

# Impact Evaluation form

**SCHOOL NAME:** St Catherine's

**DATE:** March 2018

Our work to put the UN Convention on the Rights of the Child at the heart of our school's culture and ethos has made the following impact to improve wellbeing and to develop every child's talents and abilities to their fullest potential.

Please identify the degree of impact that this work has had against each criteria. Highlight one of the numbered impact statements in the right column, and type in any supporting information in the left column.

<p>1. Children and young people have improved respect for themselves and for others.</p> <ul style="list-style-type: none"> <li>With the principles and values of the UN Convention on the Rights of the Child our children benefit both at school and in the community.</li> <li>Our children can make informed decisions and have grown in confidence to express these evidenced in assemblies and observations as well as at School Council Meetings and RRS Steering Group Meetings.</li> <li>Talk Partners truly demonstrate the respect they have for one another. They understand the importance of listening to one another another and respecting one another's views.</li> </ul>	<p>a. No impact b. A little impact c. Some noticeable impact d. <b>Significant impact</b> e. No evidence</p>
<p>2. Children and young people are more engaged in their learning.</p> <ul style="list-style-type: none"> <li>Observations have demonstrated this as well the Catholic Life Learning Walk and Learning and Achievement Learning Walk.</li> <li>Also feedback from both School Council and RRS meetings.</li> <li>Lesson observations evidence this- teaching and learning is judged as good and in many cases outstanding.</li> </ul>	<p>a. No impact b. A little impact c. Some noticeable impact d. <b>Significant impact</b> e. No evidence</p>
<p>3. Education achievement is enhanced.</p> <ul style="list-style-type: none"> <li>As evidenced in our recent School Improvement Report</li> <li>Good behaviour and the extent of pupils' engagement in the activities set.</li> <li>The way in which pupils regularly use each other as a resource to develop their work.</li> <li>The extent to which younger children are provided with cross-curricular opportunities to write as part of play activities and the extent to which these are taken up.</li> <li>The way in which linking English and cross-curricular work in Key Stages 1 and 2 is providing an interesting and engaging context for writing, without losing subject specific progression in the acquisition of literacy skills.</li> <li>The use of technology, specifically visualisers, both as a</li> </ul>	<p>a. No impact b. A little impact c. Some noticeable impact d. <b>Significant impact</b> e. No evidence</p>

<p>tool to aid refocusing during independent work and as a way of providing instant opportunities for peer assessment and "up-levelling" of writing.</p> <ul style="list-style-type: none"> <li>• Good pace, which promotes engagement without compromising on depth of learning.</li> <li>• The well-embedded processes, for example to encourage collaboration talk partners, peer &amp; self assessment</li> <li>• The way in which individual white-boards are used to encourage pupils to further develop their writing.</li> <li>• The clear commitment to continuous improvement.</li> </ul>	
<p>4. Children and young people develop positive relationships and behaviour, including finding their peers "kind and helpful".</p> <ul style="list-style-type: none"> <li>• Children respond positively to behaviour system – see it as fair and consistent</li> <li>• Children are encouraged to be supportive of one another both in class and in the outdoor environment. The 'Buddy Bench' is a place where children can go if they are alone and have no-one to play with.</li> <li>• Our children respond positively and will immediately go over to ask the children 'Do you want to play with us?' Likewise staff on duty sensitive to this.</li> <li>• Well Structured PSHE programme across the key phases and also Educational for personal Relationships</li> <li>• Friday Assembly gives an opportunity to celebrate learning with talk partners, attendance, 'Golden Children' at play times</li> </ul>	<p>a. No impact  b. A little impact  c. Some noticeable impact  d. <b>Significant impact</b>  e. No evidence</p>
<p>5. Children and young people demonstrate positive attitudes towards diversity in society and overcoming prejudices.</p> <ul style="list-style-type: none"> <li>• Our children initiative fundraising events and respond to local or global issues that arise.</li> <li>• They truly see a sense of fairness and will tell an adult if they feel someone is being treated unfairly in any way. In all classes there is a display that celebrated diversity.</li> <li>• Class led assemblies and prayer services demonstrate these positive attitudes.</li> <li>• Key visitors to our school support this- NSPCC, Barnados, FSSA Zambia, Catholic Children Society, CAFOD</li> </ul>	<p>a. No impact  b. A little impact  c. Some noticeable impact  d. <b>Significant impact</b>  e. No evidence</p>
<p>6. There are reduced numbers of exclusions and less bullying.</p> <ul style="list-style-type: none"> <li>• We see ourselves as a school where bullying will not be tolerated. We actively engage with the children as to what bullying is and encourage them to always TELL someone if the behaviour they see is a concern.</li> <li>• 99% in recent questionnaire said they would tell an adult if they felt unsafe.</li> <li>• Anti-Bullying week carefully planned for along with many other opportunities to discuss friendships, Conflict Resolution- Circle Time, PSHE , P4C, School Council and RRS Steering Group Meetings</li> </ul>	<p>a. No impact  b. A little impact  c. Some noticeable impact  d. <b>Significant impact</b>  e. No evidence</p>

<p>7. Increasing percentages of pupils like school.</p> <p>99% responded Yes or Sometimes to the statement ' I enjoy being at School'.</p>	<p>a. No impact  b. A little impact  c. Some noticeable impact  d. Significant impact  e. No evidence</p>
<p>8. Children and young people feel empowered to respect the rights of others locally, nationally and globally, and to uphold their own rights.</p> <ul style="list-style-type: none"> <li>• Through discussions at assembly, School Council Meetings and RRS Steering Group meeting children demonstrate they are empowered.</li> <li>• Through our Prayer Services and Assemblies the children demonstrate an enhanced moral understanding and great support for global justice.</li> <li>• Newsletter is a way of communicating the many ways our children respect the rights of others</li> </ul>	<p>a. No impact  b. A little impact  c. Some noticeable impact  d. Significant impact  e. No evidence</p>
<p><b>Have you got any particular story to tell about the difference that becoming rights-respecting has made to your school or a particular individual (children or adults)?</b></p> <p><i>We may use this in our communications activities to show the positive impact the RRSA has on children, adults and school communities – this will be completely anonymised but please indicate if you don't want the story to be used in this way. Thank you!</i></p> <p>The Steering Group (22 Year 3-6 children) have embraced this opportunity and I have seen them grow in confidence and self belief throughout our journey. They were so excited about designing our School Charter, Hall Charter, Dining Hall Charter, Playground Charter and more recently the Parent Charter. These are now completed and displayed proudly around our school.</p> <p>We visited Brettenham Junior School and it really revitalised their desire to reach Level 2. They were so proud to be able to welcome the children from Brettenham to St Catherine's and this enabled them to see their next actions to achieve Level 2.</p> <p>Mrs Ainger has also linked with Brettenham on the 'Global Learning Platform'.</p> <p>They contribute at assemblies, newsletter, fundraising- they really feel they have made a difference. A half termly newsletter goes out to our parents and this is on our school website and displayed on our children's Noticeboard..</p> <p>We are presently preparing for our Spring displays and we have decided to centre this around RRS or Global Learning.</p>	