

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

| | |
|---|--|
| School: | Radyr Primary School |
| Headteacher: | Claire Skidmore |
| RRSA coordinator: | Bridget Riley |
| Local authority: | Cardiff |
| School context: | Radyr Primary School is based in Cardiff and has 434 pupils on roll. 4% of pupils are eligible for free school meals, 1.6% have an IEP and 7.6% of pupils speak English as an additional language. |
| Attendees at SLT meeting: | Headteacher, RRSA Lead, Chair of Governors |
| Number of children and young people spoken with: | 24 children from across Year Groups 16 Children from the Rights Group |
| Adults spoken with: | 4 teachers, 2 TA's, 1 parent / governor |
| Key RRSA accreditations: | Registered for RRSA: 3 rd May 2019 Bronze achieved: 26 th November 2019 Silver achieved: 15 th February 2023 |
| Assessor: | Stuart Whiffin |
| Date: | 5 th June 2024 |

ACCREDITATION OUTCOME

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

Radyr Primary School has met 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 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:

- Passionate and confident pupils who are clear on the importance of rights and are empowered to drive change within the school.
- Rights learning is fully embedded across the curriculum including the nursery using a wide range of age appropriate, creative resources.
- Highly effective leadership of the rights related work at all levels, including from young people.
- Active and engaged governors who fully support embedding a child rights approach across the whole school community and beyond.
- The development of a positive relationships policy that has clearly further strengthened mutual respectful relationships across the school.
- Confident, articulate children who know that they have a voice, and who are engaged in school improvement and campaigning at a local and global level.

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:

- Ensure there is a clear plan in place to ensure the sustainability of the excellent rights respecting practice.
- Continue the good practice around rights that has become embedded across the school. Ensure that all new initiatives are related back to rights.
- Continue the good work that has begun to explore and celebrate diversity in all its forms including race, gender, belief and different kinds of families so that all people feel valued and included.
- Continue to deepen awareness of global issues through your work on the UN Sustainable Development Goals. Use the [World's Largest Lesson resources](#) to support this.
- Continue to act as ambassadors for rights and the RRSA through your networks and in collaboration with the LA and local schools.

2. VISIT HIGHLIGHTS

| STRAND A | Highlights and comments |
|--|---|
| <p>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.</p> | <p>All children spoken with spoke confidently of their rights and how they have learned about them through assemblies, lessons and whole school projects. Children had a good knowledge of the ABCDE of rights. <i>"We taught everyone the ABCDE of rights in assembly so that everyone knows not just what rights are, but why they are important and how they are theirs always."</i> Children linked the denial of rights to global projects they have been part of and confidently discussed the ways in which they help children enjoy them. <i>"The war in Ukraine has stopped children getting the right to safety or the right to relax and play. When we do things like Children in Need, we talk about what rights we are helping them get."</i> Staff discussed how rights have now been woven into topics within the new curriculum and gave examples such as looking at non-discrimination in the Year 3 topic 'Belonging' or exploring Article 24 during a science investigation to see which material works the best to clean water. The RRSA lead shared how children <i>"...can see first-hand how rights relate to their own life experiences."</i> The headteacher spoke of the impact becoming a rights respecting school has had. <i>"We have had a change in culture, and this has improved the relationships between everyone, it has had a ripple effect through all that we do."</i> The RRSA lead added, <i>"The children and staff now have a greater understanding of why we do what we do, it has given purpose."</i> Children have planned and organised several workshops where they have presented to parents and Governors about rights. During these sessions children presented the gold action plan and took questions around the convention and how it is underpinning what they do.</p> |
| STRAND B | Highlights and comments |
| <p>2. In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.</p> | <p>Children spoke of the ways in which they learn about rights and the importance of their class charters. <i>"They help us to know our rights and how everyone can respect them."</i> Children spoke of the charter creation process. <i>"Each class gets together and talks about rights they should focus on in the classroom. Then we think about how rights holders and duty bears can respect them."</i> Staff discussed how equity has been a focus and how this is having a positive impact. <i>"When we looked at the concept, children understood their own privilege that they get to enjoy all of their rights, but what struck me was how well children identified the barriers each other face and how we help support them."</i></p> |
| <p>3. Relationships are positive and founded on dignity and a mutual respect for rights.</p> | <p>In the summer of 2023, after consultation with all stakeholders, the school reimagined its Respectful Relationships Policy. <i>"Together with our pupils, we made a shift from our old system to one that felt more aligned with rights. We have linked the policy to dignity and equity, and it has changed how we work as a team."</i> Children agreed that they are treated with dignity at Radyr Primary, with one child commenting, <i>"Dignity is the opposite of shame. We know that we won't be embarrassed or be made to do anything that will make us feel this."</i> Another added, <i>"We have something called 'Caught Being Amazing', where we can choose someone who is being respectful, prepared or safe."</i></p> |
| <p>4. Children and young people are safe and protected and know what to do</p> | <p>Children spoke of the changes made on the playground to ensure that they are kept safe. <i>"We have Playground Mediators to make sure we are safe on the playground. They help children and make sure that everyone is getting along and playing safely."</i> Staff discussed how pupil voice is used to appoint the mediators. <i>"We wanted to create a more happy, healthy and active playtime experience so</i></p> |

