

Level 2 Progress and Evaluation Form

About this document: this is a summary document that you should use to check your progress to the Level 2 Rights Respecting Schools Award. You will need to send this completed form to your Professional Advisor when you feel you are ready to be assessed for Level 2, as well as your impact evaluation form available here: <http://www.unicef.org.uk/rights-respecting-schools/steps-to-award/level-2/documents/>



SCHOOL NAME: St Catherine's

DATE: March 2018

Standard A: Rights-respecting values underpin leadership and management			
The best interests of the child are a top priority in all actions. Leaders are committed to placing the values and principles of the Convention at the heart of all policies and practice. (Criteria 1 - 5 are actioned and delivered by the school's leadership/management.)			
	Requirements at Level 2	Expected Outcomes	What actions have been undertaken and what difference have they made?
1	Rights-respecting values and an understanding of global Citizenship and sustainability inform all practice. Impact on the wellbeing, achievement and progress of young people is high.	Head teacher and senior leaders describe the practice and vision, commitment and values of the school in terms of rights-respecting values and link them to global citizenship and sustainability. They provide evidence of how becoming rights-respecting has contributed to improved wellbeing and achievement, including attainment, reduced exclusions and improved attendance.	<ul style="list-style-type: none"> • Evidence in School Improvement Plan- high profile in school's vision for now and the future • Evidenced by updated visions and values for mission statement • Opportunity for Deputy Head to lead INSET on Global Learning Platform impacting on all key phases/ planning/ communication with parents • Evidence in Head teacher's Report to Governors • Our school ethos is rooted in support for rights and our children demonstrate inclusive attitudes • Evidence in RRS Newsletter on website & weekly in the Newsletter • Seen around classrooms on displays • Children enjoy school and know who to go to if they have a worry- focus for all assemblies • Attainment at end of KS1 & 2 is above National • Behaviour Policy embraced by all / consistent system in place from Nursery

			<p>to Year 6. This was evidenced by the Learning and Achievement Committee in March 2018</p> <ul style="list-style-type: none"> • Attendance above National in all year groups- celebrated in newsletter weekly • Golden Children- Playground awards to children demonstrating outstanding behaviour • Every opportunity given for fundraising for school in Zambia, local and global initiatives- HAB, MacMillan, Children In Need, NSPCC • Year 6 Fairtrade in July – whole school community invited • Displays in spring term related to Articles or Global Learning • Prayer Services and Assemblies reflect the Rights respecting Values and Understanding of Global Citizenship • Children have a sense of ownership- met with Catholic Life Committee on Wednesday 14th March 2018
2	Developing as a Rights Respecting School is an integral part of the school's strategic planning and review arrangements.	Becoming rights-respecting is clearly referenced in the school development plan and there is evidence of how this focus will be sustained. Succession planning is in place. Policies have been reviewed to refer explicitly to the Convention.	<ul style="list-style-type: none"> • Policies underpin implications of being a rights respecting school • SDP reviewed termly - RRS is a key objective on SDP • Staff sign/ follow policies to ensure compliance e.g. Equality Policy, Behaviour, Safeguarding & Child Protection, Anti- Bullying. Induction of new staff follows same process. • SMSC Gridmaker on website- evidences wide range of activities that supports St Catherine's as a Rights Respecting School- assemblies, fundraising, topics, visits, visitors (NSPCC, Fire Brigade, Amnesty International, Missio, Catholic Children Society, FSSA Zambia) • Assembly led by Deputy at start of each school year to discuss the Class & School Charter- shared with school community in newsletter • Share good practice with other local primary schools-Deputy regularly speaks to cluster about our work and where possible arrange joint activities • Deputy Head / RSSA leader supporting local primary school to reach Level 1 • Invited Brettenham Primary School again with Jo Brown and the school ambassadors to discuss our journey so far • All staff involved in the planning of events both within class and as a whole school- update at briefing each Friday- The World's Largest Lesson- food on the plate, Social Global teaching and 'The Pollution solution'- global warming, air pollution

