



# UNICEF UK RIGHTS RESPECTING SCHOOL AWARD ASSESSMENT REPORT LEVEL TWO

<b>School:</b>	Gosberton House School
<b>Headteacher:</b>	Louise Stanton
<b>RRSA coordinator:</b>	Lee Gregory
<b>Local authority:</b>	Lincolnshire
<b>Assessors:</b>	Sara Gregory and Pat Peaker
<b>Date:</b>	11 <sup>th</sup> February 2016

## 1. INTRODUCTION

We would like to thank the leadership team, governors, parents, staff and pupils for their very warm welcome, for the opportunity to speak to all relevant parties during the assessment and for the extensive portfolio of evidence provided in relation to the school's work towards Level 2 of the RRSA. Prior to the assessment visit you provided a very detailed Progress and Evaluation Form along with an Impact Evaluation Form.

The rights from the CRC are fully embedded into the school life and wider community, with children's rights being promoted through all aspects of daily life, for example the school vision linking to Articles 3 and 29, Max Respect rights based charters for the taxi companies and the sense of participation and fairness modelled by all.

It was very clear to the assessors during the visit that everyone promoted and modelled an ethos of mutual respect for rights; this was not only modelled by staff and pupils but also by parents and governors. The pupils' knowledge of rights was outstanding, with a number of pupils met on the day also being able to link article numbers from the CRC to the rights they were describing.

Standards A, B, C and D have all met the necessary criteria. All standards were strong.

## 2. REQUIREMENTS BEFORE ATTAINING LEVEL 2

No requirements are made

## 3. MAINTAINING LEVEL 2

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 Level 2. Here are our recommendations for your school:

- Continue to develop awareness of the CRC to new stakeholders/teams as they come into the school as well as continuing to embed a rolling programme of training for new staff.
- Further develop the Pupil “Tapestry” page to ensure explicit links to the rights in the CRC, enhancing parents and family understanding of the CRC and how these rights are promoted during the school day. Also develop an understanding of how the rights from the CRC apply to all aspects of the pupils’ lives.
- Continue to develop an understanding of how to resolve a problem via Growth Mind-set work, linking to Ned the Neuron work.
- Continue to develop the idea of PRIDE statements linked to pupils’ own achievements.
- Continue to help pupils to have a balanced view of global issues and further develop their global learning.
- Ensure all updated policies are on the school’s website.
- Continue to be ambassadors for the rights in the CRC.

## 4. THE ASSESSMENT IN DETAIL

### 4.1. The school context

Gosberton House School is a primary special school mainly for pupils with an Autistic Spectrum Disorder with 91 pupils on roll. The school provides education to pupils with a range of specialist needs including learning, communication, sensory and social. Pupils enter the school at varying times during their primary education, many transferring from mainstream schools. The school has an outreach role providing over 60 schools with advice about pupils with autistic spectrum and social, communication and language difficulties.

In 2012 the school was judged by Ofsted to be Outstanding. It has several awards, including Autism Accreditation through the National Autistic Society, International Schools Award, Basic Skills Quality Mark, Leading Parent Partnership Award, Eco School Green Flag Award, ArtsMark, Investors in People Gold Award.

The school achieved RRSA Level 1 in 2013.

## 4.2. Assessment information

<b>Self-evaluation form received</b>	Yes
<b>Impact evaluation form received</b>	Yes
<b>Attendees at SLT meeting</b>	Headteacher and RRSA coordinator
<b>Number of children and young people interviewed</b>	12 pupils during focus group plus approx. 30 pupils during learning walk
<b>Number of staff interviewed</b>	3 teaching staff 4 teaching assistants/HLTA 3 parents 2 governors
<b>Evidence provided</b>	Learning walk Written evidence Lessons

### Standard A:

### Rights-respecting values underpin leadership and management

#### Standard A has been achieved

The Senior Leadership Team (SLT) are committed to embedding the rights from the CRC and respect for those rights into the heart of the school life and the wider community. The vision of the school includes “to provide a happy, stimulating and challenging environment in which we can all achieve our full potential” and is linked to Articles 3 and 29. The headteacher reported that they put “*each child at the centre of their learning*” and that “*children feel valued and listened to and can express how and what they want to learn.*” Evidence of pupil questionnaires informing future planning supported this. The school uses CASPA to help assess pupil progress; since working towards RRSA Level 2, 71% of pupils assessed against progress for PSHE achieved above expected progress and 80% of pupils assessed against progress for reading achieved above expected progress. The Impact Evaluation Form demonstrates that there are no exclusions and it was evident throughout the assessment that pupils were very positive about and very proud of their school.

