



Newman Catholic College

City of Sanctuary Appraisal Form: Schools (including nurseries and sixth forms)

The following table references the criteria for the respective stream.

The appraisal should comment on all areas where possible but this is not a tick box exercise; it should be organic and ongoing.

Feel free to add relevant activity not specified in the listed criteria that supports the aims of Learn, Embed, Share.

LEARN PROCESS			
The LEARN process includes raising awareness about what it means to be seeking sanctuary, both in general, and specifically with regards to the needs of students from sanctuary seeking backgrounds.			
Criteria	Panel Comments	Queries/ Recommendations	Additional Comments from Appraisal Visit/Meeting
Criterion 1: Training and education opportunities are provided for school staff & management on refugee, asylum and migration issues.	Good range of extensive training, with clear specialisation by the Refugee Coordinator. Staff have been informed about SoS.	Continue to look at ways for Refugee Coordinator to share expertise with wider staff community. Perhaps in first instance focus on trauma informed practice? Building EAL expertise across school was not mentioned – what do you do in this area? What training is offered to non-teaching staff? (Office, site management, catering staff etc). To cover all these points, could you establish a sanctuary notice board in the staff room which is updated with the half termly SoS newsletter, possible training opportunities, updates on recent	N/A - reaccreditation



		arrivals, a suggested book list that staff can add to etc...	
		The training on Muslim Mental Health sounds interesting – can you share details of the course provider?	
Criterion 2: Evidence of refugee/asylum/migrati on learning activities are included into school life and at least one example in the curriculum, across the 3 key stages	<p>Outstanding example of refugee/forced migration specific schemes of learning cutting through subjects and year groups, supported by themes which further foster intercultural skills and understandings and wide perspectives on the people and places of the world, with a social justice lens.</p> <p>Since the last awarding, the school has clearly increased opportunities for students to share and reflect on their own experiences of migration.</p>		As above.
EMBED	Taking positive action to embed concepts of welcome, safety and belonging within the school including, but not limited to in school practice, provision and culture. To take steps to ensure this progress remains sustainable		
Criteria	Panel Comments	Queries/Recommendations	Additional Comments from Appraisal Visit/Meeting
Criterion 3: The School must demonstrate how it has embedded the concept of welcome	Comprehensive provision and practice to support students from sanctuary seeking backgrounds and create a culture of belonging and support that benefits all students.		N/A as above.



and inclusion in the school.	Clear sense the school goes above and beyond to welcome and support children and their families.		
Criterion 4: Recognition of and participation in the annual Refugee Week or other annual/regular celebratory events which highlight the contribution of people seeking sanctuary and migrants to the UK.	The school demonstrates it annually celebrates Refugee Week.	It would be good to hear what you have planned for this year!	N/A
Criterion 5: Commitment to supporting age-appropriate active pupil voice on sanctuary and welcome/welcoming activities in the school.	Excellent work around community action campaigns that some students participate in. A sense that a focus on Catholic Social Justice Teaching encourages and facilitates students' involvement in social action and support.	It would be good to hear how all students, but particularly refugee students are supported to develop as young changemakers. What skills have they developed and how, what have they learnt? Consider looking at political literacy, campaign tools and strategies, public speaking and more.	N/A
SHARE	Sharing your vision, achievements, what you have learned, and good practice with other schools, the local community and beyond. Working in partnership with people, organisations and institutions within the wider community to build a culture of welcome that extends beyond the school gates.		
Criteria	Panel Comments	Queries/Recommendations	Additional Comments from Appraisal Visit/Meeting
Criterion 6: A public commitment to the City of Sanctuary vision of welcome, including the	Good.		



<p>endorsement of City of Sanctuary charter which can be done via signing the City of Sanctuary organisation pledge. This pledge should be included on the school's website and in a public space in the school.</p>	<p>Since the last awarding the school has signed the supporting organisation pledge.</p>		
<p>Criterion 7: The school publicly highlights its activities in support of welcome and inclusion.</p>	<p>Excellent range of external partnerships and clear evidence the school acts as a community base to stand in solidarity with wider community. The school shares positive narratives about migration.</p>		<p>N/A</p>
<p>Criterion 8: Commitment to on-going engagement with and support of the Schools of Sanctuary stream</p>	<p>Good.</p>	<p>Continue to engage with the School of Sanctuary Stream and local City of Sanctuary network – work to participate in suggested collective actions outlined in the Schools of Sanctuary newsletters. As a network of over 400 schools across the UK, if we all stand and take action together we can make a big impact.</p> <p>Could your school play a role in encouraging and supporting a local network of Schools of Sanctuary?</p>	<p>N/A</p>

Summary of Panel Conclusions and Final Comments



	Summary of Application Review Conclusions <i>(delete as applicable)</i>	Summary from Application Review	Additional Comments from Appraisal Visit/Meeting
Learn	The criteria were met / partially met/ unmet.	Truly exceptional range of learning for students particularly.	N/A
Embed	The criteria were met / /partially met/ unmet.	Clearly the school prioritises supporting the holistic needs of students and their families and going above and beyond to ensure their students feel a sense of belonging.	
Share	The criteria were met / partially met/ unmet.	The school has an excellent range of partnerships to increase their offer to students and the package of support for them. The school clearly highlights and shares its efforts to support students and their families and promotes positive narratives around migration. Going forward we encourage the school to increase its engagement with the Schools of Sanctuary Stream and shared network activities.	
Overall conclusion	Minimum criteria were met / unmet.	The school has clearly referenced how it meets the criteria, often going well beyond the minimum expectations. The school offers extensive support to their student community, clearly recognising the specific challenges facing students from forced migration backgrounds and taking steps to overcome or mediate these challenges. The inclusion of dedicated and specialist staff ensures this package of support will be well sustained. The school engages students in learning activities that reflect the diversity of their own experiences, helps to deepen their understanding of current and historical contexts of migration and the impact on	



		<p>society and promote a positive narrative around migration that emphasises how new arrivals enrich our school and local communities.</p> <p>The school's sanctuary work is clearly not an add-on, but seen as integral to its functioning and achievement as a school and the way it works with its young people. Outstanding efforts.</p>	
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Panel Recommendations¹:

1. Continue to empower and upskill students to develop as changemakers and advocates for social justice. As a next step, this may involve building knowledge around political literacy and democratic actions, rights, campaign strategies and tools but also making space and opportunities for students to lead, design and shape the actions they want to take. These sessions might be just as helpful for parent/carers as students too. You have clearly built excellent foundations with this so far – we look forward to seeing where you take it next.
2. Increase engagement with the Schools of Sanctuary Stream: work to support wider numbers of schools in your local area to become Schools of Sanctuary, share excellent practice and stories for the Schools of Sanctuary newsletter and get involved in network collective actions shared in the termly newsletter. Consider sharing documents outlining sanctuary related schemes of work or compiling case studies on a specific area of practice to guide and inspire other schools in the network.
3. Continue to look at ways to ensure the sustainability of these efforts in your school. What details of 'sanctuary-related' values do you have in job descriptions or staff induction documents? Can you have an annual staff agenda item where the Refugee Coordinator and Child looked After Coordinator share key achievements and challenges with the Senior Management Team and Governors and discuss ways in which the school can overcome them? In the previous award feedback, it was suggested that there is a nominated Governor of Sanctuary who can support and oversee this.

¹ These may be amended after the appraisal visit/meeting.