

GLOBAL NEIGHBOURS

School Assessment Report

School name	Colkirk CE Primary Academy		
School Global Neighbour leader	Christopher Allen	Level awarded	Bronze
Category	Level*	Reasons for recommendation	
		Please give detailed reasons why you have recommended this award level	
School leadership	Bronze	Working with the other three schools in the Unity Federation and their respective clergy, leaders have developed a well-thought-through vision which is strongly relevant to its context. It takes account of the needs of each of the schools, their localities, the federation as a whole, the MAT and diocese of which they are a part and also Christian teachings which underpin Church of England schools. Leaders' action plan sets out the early stages of how this vision will be translated into action with a focus on local and global issues. The actions set out in the action plan to fulfil the leadership objective identified there are limited to an operational type focus on collective worship during one term. Whilst the action plan demonstrates a broader focus, what is needed now is to consider how the objective will be addressed through strategic leadership at all levels of the school.	
Teaching and learning	Bronze	The school has provided examples of the contexts in which it meets the criteria set out for the bronze award for this element. In RE pupils have opportunities to explore a diverse range of communities both in Britain and elsewhere in the world. The focus in RE is predominantly on the similarities and differences in religious festivals and worship in different religions and cultures. There is strong evidence of engagement with issues or injustice, inequality and present day global moral issues in geography. In addition, the Wild Challenge and Beach School work gives a clear indication of pupils involvement in issues relating to exploitation of the natural world. The action plan makes clear the school's intention to consider how such issues will be explored throughout the wider curriculum. Visiting speakers and Christian teachings encountered in collective worship enrich pupils' understanding of how their lives compare with those of people in different communities and in different parts of the world. Pupils also learn about disadvantage through their engagement with the collections they make at Christmas and the school's link with the FARA charity.	
Collective Worship and Spiritual Development	Bronze	A strong focus on values and their relevance to the lives of pupils indicates that the school fulfils the criteria for this element of the bronze award. Pupils' involvement with the FARA charity which features in collective worship develops awareness of the difficulties faced by children in Romania. The school provides some opportunities for pupil leadership of worship about global issues on an ad hoc basis but it does happen	

		sometimes during a year e.g. worship arising from the science Beach School work. Plans for writing prayers and pledges are included in the action plan. Pupils' understanding of respect was demonstrated well in the 'respect hands' activity.
Pupil Participation in Active Global Citizenship	Bronze	Two good examples are provided of pupils actively supporting two organisations that help those in need. One focuses mainly on local need and another on communities in different parts of the world. As well as these, the school has an ongoing commitment to disadvantaged and poor children in Romania through the FARA charity. The information available suggests pupils possibly have a more thorough understanding of the local Salvation Army work than issues involved with the Shoebox Appeal. The school has set a good objective in the action plan around evaluating the impact of current activities and also seems to suggest pupils will be increasingly involved in decision making.
Community Engagement	Bronze	The report about the Wild Challenge is an excellent example of involving pupils and their parents together in sharing aspirations for care of the environment. The action plan sets out an understanding of the value of inviting into school speakers who can inform and inspire about a range of issues and responses. There is a plan for how the ideas and outcomes can be shared with parents.

Next steps

- Ensure leaders plan how global citizenship objectives will be addressed at a strategic level e.g. through planned staff training, policy development etc.
- In relation to teaching and learning, the action plan is taking the school in the right direction by considering, through RE and the wider curriculum, how pupils can learn about ways in which charities, Christianity and other faiths challenge issues of injustice and inequality locally and globally.
- Extend the opportunities pupils have to plan and lead collective worship about big issues. The plan for pupils to create prayers and pledges is an excellent way to take this forward.
- In addition to the planned development of pupils' understanding of the local foodbank and its impact, consider ensuring that they have a good understanding of the appropriateness of gifts included in shoeboxes and the impact they have on people who might receive them.
- The action plan already suggests the community engagement strand will develop a stronger focus on responses to injustice and inequality. Strengthening this should not diminish a continuing focus on care for the local environment promoted by the Wild Challenge and Beach School work. There is nothing to suggest it will be but also no clarification that these will continue.

Name of assessor	Jo Fageant
Date	7 January 2019