			<ul style="list-style-type: none"> • Staff receive updated resources weekly (if appropriate) from Deputy Head linked to Rights Respecting • Key activities given to class teachers to explore human rights themes-Fair play, Rights and Responsibilities in the Classrooms, Exploring Identity etc
3	The school has an inclusive and participatory ethos based on the Convention.	There are examples of planning and actions taken by the school's leadership team to develop an inclusive and participatory ethos.	<p>St Catherine's Primary School respect the diversity of our community 35% of our children are EAL which is significantly above national at 20.6%. This has dramatically increased over the last 3 years. 55.7% of our children are MEG which is significantly above national at 32.1%. Our largest minorities are Eastern European (4%), Black African (8%)</p> <ul style="list-style-type: none"> • SLT lead assemblies related to these values and principles- using 21 Assembly pack/ Prayer Services/ Collective Worship • Steering Group Ambassadors help RRS Leader prepare assemblies , PPT's & write articles for newsletter and pieces for website • Lesson plans annotated and highlighting links to CRC/ SMSC/ Global Learning/ Enabling Enterprise/ Religious Education • Web-site visited regularly to detail children's work, introduction of Charters and understanding of the CRC • Weekly Newsletter – RRS update/ Global Goals/ School Council • Folder of evidence/ website pages • Prayer Services have a RRS focus- The Holocaust, Equality, Respect • RE Activities linked to RRS and Global Learning- Procreators of our World- Laudato Si (Message from Pope Francis) • Wide range of after school clubs offered • In their learning all children can opt for different areas of challenge • Opportunity to verbalise views/ opinions embedded- talk partners • Parents from parent partnership invited to learn more about RRS • Regular Pupil Progress meetings ensure the inclusive approach is consistent throughout the key phases
4	The Convention underpins the school's action to share good practice with other schools and communities. The school is an	The school's leadership can show how the school has shared good practice in becoming rights-respecting with other schools and the local community. The	<ul style="list-style-type: none"> • St Catherine's actively involved in supporting local, national and global communities- often initiated by the children themselves • Assemblies linked to 'Shelter', NSPCC, Homeless In Barnet, Children In Need, MacMillan Nurses, Dr Barnado's raise awareness

	ambassador for the RRSA. This has a beneficial impact within its local community and beyond.	headteacher and senior leaders can provide evidence of impact.	<ul style="list-style-type: none"> • Web-site visited regularly to detail children's work and understanding of the CRC • Children using rights respecting language both in and out of curriculum hours • UNICEF Ambassadors (steering group) have an active role in the incorporation of the CRC in planning and teaching • Support for Zambian school very effective in maintaining global consciousness/ visit from Stephen Crabb • Parents form part of the Steering Group and the Catholic Life Committee are very involved in the good practice of the school and parishes • Action Planning in place for fundraising over the next term and a half.
5	School leadership ensures that global citizenship and sustainable development guided by the values and principles of the Convention is a priority.	There are examples of planning and actions taken by the school leadership team to ensure coverage of global citizenship and sustainable development across the school linked to the Convention. There is evidence of a systematic and embedded approach.	<ul style="list-style-type: none"> • Evidence of assembly resources and details collected on system • Reference to Global Goals in our weekly newsletter-we promote this awareness as well as raising money • Focus on one aspect of Global Education each term Autumn 2017 'The food on your plate'. Autumn second half term- Inspiring Equality In Education-linked to Anti- Bullying • Spring Term focus – all classes taking a different RRS theme or Global Learning Theme to form the focus of a display. • Lesson plans annotated and highlighting links to CRC/ SMSC/ Global Learning and quality of teaching- RRS Leader • Promote links with FSSA Zambia through key people- Rosemary & Stephen lead assemblies termly and update the work they are doing/ we are supporting to send children to school • RE , PSHE, P4C, SMSC, Global Learning curriculum promotes higher order thinking and exploration of the principles of the Convention • We have an article' right of the month and also a thought for the month in all areas of the school and shared with parents on website and newsletter • WE Day/ We take Charge plan- school garden- Beds weeded and new plants planted to create an area for children to come and demonstrate the importance of look after our world, opportunity for quiet time and reflection

Standard B: The whole school community learns about the Convention

The Convention is made known to children and adults who use this shared understanding to work for global justice and sustainable living

	Requirements at Level 2	Expected Outcomes	What actions have been undertaken and what difference have they made?
6	Nearly all pupils and staff have a good understanding of the articles in the Convention. Young people and staff are ambassadors for rights when talking to others	The school can show that nearly all pupils and staff can describe key articles, as well as show how these affect children's lives. Pupils and staff have acted as ambassadors for rights.	<ul style="list-style-type: none"> • Article of the Month shared at assembly and evident in all classrooms, areas around the school • RRS Ambassadors are passionate about being part of the steering group- they play an active role to promote rights • Lesson plans show evidence of links to CRC/ SMSC/ Global Learning • Displays around school will be visual and interactive, labelled with references to articles within the CRC-evidenced on website • Class charters will be present around school and are accessed by children regularly • Children are able to share a number of rights and understand these are for ALL children • Questionnaire in summer term 2017 and Spring term 2018 indicated very positives results. The children were able to give a wide range of rights including the right to an identity, to shelter, to an education, to healthy food and clean water. They have the right to be safe and protected from harm. The last article is emphasised every possibility we get- closely linked to our safeguarding policy. • Updated Questionnaire carried out in February- 395 responses from children, 9 Governors, 23 staff members • RRS Ambassadors met with Catholic Life Committee and demonstrated a very good understanding of a range of rights • RRS Ambassadors carry out learning walks to identify areas that support our journey to Level 2 • Half- trebly newsletters celebrate our increased understanding and continued involvement • RRS Leader meets with parents trebly

