appointed as diversity officer. The setting is developing ways for all children to recognise themselves in the chosen resources and are developing creative ways to embed this. <i>"We want the resources to reflect the cohort, so we have dolls from different ethnicities, use books with characters from all backgrounds and make sure that we include foods from different cultures."</i>
7. Children value education and are involved in making decisions about their education.	Staff spoken with discussed how children's ideas and thoughts form the basis of the experiences they have at the setting. <i>"We are led by our children. Rather than putting out specific items or planning activities, we allow our children to lead the learning, ensuring that they feel valued and part of the planning process."</i> Another member of staff said, <i>"I love seeing what they will come up with or where they will take the learning, it is their choice and then it is our job to guide them."</i>
STRAND C	Highlights and comments
8. Children and young people know that their views are taken seriously.	The nursery charter states, 'I have a right to share my thoughts and ideas', and this is lived through all experiences. Staff discussed, <i>"We have a steering group who we listen to and make changes they suggest, for example, the blocks area was not being used, so after discussing this with the children, the area has been extended and a larger selection of construction equipment has been put there."</i> Another member of staff said, <i>"Our children are confident to share their ideas because they know that they will be valued. We talk to children about issues that arise and look to them to help resolve them."</i>
9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.	Several examples were given as to how children explore the rights of other locally and globally. Staff discussed how the local allotment has been developed by the children. <i>"This has been a community effort with children gaining an understanding of healthy foods, how to care for the world and grow their own produce."</i> Children discuss issues that they see on the way to nursery and staff link these with rights. <i>"Children will tell us about litter in the area and we will go out and pick it up. Children are in the process of making posters to ask people to pick up dog mess as this is an issue that they have identified."</i> Staff discussed how children bring in clothes that no longer fit them and have created a rail where other families can take these items for their own children. <i>"We want our children to see the global impact their decisions can have, and plan to develop this further."</i>