

GLOBAL NEIGHBOURS School Assessment Report

School name	Shurdington Church of England Primary School		
School Global Neighbour leader	Jon Millin	Level awarded	Bronze
Category	Level	Reasons for recommendation	
		Please give detailed reasons why you have recommended this award level	
School leadership	Bronze	The school has a long-standing commitment to global citizenship seen in its historic links with Japan, Kenya and Chile and this work was recognised by an 'International School Award' at the time. An ongoing commitment is reflected in the school vision promoting 'Love of Neighbour' in a global context and its values promoting treating all people with dignity and respect. The commitment is evidenced by the school's engagement in social actions promoting environmental global citizenship such as using re-usable cups instead of bottles for their milk, and their deliberate disengagement from national initiatives with sponsors whose actions do not link with their vision and global citizenship. The positive impact of this commitment is recognised by Ofsted and the awarding of the 'Achievement for All' Quality Mark. The development of this commitment is positively seen in the School Improvement Plan showing the development of a three year Global Learning Project with Nepal and a separate section detailing the development of global citizenship across the school.	
Teaching and learning	Bronze	The school's geography curriculum in all year groups provides opportunities for pupils to learn about the UK and other countries across the world. This curriculum, the school's developing links with Nepal and supplementary Collective Worship themes such as 'Food Miles' (exploring world food origins and production) provide good opportunities for pupils to explore similarities, differences and connections between their lives and those of people in other communities. Through themes such as 'Eco-week', Circle Time, and the development of P4C, pupils discuss concepts and issues of injustice, disadvantage and exploitation of the natural world, such as Fairtrade and deforestation, and explore 'big questions' such as 'Should we have meat free Mondays?'. Visitors to school from Tanzania have aided pupils' understanding of poverty and injustice, such as the lack of education for girls in Tanzania, and links with the charity War Child have allowed pupils to explore issues of injustice further. Learning about Christian Aid helps pupils identify how Christian teachings inspire Christians to tackle world issues.	
Collective Worship and Spiritual Development	Bronze	In collective worship pupils learn about and reflect on global issues of poverty, injustice and exploitation of the natural world through themes such as food origins and production, care for the world, and the impact of environmental disasters on people's lives. These themes, plus the use of resources from charities such as ActionAid, provide opportunities for pupils to reflect on and explore 'big questions' about global poverty, fairness and justice. These issues are further explored through regular prayer days. The importance of valuing and treating all people with dignity and respect is promoted in worship through the school vision 'Love of Neighbour' in conjunction with the focus Christian value for that term, e.g. Love, and linked to appropriate Christian teachings such as The Good Samaritan. Key times in the Christian calendar, such as Lent, are used to provide opportunities for pupils to reflect on their own behaviour using resources such as the '40 Acts Lent Challenge'.	

Pupil Participation in Active Global Citizenship	Bronze	The school is developing a culture of positive active Global Citizenship with pupils responding in various ways to issues they have learned about. Actions in response to global issues learned about in 'Eco-Week' include designing and making reusable bags, introducing 'bottle bricks' into the staff room to reduce and reuse waste, making 'bug hotels' in the school grounds, and not having crackers at their Christmas dinner. Other environmental social actions include using re-usable cups instead of bottles for their milk and regular litter picks around the community. Actions to help overcome poverty include pupils collecting food at their Harvest Festival to support their local Food Bank.
Community Engagement	Bronze	Pupils' learning and social action in global citizenship is shared with governors at their meetings, and with parents and the wider community through the school's website, newsletters and the local parish paper. The school actively engages with the local church in global citizenship learning and social action, e.g. Eco-Week, which pupils share with the community through displays and presentations at church services. Pupils also share their learning with parents and the community by involving them in some of their social actions such as involvement in creating art work to promote the school's global neighbour vision, and with fundraising and charitable activities. The school also shares its learning with local care homes and 'drop in' groups that it has links with.

Next steps

The school successfully meets the Global Neighbours Bronze criteria. Suggested next steps towards embedding these achievements and developing courageous advocacy towards the Silver level criteria are:

- Develop greater opportunities for pupils to engage in social action that goes beyond environmental issues in response to their concerns for poverty and injustice.
- Develop clear links to Christian teaching in future Global Neighbours' work which pupils are able to articulate.
- Develop opportunities for pupils to communicate their concerns and ideas relating to issues of poverty, injustice and exploitation of the natural world with decision-makers at local, national or global levels.

Name of assessor	Richard Dyer
Date	16 th January 2020