

RRSA Assessment Report: Level 1 (Silver)

Assessment Details

School	Five Acre Wood School
Principal	Peggy Murphy
RRSA Coordinator	Sarah Costain-Perry
Local Authority	Kent
Assessor	Paul Harris
Date	18 th July 2018

The School Context

Five Acre Wood School is a special foundation school for pupils ‘with a range of additional educational needs within the profound and multiple learning difficulties, severe learning difficulties, challenging behaviour, sensory impairments and autistic spectrum’. There are currently 393 pupils on roll with 86 pupils based at ‘satellite sites’ at either a local primary or secondary school. The proportion of pupils eligible for the pupil premium is approximately 32% and 6% of pupils have English as an additional language. All pupils have an EHC Plan. The school was inspected by Ofsted in March 2015 and graded ‘outstanding’ in all areas.

First registered for RRSA September 2017

RoC achieved December 2017

Assessment Information

Progress and evaluation form received	Yes	Impact evaluation form received	Yes
Attendees at SLT meeting	Principal, Head of Human Resources, two Assistant Headteachers and the RRSA coordinator (also an Assistant Headteacher).		
Number of children and young people interviewed	Focus group meetings: 16 pupils in total Learning walk: 2 pupils		
Number of staff interviewed	6 staff (includes a staff governor).		
Evidence provided	<ul style="list-style-type: none"> Learning walk (including the school’s festival event) Pupil focus group discussions Written evidence 		

The Assessment Judgement

Five Acre Wood School has met the standard for the Unicef UK Rights Respecting Schools Award at Silver

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

- School leaders are committed to the principles and values of the UN Convention on the Rights of the Child (CRC). The headteacher described how the school was completely '*child centred*', supporting children '*to be able to grow up in a safe environment*' and to meet the '*individual needs of pupils*'. The RRSA coordinator also explained how the school's Rights Respecting work helps pupils '*to understand their entitlement*'. Strategic commitment to Rights Respecting work is evident in the school development plan, the support of the governing body and in documentation such as the attendance and the mental health & wellbeing policies which are referenced with particular articles from the Convention.
- Staff have been informed about the Convention and kept up-dated about the school's Rights Respecting work. There is a staff steering group who help to promote the work across the school and there is also a RRSA section on the school's website with links to an information leaflet, the pupil charter and the school's Rights Respecting policy. Displays with a focus on a particular article from the Convention have also been produced by individual classes and these are prominently displayed around the school. All of these approaches have helped to ensure that there is clear and accurate communication about the Convention across the school.

Standard B:

The whole school community learns about the CRC

- Examples of rights mentioned by pupils included the rights to '*food and water*', '*relax and play*', '*family*', '*shelter*', '*name and live in a country*' and access to medical care. A 'powerpoint' presentation produced by two pupils also highlighted several rights. Focus group discussions confirmed that pupils are aware that rights are inherent, universal, unconditional and cannot be taken away. When discussing the right to healthy food, examples given by pupils included fruit and vegetables and when asked why *clean* water is important a pupil explained that otherwise this may cause disease.
- Pupils learn about rights in several ways. These include through assemblies, displays, the pupil charter and elements of the curriculum. With the latter, the 'living skills' programme of study is linked to Articles 12, 15, 23, 28, 29 and 31. Other examples include in literacy work where some pupils have learnt about 'voting rights' and the suffragettes, and in the sixth form the provision of regular guidance about internet safety is linked to the right to be safe.

Standard C:

The school has a rights-respecting ethos

- Part of the Five Acre Wood's vision is 'to care for and respect each other'. Respect is therefore a fundamental part of the school's ethos and was evident throughout the assessment visit where a very positive, caring and supportive environment was seen. The school's annual festival event ('Woodstock') is an impressive example highlighting the 'community spirit' that exists within the school and its inclusivity. In focus group discussions pupils listened respectfully to the contribution of their peers. The school's original pupil charter has been adapted to include specific articles from the Convention and copies of the charter are displayed around the school.
- There is extensive support for the health and wellbeing of pupils at the school, including a NHS school nursing team, the provision of occupational therapy and speech &

language therapy, physiotherapy, art and music therapy and a family liaison team. Pupils when asked, confirmed that they felt safe at school. Pupils described how staff would support and help them if they had any concerns. With regards to e-safety, the school website explains 'that teachers work with pupils on an individual basis to develop their understanding of how to keep themselves safe whilst online'. Earlier this year, some sixth form pupils attended a workshop about road safety. Pupils also have opportunities to participate in wellbeing activities.

