

UNICEF UK RIGHTS RESPECTING SCHOOL AWARD

ASSESSMENT REPORT LEVEL ONE

School:	St Francis School, Lincoln
Headteacher:	Ann Hoffmann
RRSA coordinators:	Helen Todd
Local authority:	Lincolnshire
Assessor:	Sara Gregory
Date:	8 th July 2016

The school context:

St Francis School is a special school catering for children and young people aged between 3 and 19 years with a wide range of physical conditions, including associated sensory or cognitive difficulties. They also cater for students with life-limiting conditions. The school currently has 150 pupils on roll and have welcomed new students and staff to their school from another local special school that had closed. The school also has residential boarding provision which is offered to all young people as they move up through the school into the upper school.

The school has a wide range of awards including the Basic Skills Quality Mark and International Schools Award. Both the school itself and the residential provision have been recently judged by Ofsted to be “Outstanding”.

The school achieved Level 2 in March 2013, however due to additional children and young people and staff coming into the school, the school has been re-assessed at Level 1 to give the school time to further embed knowledge of rights across all of its extended community.

Assessment information:

Progress and evaluation form received	Yes	Impact evaluation form received	Yes
Attendees at SLT meeting	Headteacher, Deputy Headteacher (also RRSA Coordinator)		
Number of children and young people	30 pupils during learning walks, focus group meetings, lessons		
Number of staff interviewed	3 teaching staff 2 parents 2 governors 2 non-teaching staff		
Evidence provided	Learning walk, Children’s work, Written evidence, Interviews		

**The Assessment Judgement:
St Francis School has met the Standards for Unicef UK's Rights
Respecting Schools award at LEVEL 1**

Moving towards Level 2:

Level 1 is an important milestone on the Rights Respecting journey. In the light of the assessment visit, the assessor has identified the following priorities for further progress. These recommendations, based on Unicef's experience with schools across the UK, will have been discussed in more detail during the assessment visit:

In order for the school to progress successfully to Level 2, the following steps and actions will be required:

- Incorporate RRSA and CRC into all areas of the School Development Plan
- Further embed the knowledge of the CRC and rights, and the language of rights, across the whole school and wider community
- Further embed relevant articles from CRC into all policies
- Further develop global learning, re-developing links with other schools abroad
- Ensure consistency of the use of language in relation to respect for rights
- Further embed teaching of rights into all curriculum areas, ensuring consistency in links to relevant article(s) in lesson planning
- Further develop the whole school agreement and classroom agreements, making more explicit the links to relevant article numbers/rights from the CRC and respect for those rights
- Continue to maintain the excellent pupil voice opportunities and the opportunities in place for pupils to champion the rights of others, further developing these opportunities where possible
- Aim to participate in RRSA training to support your journey to Level 2.
<http://www.unicef.org.uk/rights-respecting-schools/training-and-support/training-courses/moving-from-level-1-to-2/>

The following good practice evident at the assessment contributes to the school's success at Level 1:

Standard A:

Rights-respecting values underpin leadership and management

- There is a very positive inclusive ethos across the school linked to meeting the needs of each individual child.
- The rights of the child and respect for rights is a strong commitment for SLT and all adults across the school community, with the school's mission statement being "a place of excellence where pupils can achieve their full potential a valued individual learning to respect themselves and others."
- SLT and the adults in the school were committed to ensuring all children and young people reached their full potential, and this was also articulated by the pupils met during the assessment.

- RRSA is within both the School Development Plan and SEF and there are some policies that link to relevant Articles within the CRC, e.g. Anti-bullying policy linked to Article 19, Drugs Education Policy linked to Article 24.
- Respect for rights is also embedded within the school's residential provision and the school encourages the medical staff and outside agencies to model and use rights respecting language.

Standard B:

The whole school community learns about the CRC

- Children and young people have an excellent knowledge of the rights from the CRC, e.g. "Clean water", "medical care", "right to a family", "decent shelter", etc.
- The children and young people were able to provide examples of global learning, e.g. Syria linked to Article 19 and 28, Africa linked to Articles 24 and 28. They were able to explain how children's lives were impacted when they did not get all of their rights.
- All adults interviewed on the day had a good knowledge of rights and staff were able to describe how they had linked rights to global learning, e.g. Science lesson on electricity linked to Article 24.
- Governors are fully committed to continuing to embed the rights respecting ethos of the school and also have pupil representation on their governing body linked to Article 12.
- Learning about rights is within assembly planning and lesson planning, e.g. PSD linked to Articles 19 and 24, assemblies linked to Articles 12 and 19.
- Relevant displays around the school are linked to specific Articles, e.g. Student Council linked to Article 12, Rights Respecting Display linked to a number of Articles such as Article 1, 15, 24.

Standard C:

The school has a rights-respecting ethos

- The school has a spoken "agreement for respect for rights" linked to "right to life", "without discrimination", "clean water and healthy food", "right to be safe", "children with disability", "education", "right to a voice" and "reaching their full potential". Children and young people met on the day were able to describe how they and the adults across the school modelled their agreement by, e.g. "*respecting each other*", "*listening to each other*", "*treating each other the same*".
- The young people in the residential provision have created their own residential agreement which includes "respect the rights and properties of other boarders", "help other boarders and encourage them to have a voice" and "be accepting/understanding towards everybody's differences and respect them no matter what." Children and young people have also created an agreement for the use of the pool table.
- There was an outstanding ethos of respect for rights across the whole school, modelled by all adults and children and young people met on the day. All stakeholders met during the assessment demonstrated how they were proud of and took ownership of their rights respecting environment.
- All children and young people met on the day stated that they felt safe in all areas of the school and also felt it was a "*very positive and healthy environment*". There was freedom of movement around the whole school with all children and young people having the confidence to move around the school and take ownership of their school.
- Children and young people on the day were able to describe how they used rights respecting language to bring about solutions to any disagreements, e.g. one young person described how he had a discussion with one of his peers in relation to his wheel chair and how his right to participate and independence could be affected.

Standard D:

Children are empowered to become active citizens and learners

- Pupil voice and participation is outstanding across the academy and this has also been commented by Ofsted during the school and residential provision inspections.
- There is a pupil representative on the governing body who puts forward ideas from the student council/children and young people to the governing body and fully participates in governor meetings.
- All children and young people are empowered to access their right to a voice and did not see this as a permission, with all children and young people met on the day confidently putting forward their views and participating in school life. There are a wide range of roles for pupils within the school, including School Council, Peer Mentors, Residential Prefects, House Captains, being part of interview panels, Student Governor, etc.
- Children and young people regularly accessed information from the adults in the school and outside agencies to help them make informed decisions, e.g. e-safety linked to Article 19.
- The older pupils regularly help out in other classes and all pupils are very caring and thoughtful toward each other, looking after each other and being aware of each other's medical needs.
- There was a wealth of examples whereby things had changed due to pupil voice, e.g. new swings, menu changes, the introduction of a visual menu, different sensory stories, a range of choices during lessons, out of school activities, Sports Club, etc.
- The older pupils also access a wide range of experiences outside of school to help them prepare post 19 and also help them with independent living. One pupil described how they were accessing experiences with helping other children as they wanted to train to be a Teaching Assistant after they had left school.
- The pupils are always actively looking for ways helping to champion the rights of others, with one young person describing how it "*was important for all children to be treated equally across the world*". Ways in which they help others include shoe box appeal, Water Aid, Red Nose Day, and Sports Relief. Children and Young People described how their activities were helping children and young people access their right to "*feel safe and have a home*" in Syria and "*have an education*" in Africa.