

GLOBAL NEIGHBOURS School Assessment Report

School name		Bollington St John's C of E Primary School	
School Global Neighbour leader		Ellen Watson	Level awarded Bronze
Category	Level	Reasons for recommendation	
School leadership	Bronze	<p>The school's vision and values play an important part in developing pupils' awareness of global issues. The vision encourages everyone in the school community to work at everything 'with all their heart'. Values, such as respect and peace, explored throughout the year, support pupils' understanding and awareness of global issues. The school has a clear commitment to global learning, achieving the International School Award in 2020. Links with Uganda, China and Romania are continually being developed. A member of staff has been appointed as lead teacher alongside a link governor. Global Ambassadors are pupils appointed to work at, and encourage engagement with, global issues. An action plan has been developed and promoted to ensure that global citizenship is a part of pupils' holistic education. Solar panels have been installed at the school, the prize for a competition to consider ways of saving energy. As yet there is little evidence of global citizenship having an impact on the school at a more strategic level.</p>	
Teaching and learning	Bronze	<p>Curriculum design ensures that global citizenship is central. The International Primary curriculum encompasses all curriculum areas giving high priority to exploring culture, belief, identity and community. Through a link with a school in Romania pupils have worked on some of the Sustainable Development Goals. Upper Key Stage 2 pupils shared a project on renewable and non-renewable energy with them. Once a goal has been achieved pupils agree together on the next goal to work towards. Curriculum resources support teaching and learning, such as 'No Outsiders' supporting work around the exploration of the big questions of injustice and disadvantage. Where possible pupils are given opportunity to learn from voices and stories to support their learning. The bodyguard of Nelson Mandela visited school to speak of his experience of injustice and discrimination. Fairtrade resources have been used to aid pupils' understanding of the impact of climate change around the world. Pupils encounter Christian stories in the curriculum and in worship that assist them in considering how values such as kindness and compassion can be lived out to tackle issues of global injustice.</p>	
Collective Worship and Spiritual Development	Bronze	<p>Collective worship provides opportunities for pupils to reflect on key values that support their awareness of global injustice. Worship on the value of respect included consideration of Gypsy and Roma cultures enabling pupils to reflect on the danger of stereotypes and a Christian response to this. In upper Key Stage 2 pupils focussed on the COP26 outcomes and the Christian response to exploitation of the natural world. Worship is planned to enable pupils time for reflection, focussing on key questions. Pupils lead their own prayers in worship. Others write prayers following worship allowing them time to reflect more deeply on the issues raised. These prayers are attached to the prayer tree.</p>	

<p>Pupil Participation in Active Global Citizenship</p>	<p>Bronze</p>	<p>Pupils are becoming active participants in global citizenship. Inspired by their learning on Fairtrade upper Key Stage 2 pupils wrote letters to local shops to question them on their policies and practices regarding exploitation and injustice, especially in relation to climate change. Pupils received a response from a major retailer outlining how they are addressing the issues. Some School Council members were inspired by the work done with the link school in Romania on responsible consumption and production (Goal 12 of Sustainable Development goals) that they decided to create a 'Plastic Pledge'. They discussed the best ways to involve as many people as possible to have the greatest impact. Year 5 & 6 pupils read the book 'One Plastic Bag' and shared the messages behind it with younger pupils in a Philosophy for Children session. A partnership with AquaAid to provide water coolers in school, has resulted in the school being able to support the installation of an Elephant Pump in Africa. Pupils planned the fundraising to enable this. Younger pupils learnt about palm oil. They wrote to a major retailer to share their findings. These letters were shared with parents and on the school website.</p>
<p>Community Engagement</p>	<p>Bronze</p>	<p>Pupils have begun to develop some community engagement with issues of global citizenship. Following their work on Fairtrade and COP26 pupils shared what they had learned and the impact of their letters, with the whole school. They created posters which were displayed around the school for parents and carers to see when they visited school. Pupils encouraged parents to sign the Plastic Pledge by creating an online version for them to sign. The work on plastics was shared with the school in Romania and they too signed the pledge. Members of the Town Council and the Mayor visited the school for pupils to share their work on the Sustainable Development Goals and they were invited to sign the Plastic Pledge. Pupils have created an app, Planet Points, to help promote their work on energy consumption. The app won an award run by an energy company. This work has been shared with a wider community on the school website and in the local newspaper.</p>

<p style="text-align: center;">Next steps</p>	
<ul style="list-style-type: none"> • Leaders should ensure that global citizenship development is recognised in the whole school development plan in order to establish a whole school culture that embodies global citizenship in every area of school life, including decisions made at governance level • Explore ways in which pupils can more fully contribute to the planning and delivery of collective worship on a regular basis, promoting and presenting global issues of concern to them being clear about why these issues are of concern to Christians • Provide regular, planned opportunities for pupils to reflect personally on issues they encounter articulating their own responses, reflections or prayers as part of their own spiritual development 	

<p>Name of assessor</p>	<p>Jane Lewis</p>
<p>Date</p>	<p>15.9.22</p>
<p>Signature</p>	