Standard D:

Children are empowered to become active citizens and learners

- 'Pupil voice' is a strength of the school and pupil's views are listened to and taken seriously. The pupil charter reflects this and highlights ways that adults can help support the children and young people at the school, by for example, 'give me time to think and answer' (Article 12). Five Acre Wood has a school council with one or two pupil representatives from each class. Examples of the impact of the council's work include choosing activities for fundraising days, deciding on the theme for the school's 'Woodstock' event and providing feedback about school lunches. Pupils are also involved in the selection process for new staff.
- Pupils' understanding of the wider world is developed in a variety of ways. For example, earlier in the year some primary classes celebrated Chinese New Year, the gardening club have grown vegetables for cooking lessons and in the sixth form, 'BBC Newsround' is used. The school has supported a range of charities including Sport Relief, Red Nose Day and Children in Need. Produce collected from the harvest festival has been donated to a local church foodbank.

Moving to Gold

Level 1 (Silver) is an important milestone on the rights respecting journey. In the light of the assessment visit, the assessors have 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 Gold, the following steps and actions will be required (for the school's main and satellite sites, as appropriate):

Strand A – Teaching and learning about rights

Work towards deepening and widening the knowledge and understanding of Articles from the CRC across the whole school community including developing an awareness of rights being: Inherent, Inalienable, Indivisible, Universal and Unconditional. Alongside this, also embed a clear understanding of 'Rights Holders' and 'Duty Bearers'. To help support the aforementioned, include appropriate CPD and staff induction as required and the use of Unicef resources such as '[The ABCDE of Rights](#)' and '[Myths and Misconceptions](#)'.

Embed a focus on the planned learning about children's rights throughout most aspects of the curriculum, referencing this in relevant planning documentation.

Enable pupils to look at global issues, as appropriate, from a perspective of rights so that they develop a heightened sense of justice and equity. Consider engagement, as appropriate, with the Sustainable Development Goals through [The World's Largest Lesson](#) and themes such as fair trade.

Strand B – Teaching and learning through rights

Explore ways to show how rights link to the everyday school context. Alongside this, ensure that pupils are clear about how adults, as Duty Bearers, should uphold their rights, and help facilitate their access to rights.

Further develop the school's strategic work and documentation to link to and reflect relevant Articles of the CRC and ensure that leaders at all levels can articulate school improvement in terms of the CRC. Alongside this, explore ways to reference correlation between improved outcomes for pupils and the implementation of a rights-based approach across the school.

Continue to ensure that pupils and adults are kept informed of the school's provision to support pupils' physical and mental health and well-being, and that information is accessible to all, as appropriate. Explore the role pupils play in engaging in their right to learn. Consider, with them how this can be further enhanced.

Strand C – Teaching and learning for rights

Continue to strive for further creative and significant opportunities for the participation and decision making of pupils (including the role of the [steering group](#)) to influence and shape the life and work of the school, as appropriate. Celebrate the impact of this work through displays, presentations, newsletters and the school website as appropriate.

Enhance the school's ambassadorial activity by enabling pupils and staff, as appropriate, to promote and encourage Rights Respecting values and actions and knowledge of the CRC with other schools and in the wider community.

Build on activities such as charity based work in the school by enabling and empowering pupils, as appropriate, to become advocates and campaigners for the rights of all children and young people locally and globally. Consider joining Unicef UK's [Outright 2018](#) campaign.

- Aim to participate in [RRSA training](#) to support your journey to Gold.