

GLOBAL NEIGHBOURS

School Assessment Report

School Name		St Andrew's Church of England Primary School, Halstead		
School Global Neighbour leader		Bridgette Gough	Level awarded	Silver
Area	Level	Reasons for recommendation		
Leadership, vision and values	Silver	<p>The Bible's instruction 'Above all, love each other deeply' (1 Peter 4:8) drives St Andrew's vision to take care of each other and work in partnership with families, the church and the wider community. School life is underpinned by respect for self and others. The commitment to courageous advocacy plays a key part of achieving this aim. The work is driven by the executive headteacher with the full support of school staff, academy trustees, the Christian Distinctiveness Group and the local church, all involved in the Global Neighbours journey from its start. Leaders ensure that time and funding are available and the school's progress is monitored. Staff training ensures the ongoing development of global citizenship, and a diversity lead teacher has been identified. Relevant learning opportunities are identified across the curriculum and in worship, in the belief that no one is too young or insignificant to make a difference. The 'Living Well Together' curriculum ensures that everyone is valued for their unique contribution, as justice and equality become integral in school life. As a result, predominately white British pupils are prepared for life in the wider world, valuing diversity and actively combat cultural stereotyping. The 'Brave Voices' award recognises those who have made a particular contribution towards courageous advocacy. Partnerships with schools in London and Kenya and work with local and global organisations enriches the understanding of courageous advocacy. The executive headteacher shares her global learning expertise with other local schools.</p>		
Teaching and learning	Silver	<p>Global learning extends across the curriculum. Schemes such as No Outsiders, Philosophy for Children (P4C) and Dialogue and Argumentation for Cultural Literacy Learning in Schools (DIALLS) ensure that pupils develop an understanding of inclusion and justice. Class journals celebrate the golden thread of Living Well Together. Visits, visitors, and Christian Aid materials further enrich learning. Geography allows study of contrasting global communities, while religious education considers the challenges of living by faith in different communities. Pupils reflect on their impact on the natural environment. Big questions such as 'Who should have responsibility for protecting the rainforests?' and 'In what way do our shopping choices affect the rainforest?' prompt investigation of the production of palm oil and further actions relate to the use of plastics, tree planting and waste recycling. Pupils explore the causes of food poverty and homelessness in their own community and investigate the unfair trading practices, poor sanitation and water shortages faced by communities worldwide. Responses include support for Water Aid and Fairtrade. Courageous advocates such as Greta Thunberg, Mahatma Ghandi and Malala Yousafzai demonstrate proactive responses to inequality and injustice, with understanding deepened through a wide variety of relevant reading texts and events such as 'Books and biscuits'. Study of work by Ukrainian artist Mykola Kasperovych allows all pupils to discuss issues raised by war in Ukraine and respond through writing and art as well as by choosing to hold their own 'Busy Bakers' sale to support the crisis appeal.</p>		

Collective worship and spiritual development	Silver	The verse 'Your word is a lamp to my feet and a light to my path' (Psalm 119:105) reminds the school that God leads and supports them on life's journey as pupils reflect on the challenges of being stewards of God's world. Global themes form a regular thread within worship, supported by prompts for prayer and reflection. Pupil-led worship provides regular opportunities to share global learning as the Collective Worship Group and School Council work together to take courageous advocacy forward. The drive to make a difference through worship is strongly supported by the local church team and Christian Distinctiveness Group. Harvest and Christmas provide opportunities to focus on local issues of food poverty and homelessness, while the Reverse Advent focuses on giving rather than getting, and a search for hope rather than despair. The previous incumbent used her knowledge of the Kenyan partner diocese to enrich pupils' understanding of life in that country, and identify a partner school to work with to deepen both schools' understanding of global issues.
Pupil participation in active global citizenship	Silver	Pupils' investigation of local food poverty, homelessness, and access to medical services prompted pupils to write letters to their MP explaining their findings, sharing ideas that might alleviate the problems and asking for support in tackling the issues. They received replies and visited the Houses of Parliament. Pupils also support the Trussell Trust in their fight against food poverty. Pupils decided to respond to the issue of international work exploitation by holding a poster competition making the case for Fairtrade. They asked the local Coop store manager to display their work, inviting him into school and enlisting his support in further championing secure and sustainable livelihoods for workers. The Mighty Oak public speaking project challenged older pupils to prepare a speech relating to climate injustice, with the best shared across the Academy Trust. Younger pupils engage in 'Little people, Big voices' as they explore justice issues and consider changes they would like to bring to the world. Events such as World Earth Day and Interfaith Week challenge pupils further. They explain that courageous advocacy is for everyone, not only Christians, as its impact is shared by all.
Community engagement	Silver	Pupils ensure that their global work is shared with, and impacts upon, the community. Work about Palm Oil led to a 'learning together' session with parents, challenging thinking about oil production. Others introduced 'Plastic-free July' challenging families to examine their plastic use. The school works closely with its Diocese, attending both a pupil summit and a service for climate justice in the cathedral. Pupils' Ukrainian 'Take one picture' work was shared as part of the Diocese's Creative Courageous Advocacy display. The school is proud of pupils' progress in flourishing as brave voices for change.

Next steps

- Involve pupils in deciding which big questions about global inequality and injustice should be explored further, selecting and working with a relevant charity and inviting their representatives to school.
- Enable pupils to lead in celebrating the school's engagement with Global Neighbours clearly on the school website and within the local community and media.
- Strengthen school partnerships to build relationships and identify joint projects through which pupils can learn together and discover the shared experiences, joys and challenges faced by children in Essex, London and Kenya.

Name of assessor	Rosemary Woodward	Date	16 September 2024
Signature			

