

Oscar Romero Award – Participator Level
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In the Strategic strand it can be seen that the school's leadership team actively promotes Catholic Social Teaching – this is evidenced in all three areas of the school development plan (teaching and learning; personal development and leadership) where CST principles are explicitly threaded through and where there is particular reference to supporting vulnerable families and staff. CPD has been provided to support staff develop their understanding of CST and next steps have also been identified. School policies, ratified by the Governing Body, focus on treating both staff and pupils alike with respect and dignity. The Pay Policy ensures fair pay and performance evaluations that reward teachers' contribution to the common good. The Behaviour Policy outlines 4 simple child-centric school rules where there is a strong focus on respect and solidarity. Further evidence of the school's commitment to CST can be seen in the Mission statement, 'Guided by truth, respect and compassion; we share in building upon every individual's foundation'.

In the Curriculum strand reference is made to the Come and See RE curriculum and topics relevant to the principles of CST have been identified, for instance, Belonging and Being Called emphasise the importance of recognising each person's worth and the talents they have been given.

In an overview of the Foundation subjects' curriculum topics related to CST have been identified. These include in EYFS and Year 1 where children have learnt about human dignity by creating self-portraits, Year 2 children learning about social justice through the topic of Votes for Women and Year 3 pupils learning about stewardship through learning about the Rainforests. Additionally, History topics such as The Great Fire and the World Wars have helped children engage in discussion to explore injustice and how to help those in need.

To develop this section further a lesson overview or plan of a foundation subject focussing on CST could be included together with evidence of children's responses.

Children throughout the school also learn about CST principles through practical campaigns such as the Year 6 leadership team paperless Friday. These campaigns illustrate to children how their own personal choices can have an impact on the environment and benefit society positively.

Additionally, CST is incorporated into Prayer and Liturgy to help children learn how to live out the principles and be servants of Christ. CAFOD materials linked to relevant scripture are frequently used to ensure that children understand the significance of the principles of CST.

In the Practical strand, it can be seen that the school supports national and local charities such as MacMillan mornings and collecting food for a foodbank, thus demonstrating CST's preferential option for the poor as well as solidarity. Learning about different faiths and celebrating religious events such as, Rosh Hashanah provides opportunities for the children to recognise and reflect on the CST's emphasis on participation, inclusivity and solidarity. Spiritual participation opportunities are also provided, such as saying the rosary in the month of October as well as Altar Server training, opportunities that allow children to be servants of Christ, following in Jesus' footsteps.

To develop this section further, outlining opportunities for children to join leadership groups and more information about how the school is involved in raising awareness about justice issues that align with CST principles would be beneficial.

It is very encouraging to read in your self-assessment how the principles of CST shape the Catholic life of your school. You have clearly identified areas for development and these alongside the suggestions outlined in this review can form part of your submission for Developer Level moving forward.

Well done on achieving Participator Level.