| | |
|---|--|
| if they need support. | <i>appointed the Peer Mediators. Children had to complete an application form and write a letter to support their application. Children also had to include references, one from an adult and one from a friend."</i> |
| 5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles. | The school has a robust programme of emotional health and well-being support available to all learners. Staff discussed several interventions that are available for children to help support their mental health such as Thrive and ELSA. <i>"We have two dedicated rooms; The Thrive Room and The Chalet where children who need additional support can access their needs."</i> Children spoke of several ways in which their physical health is supported such as PE lessons, after school clubs and advice for parents about healthy eating choices. |
| 6. Children and young people are included and are valued as individuals. | Staff and children spoke of the shift in celebrating achievements. <i>"We have had a real change in how we celebrate each of the children's unique talents and achievements. We no longer focus on the best writer or maths – but now focus on the recognition of respectful conversations."</i> The school has received training with DARPL and have put together an Anti-racism policy to ensure non-discrimination continues to be a priority. |
| 7. Children and young people value education and are involved in making decisions about their education. | <i>"Our teachers ask us what we already know and what we would like to learn about when we start a new topic,"</i> said one child. Staff discussed how, <i>"Pupil voice sessions at the start of each context allow the children to influence teachers' planning. Children are encouraged to reflect on their learning and set their own next steps."</i> Another staff member said, <i>"The children love seeing their own ideas coming up in the session we have planned."</i> Children reflect on their own end of year reports and write comments thinking about their achievements and ways forward for the coming year. |
| STRAND C | Highlights and comments |
| 8. Children and young people know that their views are taken seriously. | The school has redesigned its Pupil Parliament in line with the Curriculum for Wales's 'Four Purposes'. All children spoken with agreed that they were listened to and knew that they could make a difference. Children discussed some of the changes they have been able to make. <i>"We wanted more after school clubs because there wasn't something for everyone. We made a survey and asked everyone what groups they would like. The teachers' sent the answers around and they made new clubs from our ideas."</i> Staff discussed how they have had a focus on exploring the charities they support through a rights lens. <i>"Now when we support a charity like Comic Relief, we show the children the rights that their work will help other children get. This has been a great way of joining up our pupil voice groups so that they have a common thread."</i> |
| 9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally. | The school has provided several opportunities for children to campaign for change locally and globally. One child said, <i>"We have written letters to the Senedd to talk about how wealth inequality stops children getting their rights. We think this is unfair so the government should do something about it."</i> The school has taken part in this year's OutRight campaign and uses Picture News to explore global issues. <i>"We want our pupils to understand the role they play in making sure everyone has their rights,"</i> said one member of staff. <i>"From this work, we are seeing children become far more empathetic – this process has allowed them to see things differently."</i> |