RRSA is clearly referenced in the School Action Plan, with links to relevant articles embedded throughout, e.g. “Raising Quality of Teaching” linked to Article 23, “Maintaining a Safe, Caring and Supportive Environment” linked to Articles 2, 12, 13, 15, 29, 24, 29 and 29. Succession planning is in place with all staff being provided with training on the CRC and it was evident throughout the assessment that all staff actively promoted and modelled respect for rights. Training is undertaken with staff at the start of each academic year with ongoing on-line training for staff throughout the year, including using Unicef on-line programmes from across the world. Staff reported the “*language of rights had become a natural process*” for everything they did. All policies have been reviewed to refer explicitly to relevant articles within the CRC, e.g. Behaviour Policy linked to Articles 2, 3, 13 and 29,

Design and Technology Policy linked to Articles 13, 17, 23, 28 and 29, and the Autism Policy linked to Articles 23, 29 and 31. The Home-School Agreement also makes reference to the CRC.

It was evident throughout the assessment that the inclusivity of the school was outstanding and this was demonstrated not only through discussions with the SLT but also during all discussions undertaken and through evidence provided. For example, case studies of each individual pupil are undertaken to evaluate their learning and well being and to take any appropriate actions as an outcome. The school runs a comprehensive Inclusion Programme where pupils have contact with mainstream peers through a variety of activities, such as music, sports, activity days and joint placements. The school is committed to meeting the needs of each individual pupil, enhancing each pupil's experiences and ensuring their rights are realised.

SLT are also committed in ensuring parents/carers are fully included in their child's progress and learning. The school has developed an on-line learning journal entitled "Tapestry" whereby the school uploads video clips and information in an area for each individual child, and the child's parents/carers can log on and view what their child has been doing in school on that particular day. Positive comments have been received from parents/carers which include *"I will never be able to put into words how eternally grateful I am ..... you have given me a son that I never dreamed I would have ..... you really are amazing"*; *"Our child's life has changed so much. It is wonderful to see him laughing ... we never thought that would happen."*

The school is a recognised Outreach provider in Lincolnshire and is accredited by the National Autistic Society. Their outreach staff "spread the word" of RRSA and rights within the CRC into other schools across Lincolnshire that they work with. In addition, the school has two School Direct Initial Teacher Trainees that are taking RRS into their second school placements. Community events have taken place linked to rights, e.g. "Open Garden Sunday" with the theme of "Gardens around the World" linked to Articles 29 and 31 and also championing that the rights in the CRC apply to every child across the world. SLT described the impact of working towards Level 2 as *"extending the community beyond the school day"* and *"ensuring all children experience their rights both in and outside of lessons."*

SLT reported that planning in relation to global citizenship and sustainability is now fully embedded within the school year planner. The school has the Eco-School Green Flag award and the International Schools Award amongst many others. For example, lessons around Martin Luther King, Quinoa and how the increased sales in the western world has impacted on the lives of the people where the crop is grown, and how some children in the world do not access their right to clean water or education. The school also has a links with India and Nepal. Global learning is tailored appropriately to each pupil's development.

**Standard B:**  
The whole school community learns about the CRC

**Standard B has been achieved**

All pupils interviewed demonstrated a good knowledge of rights and were able to describe key articles and the article numbers from the CRC, e.g. Articles 2, 7, 3, 19, 24, 27, 28, 29 and 31. All pupils interviewed understood that the rights in the CRC applied to every child across the world and that having access to all of their rights ensured children *“were safe, with a roof above their head”, “girls and boys are treated equally and access an education”, “were protected from harmful information”* and *“were able to play and be happy”*. All staff interviewed demonstrated a good knowledge of rights, e.g. Articles 19, 28 and 29 and saw their role as ensuring that every child in the school accessed all of their rights both in and out of school. All staff and pupils are ambassadors for rights and this was not only modelled during the assessment day but was also evidenced through activities staff and pupils have undertaken.

