

RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Goodway Nursery School
Headteacher:	Sally Davies
RRSA coordinator:	Georgina Barker and Debbie Graham
Local authority:	Birmingham City Council
School context:	There are 113 children aged 2 to 4 on roll. 20% of children are entitled to pupil premium, 17% of children speak English as an additional language and 22% of children have an EHCP.
Attendees at SLT meeting:	Headteacher, Deputy Headteacher and SENDCo, two teaching leads for the curriculum
Number of children and young people spoken with:	12 children during an indoor adult led learning time plus an observation of outside activities.
Adults spoken with:	3 parents, 3 governors
Key RRSA accreditations:	Registered for RRSA: 19 th October 2007 Silver achieved: 11 th July 2016 Gold achieved: 2 nd July 2019
Assessor:	Hilary Alcock
Date:	19 th April 2023

REACCREDITATION OUTCOME

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

Goodway Nursery School continues to meet the standard for UNICEF UK's Rights Respecting Schools Award at Gold: Rights Respecting.

1. STRENGTHS AND RECOMMENDATIONS

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:

- Children who appropriate to their age confidently discussed a range of rights and why they are important and relevant to their lives.
- Rights are explicitly linked to all areas of the nursery's work - visible on displays and very prominent on the website and school communications.
- A nurturing, inclusive family atmosphere, strong relationships with parents/carers and a determination to provide and signpost support to ensure all children access their rights.
- Staff continually find ways to ensure that children are listened to and involved in decision making.
- Children are encouraged to see themselves as global citizens. Conversations happen linked to local and global current events and children are supported to help make positive changes.
- The range of ways the nursery advocates for a rights-based approach with other settings, professionals and agencies.

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:

- Consider involving children in choosing imagery representing their rights to display around the nursery to aid your frequent referencing to their rights.
- When reviewing your charters include wording that identifies how children as rights holders and adults as duty bearers will 'respect this right by...'
- Consider compiling a 'one page' overview of your rights-based approach to use within your induction process for staff and advocacy work with others.
- Continue to promote the ways that children's voices are listened to and acted upon, so they hear and see the messaging about how they have brought about changes within the nursery.
- Continue to find ways to engage children and families in taking action to develop their understanding and roles as global citizens.
- Consider how to advocate for a rights-based approach with schools that your children transition to.

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 learn about their rights during child led play and learning as well as in adult led teaching sessions. Adults use the language of rights and refer to different articles continually during their interactions with children. As such, children know a range of rights appropriate to their age. They spoke about their right to a name, an identity, to education, healthy food, clean water, to be safe, to privacy, to play and to have their voices heard and share their opinions. They know that rights are for all children, that they have them when they are born and that adults are responsible for making sure that they have their rights. Visual information about children's rights is displayed within the indoor and outdoor environments and the use of rights based language features within both areas. Children are developing their awareness and understanding that some children do not enjoy the same rights as they do, through the school's support for a local Foodbank and Water Aid. They are involved with recycling and composting, understand about not wasting water and are developing a familiarity with a need to protect diversity.</p> <p>The headteacher described how <i>"An understanding of rights is threaded through everything and has become intrinsic within our curriculum"</i>. One RRSA coordinator commented, <i>"We are so passionate about children learning about their rights...they are at the forefront of everything we do."</i> A new member of staff said, <i>"I was taken aback by how often rights are mentioned...staff continually model rights-based language and approaches."</i> One long serving governor stated, <i>"A rights-based approach completely changed the ethos of the nursery...children have a bigger voice...we are far more inclusive and celebrate diversity more."</i> From their initial contact with parents, the nursery's rights-based approach is made very clear through a family charter. One parent commented, <i>"My child tells me different rights they have."</i> Another said, <i>"It's really opened my eyes to what young children can learn about...it will really help them when they are older."</i> The school's website and newsletters clearly identify how the school promotes rights.</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</p>	<p>There was a consistent message from children and adults about the way RRSA supports positive and respectful relationships at nursery and at home. Children are taught and use the phrase, 'Stop, you are not respecting me,' if they consider that a peer, sibling or adult is not adhering to their rights. One parent noted, <i>"My child tells me that she has a right to be heard, and when we are talking, she will explain we listen to each other and wait for the other person to stop talking then we can talk again."</i> Parents consistently described how they witness their children trying to resolve conflicts with siblings respectfully. They also consider that a rights-based approach is making their children, <i>"More confident, kind and nurtures a caring side to them that you can see when they are playing."</i> Children spoke about their right to privacy saying, <i>"Only one person in the toilet at a time... don't play in the toilet."</i> Parents described how children talk about their right to be private and safe in response to the NSPCC PANTS programme. Pictorial charters for a wide range of aspects of daily nursery experience support children learning how to respect different rights.</p>

<p>respects the rights of both educators and learners and promotes wellbeing</p>	<p>The SENDCo described how, <i>"Inclusion is at the heart of our school. Children understand that they all have a right to education but that some children need different things to help them like their 'fiddle toys'".</i> One member of staff uses an Assistance Dog whilst in the nursery and the children have developed an understanding that this relates to the adult's right to have support. Each class area of the nursery has a display identifying children's families. This supports children emotionally as well as celebrating the cultural diversity of the school community and different types of families.</p> <p>The school's strategic documentation clearly identifies how children's rights are central to its work and development. The school's value of respect is included on all documentation, stating a commitment to 'respecting children's rights, treating each other with dignity and valuing each person's individual identity'. Governors explained how as an established Gold nursery, <i>"All our policies now clearly state which articles relate to each individual policy."</i> Another governor described how rights are discussed at all governing body meetings, feature within the Headteacher's termly report to governors and regular monitoring of rights takes place as part of learning walks.</p> <p>The nursery's post Covid pandemic recovery plan centres on continuing to strengthen working with the wide range of other professionals and agencies it engaged with during Lockdowns when the nursery remained open. There is a huge commitment to working with families to signpost them to support all framed within improving children's access to their rights.</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>Children undertake leadership roles such as Rights Champion, Eco Warrior, Leader and Helper. The youngest children demonstrated through their behaviours that they wanted to stay close to their key worker. The school responded by developing a protected outside space. Children are involved in making key decisions about the school, for example, the recruitment process includes getting children's feedback after the teaching part of the selection process.</p> <p>Children helped to set up recycling bins and show an awareness of the need to take care of the environment. Communications from the nursery clearly identify how charitable appeals such as for Ukraine, contributions for the local Foodbank and buying a school defibrillator connect to children's rights. Children had their voices represented through making banners that were used as part of a protest, and a petition handed into the government highlighting the need to provide appropriate funding for state nursery schools in order to protect their rights. The nursery shares their RRSA work with other nursery schools and private providers. They offer Outreach support, 'tour and talk' sessions in the nursery for other leaders and practitioners who visit and recently presented their approach at a Birmingham city Early Years conference.</p>