7	Most parents/carers and governors know about the Convention and the school provides opportunities to contribute to the school's development as a Rights Respecting School.	Parents/carers and governors are informed about the Convention. Parents/carers and governors contribute to the school becoming rights-respecting.	<ul style="list-style-type: none"> • Parents/carers and governors have developed a deeper awareness of the CRC and its implications on children both in and out of school • Parents and governors are supportive and enthusiastic about the RRS work. • Parents very supportive of fundraising events and the changes we made to Behaviour Policy and procedures • Children continue to understand how the CRC impacts on their lives in many ways • Parents fully aware of our journey via newsletter, RRS Newsletter, IMPACT meetings, Assemblies, Prayer services, Dance Festival ,Open Day – 'World Peace Day', 'Anti-Bullying Week', 'Black History', NSPCC Assemblies, Social Justice • Parents are a strong part of the Steering Group and meet termly • New Parent Charter now on display as a result of contributions from working party and via the newsletter
8	Nearly all curriculum areas provide rich opportunities for high quality learning about the Convention and wider personal development and wellbeing.	Displays, including children and young people's work about the Convention and RRSA, are prominent throughout the school in all faculty areas. Lesson plans and schemes of work covering the Convention are available for all curriculum areas.	<ul style="list-style-type: none"> • RE, PSHE, Global Learning, Geography, History, English and many others areas of learning provide rich opportunities for high quality learning about the Convention • Some lesson power points highlight links to CRC. RE & WTL links to British values. SMSC, P4C , Global Learning, Circle time, Literacy offer additional opportunities for learning • Evidence of assembly resources and details collected on system and SMSC Gridmaker • Displays around school will be visual and interactive, labelled with references to articles within the CRC • Displays related to other religions in our world central in our library-rotated • Assemblies / prayer services run by class teachers as well as members of Leadership Team • Key speakers invited to talk to the children about key messages in the Convention- homelessness, no education, equality • Year 6 Fairtrade days/ part of Enabling Enterprise project- three

9	The Convention is embedded in teaching and learning about global citizenship and sustainable development	<p>Nearly all pupils interviewed are able to talk about how they have learnt to link rights with global citizenship and sustainable development across the curriculum.</p> <p>Nearly all staff interviewed are able to talk about how they have linked rights with global citizenship and sustainable development.</p>	<p>Challenge days a year</p> <ul style="list-style-type: none"> • Children learn about rights in a variety of ways- assemblies, displays and curriculum activities –Black History month, Anti- Bullying week, Holocaust, Great Fire of London, Recycling (Year 3 Assembly), The 3R's Year 4 Assembly • Lesson plans annotated and highlighting links • The CRC embedded within Curriculum Maps • Year 6 learn about Fairtrade • Class web pages and RSSA page on website will evidence the 'learning journey' of each class in relation to the CRC • Our children know our top priority is that they are safe and happy- RESPECT key for all • Peer mentors help children exercise choice of choice and opportunity to play and relax • Children and staff are able to talk about rights, global learning and sustainability-Evidenced by Questionnaire in Summer term 2017/ February 2018 • Julia Corcoran came to speak to the children about caring for our world. Spoke about sustainability, Water Aid, Climate Change • Children understand our world has areas of conflict- e.g. Syria where children denied rights- First News
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Standard C: The school has a rights-respecting ethos

Young people and adults collaborate to develop and maintain a rights-respecting school community in all areas and in all aspects of life based on the Convention.