Both parents/carers and governors are fully involved in contributing to the school’s work in embedding the CRC and RRSA. Parents/carers and governors interviewed demonstrated a sound knowledge of the rights within the CRC. Governors have a “PRIDE” statement linked to articles 12, 13, 15 and 29 which is being developed to make it more explicit in relation to the language of respect for rights. There are a number of ways parents/carers are informed about the CRC including newsletters home, community events, school website, home/school agreements and policies. Parents/carers interviewed reported that their children take *“discussions about rights home”* which include discussions around “being safe”, “being healthy” and “feeling well supported”. The school has developed a Family Learning Programme which includes “Early Bird Courses” for parents where they can better understand their child and also how they can help to build their child’s confidence both at school and at home. Parents/carers interviewed reported that they and their children now *“felt part of a family community and finally felt they belonged.”*

Governors meet regularly with pupils and parents/carers and there are also clear links to the Student Council. The governors interviewed saw the children as *“active partners in the school”* and felt there was a *“sense of fairness”* across the whole school and wider community which is modelled by all. One governor was able to describe how respect for Articles 12, 13, 15, 27 and 31 were modelled through the school choir and how as a result of pupil voice dance was being introduced into the choir. They are also a founder member of the school’s AIM4Lincs Project which promotes good practice for children and adults with autism which *“encourages schools to self-audit”* and *“put the child at the centre, ensuring they achieve their full potential.”*

Displays linking to relevant articles within the CRC were prominent throughout the school and in public places; the school reception area prominently displays the CRC; the School Council display links to article 12, Chinese New Year display links to articles 14 and 29, a display on Judaism links to article 14, Clubs and Activities display links to Articles 15, 29 and 31, and a display showing all pupils in the school links to Articles 2 and 7. Articles were also on display throughout the school, e.g. resource area linked to articles 17, 28 and 29.

There was evidence of lesson planning and pupils' work covering all curriculum areas, for example a History lesson on the life of Edith Cavell linked to articles 17 and 24, a PE lesson linked to articles 17, 28 and 29, RE linked to article 14, Science linked to articles 2 and 13, Art linked to Articles 12, 29 and 31, PSE linked to article 15, Spanish linked to article 30. There was also evidence of educational visits linked to articles 24 and 31 and evidence of assemblies linked to the CRC, e.g. Universal Children's Day and Outright linked to articles 15, 24, 28, 30, 31 and 42. Pupils have also been learning about different cultures, customs and foods, linked to article 30 such as Poland, Italy, France, Mexico, India and Nepal.

All pupils and staff interviewed were able to demonstrate how rights are linked to global citizenship, e.g. Nepal and how the earthquake "*left children without a home, no clean water*" and "*were not able to access their right to an education*". Also in Africa "*some children do not have access to clean water*" and "*they try to drink it which makes them ill and causes diseases*" and in India "*not all children access their right to an education*". Both staff and pupils were committed to improving the lives of children across the world and have been involved in a number of activities, such as Day for Change and Outright campaigns, Water Aid and the SCoRE programme. Global learning is also extended through the school's Family Learning Programme.

## Standard C: The school has a rights-respecting ethos

**Standard C has been achieved**

The staff and pupils of the school have developed charters linked to various aspects of school life and the wider community. The whole school agreement of "be kind", "work hard", "be friends" and "feel good" is linked to articles 15, 23, 24 and 29 and is prominently displayed throughout the school. There are also classroom charters in all classrooms that the adults and pupils in each class have developed; the Year 3 Charter showing respect for articles 6, 14 and 28; the Year 4 Charter showing respect for articles 14, 15 and 28. Further examples of charters include a lunch time charter linked to articles 24 and 29, a playground charter linked to articles 15 and 31, an E-Safety Agreement linked to articles 17 and 36, Swimming Charter, school transport charter linked to articles 7, 8 and 13 and activity specific charters.

All staff and pupils interviewed described the charters as agreements which were drawn up in partnership with each other and the classroom charters have been signed by all pupils and staff in the relevant classes. All charters are written in a pupil friendly way, including Communication in Pictures. The charters are used as a guide to living and both staff and pupils described them as "*agreements*" and were "*positive*" and showed how "*we respect others*". The charters are revisited frequently and the pupils' ideas are the driver to any amendments to the charters.

