

Oscar Romero Award-Participator Level

In the strategic strand, you have provided relevant policies which promote CST (Catholic Social Teaching) in particular, the Equality Policy, which incorporates many values of CST.

The policy which highlights the "protected characteristics" of individuals is the cornerstone of social justice.

The school has established important links with the local community such as care homes and the Brett Foundation as well as the Parish.

The school's commitment in reducing its carbon footprint by using solar panels, a biomass boiler, and selling unused electricity back to companies is a good strategic move.

The Pastoral Care Manager provides a regular service to parents in need which is a vital addition to the school.

Your willingness to provide extra school places during the pandemic, and financial aid to a particular nursery child is commendable.

Appointing a designated person to manage the charitable endeavours of the school could be of benefit to you. Providing a clear CST policy is a recommendation for the future.

Even though you have undergone CPD with CAFOD, training of staff and governors in CST may be an additional action to consider. Making sure that governors, staff, and parents are engaged in developing CST in school policies is a focus for the next level.

In the curriculum strand, you have provided opportunities across many subjects through your doorway approach for CST. Beside the cross curricular work the school also provides many opportunities for discrete learning of CST. The annual musical on a sustainability theme, the G14 summit, the recycled fashion show are events that reinforce the values of CST. Producing a video about recycling for the local council website is a worthwhile learning experience which makes an impact on the children. Exploring BLM issues during Black History Month and linking homelessness to the nativity topic exposes the children to social justice issues. Using materials from CAFOD in assemblies and inviting speakers for the virtual Eco Week is a good use of resources.

Choosing reading materials that foster diversity and social issues is an example of thoughtful planning related to CST. A target for the Developer Level is to maintain the numerous learning opportunities that you cater for across the curriculum and with discrete learning, utilise current social justice issues and campaigns, and show how this impacts the children's learning and behaviour.

In the practical strand, you contribute to numerous local, national, and international charities, such as Food Share, NSPCC, and Widows and Orphans of Rural Kenya (WORK).

The children have opportunities to express their voices in a number of established groups in the school such as the School Council, Eco Team, Sports Ambassadors and School Parliament. All groups have specific roles and responsibilities in the school and contribute to the decision-making process. You should continue with these endeavours and expand your involvement in social justice campaigns and events.

In this strand at Developer Level, the school should look at involving students in making decisions regarding CST and increasing the children's awareness of global and national justice issues.

It is evident from the self-assessment section that you have done a lot of work to foster CST in your school. It has been a pleasure to read your application and hear about all your endeavours to develop CST. You should continue your focus on maintaining your work with CST, as it is having a worthwhile impact on the children's learning and behaviours.

To move to the next level, you should ensure that CST is developed through the participation and involvement of the children, staff, and governors. Congratulations on achieving the Participator Level. Well deserved! Anna Herford (10.5.21)

We hope that you will continue to be part of the Oscar Romero Schools and Colleges family.

We wish you well and God's blessings in everything.

The Oscar Romero Award Team