	Requirements at Level 2	Expected Outcomes	What actions have been undertaken and what difference have they made?
10	Charters or agreements have created a whole-school ethos based on mutual respect for rights in which a traditional structure of rules is rarely required.	Charters or agreements based upon the Convention are in nearly all classrooms visited, and in public areas. Staff and pupils interviewed can explain how the charters or agreements are developed and how they use them.	<ul style="list-style-type: none"> • Class charters present around school and are accessed by children regularly- they are creative and highly valued by the school community/ displayed in newsletter/ website page • New Behaviour Policy and procedures has impacted positively – behaviour is excellent • Links made with school's behaviour policy and 'The Respecting Classroom' • New Charters at key areas of the school- School Charter, Hall Charter, Dining Hall Charter, Playground Charter and Parent Charter. These were re-designed (in line with expectations) by steering group with help of one of our parents- a designer and updated this summer in line with UNICEF suggestions • Displays in main corridors celebrate differences and the importance of keeping safe and looking after our world • Buddy bench in playground ensures none of our children are ever lonely or feel isolated
11	Rights-respecting language and attitudes are established throughout the whole school.	Nearly all classroom practitioners and support staff interviewed use rights-respecting language and attitudes. Relationships are identified by all interviewees as mutually respectful. Improvement in relationships is recognised by all staff, including for example lunchtime supervisors.	<ul style="list-style-type: none"> • Deeper understanding of the work needed to be done in order to become a Rights Respecting School • Wider use of rights respecting language used around school • Answers in assemblies evidence the increased understanding of children about rights respecting attitudes • Behaviour is excellent across the key phases- consistence in approach • Promotion of Golden Children Awards- raffle tickets given out to children who display rights respecting behaviour towards one another. Names pulled out on Friday and celebrated- also go in the newsletter.

12	Young people and adults demonstrate respect for the rights of others to learn. Young people's attitudes are thoughtful and create a positive learning ethos in nearly all lessons.	Nearly all pupils interviewed report that they and other pupils in their class respect the right of other pupils to learn. Nearly all pupils interviewed are confident in expressing their opinions about their learning and, when necessary, asking for help. They identify that they are increasingly involved in the evaluation of their own learning and in understanding their targets for improvement and how to achieve it.	<ul style="list-style-type: none"> • Children strive to demonstrate their compliance with the ethos of the CRC • Wider use of rights respecting language used around school • Evidenced in GB minutes of meetings • New charters around the school are central to our ethos • On-going Hall display a focus for school assemblies and gatherings- new display in the hall reflecting RRS and also our vision and mission. • Behaviour in lessons is exemplary • Talk Partners firmly established throughout the school- observations in February evidenced this.
13	The whole-school community understands how the values and principles of the Convention help to create a safe and healthy environment. Nearly all young people say that they feel safe at school at all times.	Nearly all pupils interviewed say they feel safe at school and can describe how becoming rights-respecting contributes to this	<ul style="list-style-type: none"> • Parent questionnaire indicated children feel very safe and valued • Children's views collected and evidenced in folder • Planning showing children's influences and opinions • Greater awareness of the CRC and its implications both in school and at home • Parent Charter evident and on website • School Council is the 'voice' of the children- meet twice half termly • Children feel safe- they know who to go to if they have a worry or concern • Through their talk partners children demonstrate they feel safe to with anyone – more time for learning and sharing our learning at the Friday Assembly • All classes have a suggestion/ concern box • Internet safety assembly annually and curriculum based lessons linked to Internet Safety
14	Nearly all young people and adults attempt to resolve conflicts and seek consensus, while accepting the rights of others to hold different opinions and beliefs	Nearly all pupils interviewed report feeling confident in resolving conflicts in a rights-respecting way, and identify an increasing sense of fairness and democracy.	<ul style="list-style-type: none"> • Children strive to demonstrate their compliance with the ethos of the CRC • Wider use of rights respecting language used around school • Evidenced in GB minutes of meetings • Sports Leaders, School Captains and prefects • Pastoral Leader plays an integral role in ensuring children know how to resolve their problems and the importance of respecting the opinions and beliefs of others.

15	The values and language of the Convention help all young people and adults become rights-respecting global citizens.	Nearly all pupils interviewed are using the language of rights and respect in relationship to global citizenship	<ul style="list-style-type: none"> • Planning showing children's influences and opinions • Greater awareness of the CRC and its implications both in school and at home • School & Parent Charter evident and on website • Children more aware of global issues- highly responsive and keen to act as global citizens
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Standard D: Children are empowered to become active citizens and learners

Every child has the right to say what they think in all matters affecting them and to have their views taken seriously. Young people develop their confidence through their experience of an inclusive rights-respecting school community, play an active role in their own learning and speak and act for the rights of all to be respected locally and globally.