All pupils and adults interviewed modelled rights respecting language and behaviour. There was a clear commitment by all to ensuring children's rights were realised. Staff interviewed felt the charters had strengthened already positive relationships by providing "*common scripts to work to*" and "*consistency*" for "*respecting others' rights.*"

All pupils interviewed felt that they showed respect for each other's right to learn and that they each had their own preference to how they learn; "*I learn best when it is quiet and nothing to distract me*", "*the best way to learn is to sit down and think*". All pupils saw it as their right to express their opinions and that it "*made them feel good to be asked*" about their learning. Pupil questionnaires demonstrated that 100% of pupils "enjoyed learning in lots of different ways". The school has developed "Growth Mind-set" which helps both adults and pupils recognise that all children learn in different ways. Pupils are encouraged to assess their own learning at the end of each lesson, as well as the teaching, and record their thoughts and feelings about their learning. Pupils are actively encouraged to self-assess their own targets and to take ownership of their learning. Pupil questionnaires demonstrated that 94% of children felt their "teacher helps me do some good learning".

All pupils interviewed felt safe in school and felt that the adults kept them safe. They also reported that if there were any times they did not feel safe they could talk to an adult. There are signs throughout the school reminding pupils of their right to be safe and to talk to an adult if there are times they do not feel safe. There is also secure access both into the school grounds and the school building itself. A parental questionnaire demonstrated that 100% of parents who responded felt that the school kept their child safe.

The pupils interviewed also described how they use "red anger" and "green anger" to keep each other safe and to help resolve any conflicts by "keeping our anger green". The "Wheel of Choice" linked to Articles 1 and 3 also encourage pupils to solve their own problems. The sense of fairness and democracy modelled by all during the assessment was outstanding. All adults and pupils treated each other as equal and the "*sense of fairness*" and "*participation*" was described by all adults interviewed.

Pupils take part in a wide range of activities to further develop their understanding of global citizenship. This includes multi-cultural events, "Earth hour", recycling activities and "Mother Language Day".

## Standard D:

Children are empowered to become active citizens and learners

**Standard D has been achieved**

It was evident throughout the assessment day that all pupils were confident in expressing their views. Pupils reported that they felt "*very happy in school*" and felt that their opinions mattered and they were listened to. They saw it as their right and not a permission. There was a wealth of evidence showing how pupils' views are sought, this includes through pupil questionnaires, for example whether they preferred to stay in class or go outside to play, School Council, Eco Council; feedback during lessons and activities was modelled during the assessment visit on every day decisions. A presentation to pupils on the "School as a Community" was included in the evidence provided which was aimed at encouraging pupils to express their views and to talk to the governors, this was witnessed during the assessment day when a pupil was waiting for the Chair of Governors to arrive to provide feedback on an activity they had undertaken. The School Council had chosen new books for their library which had been purchased as a result of their views. Also as a result of pupils' views the outside play areas had been improved and homework had "*been made more exciting by introducing more memorable experiences.*" A child, who was involved in

the choir at Gosberton House School, had moved on to a secondary special school where there was no choir and the child was able to persuade the school to create one as it was his *“right to achieve his full potential”* and *“have his say and be listened to”*.

All pupils interviewed felt that they were provided with a wide range of opportunities to access information and make informed decisions. This included the “Wheel of Choice”, “Red Anger, Green Anger”, school library, “Ned the Neuron” where pupils record their new learning on a drawing of their neurons, I-pads. One pupil reported that they liked to be encouraged *“to find things out for themselves”* and enjoyed *“using the I-pad”* to do this.

The school has strong links with a school and orphanage in Nepal and the *“children have given away some of their “nice things” to help the children in the school and orphanage”* and they also have links with a school in Bihar, India. Pupils have taken part in a number of other activities to help improve the lives of others which include, the Send a Cow project, Centre Point (local food bank charity), Macmillan Coffee events and a British Heart Foundation campaign (which was as a result of a pupil with a heart condition asking for this to be undertaken and was led by the pupil and his class). “Outright 2015” involved the children designing Royal Mail stamps for each relevant article within the CRC. The response from Royal Mail was very positive and the designs were sent to the Stamp Strategy Manager to consider for the Special Stamp Programme.