	Requirements at Level 2	Expected Outcomes	What actions have been undertaken and what difference have they made?
16	Nearly all children and young people have a strong voice in decisions affecting their lives in school.	Nearly all pupils interviewed are confident that their opinions are listened to and that their views are respected. There is evidence of pupils being consistently involved in decision making in different contexts, including in governing bodies, staff appointments, curriculum planning and evaluating teaching and learning".	<ul style="list-style-type: none"> • We have an enthusiastic 'Steering Group' made up of 22v children from year 2-6 • Children have a greater influence on the school's use and development of the CRC- School Council, Class Council, Steering Group ambassadors • Year 6 children will mentor new representatives from year 2 in the Summer Term • RRS Steering Group meet regularly • School Community updated via weekly newsletter and RRS Newsletter half termly • Profile of School Council very high. Minutes of meetings on website. Meet regular with Governors • Evidence folder to detail theme days and actions taken by both school council and steering group • The steering group, the school council , prefects, house captains are the voice of the school community- bring forward suggestions • Prayer services have given the opportunity to reflect- 'Refugees', Black History Month, Anti- Bullying, ' Equality' , Children's Rights, Looking after our World, justice

17	Young people are empowered to access information that enables them to make informed decisions about their learning, health and wellbeing.	Nearly all pupils interviewed report that the school provides a range of opportunities to access information, which equips them to make informed decisions.	<ul style="list-style-type: none"> • Assemblies led by SLT / RRS Ambassadors/ Guest Speakers- NSPCC, FSSA Zambia, Global Goals, Social Justice, Amnesty International • St Catherine's has a creative curriculum where there is both history and geography based topic planned for • Displays around school are visual and interactive, labelled with references to articles within the CRC • All children across the key phases have excellent access to sources of information- i pads, laptops, C Touch boards • Specialist PE Teacher ensures PE high profile- school participates in wide range of sports both internally and externally • School promotes a health menu at lunch times- parents invited to taste samples each term. • Children learn how to keep healthy through assemblies, lesson planning and invited speakers- Alive and Kicking • Parents will be invited to eat school dinner with their child in the summer term- came about as a result of discussion at Parent Partnership Meeting • St Catherine's has a house system with 4 House Captains, 4 Vice House Captains, Sports Captains and Fund Raising Captains and they have the opportunity to voice their opinions too • External speakers invited to support children's learning in health and well-being- NSPCC, community police officer, Social Justice, The Passage (homeless), Bike-ability, Road Safety (year 1-4), Junior Citizenship (year 6) and numerous educational trips
18	Young people's interaction in the community locally and globally is substantial, highly valued and effective.	Nearly all pupils interviewed report that they have had opportunities to take action to uphold the rights of children locally, nationally and globally.	<ul style="list-style-type: none"> • Children are incredibly focused and determined to act as citizens by becoming actively involved in supporting local and global concerns supporting others less fortunate • Assemblies, prayer services, guest speakers • Fundraising- HAB, Carol Singing, wide range of charities both in community and globally- refugee crisis, Nepal, Marie Curie, Noah's Ark hospital, Sports Relief, NSPCC, Amnesty International, Refugee Crisis, FSSA Zambia, Catholic Children Society, The Passage • External visits from the Community Police, Fire and 'Child line' support our children's learning, health and well being in a variety of ways

			<ul style="list-style-type: none"> • Two of our teachers went to Calais to support the Refugee Crisis • Zambia Fundraising with Stephen and Rosemary at St Gregory's • Wide range of Educational visits- Aquarium, The London Transport Museum, the Seaside- Shoeburyness, Science Museum, Barnet Museum, Residentials to Gilwell Park (Year 4) and Osmington Bay (Year 6) • With the wonderful support of our Music Specialist we are active in the community – singing at the 'Spires', Elderly homes, Church over r 60's Club • Harvest Festival annually- all contributions taken to HAB (North Finchley) • FSSA Zambia is our key charity this year. We are supporting the work of Brenda and Stephen Crabb from our parish 'Mary immaculate and St Gregory'. Parents have held coffee morning, children led their own fund raising events
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Next steps:

What do you see as the main priorities and actions for your school in helping you to maintain and build on their practice at Level 2?

- We need to continue to build upon what we have achieved
- Further embed child rights in the school so that the values and principles of the (UNCRC or CRC) are fully embedded into the whole school's practice as we welcome new children, parents, staff and governors to our school
- Children and young people continue to play an increasingly leading role in driving progress- induction of new RRS Ambassadors
- Induction for new staff / new steering Group Ambassadors when year 6 leave
- Continue our partnership with other Level 1 & 2 RRS Schools