

## GLOBAL NEIGHBOURS

### School Assessment Report

<b>School name</b>	<b>Little Snoring Community Primary Academy</b>		
<b>School Global Neighbour leader</b>	Christopher Allen	<b>Level awarded</b>	Bronze
<b>Category</b>	<b>Level*</b>	<b>Reasons for recommendation</b>	
		Please give detailed reasons why you have recommended this award level	
<b>School leadership</b>	<b>Bronze</b>	<p>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. 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 as a whole 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.</p>	
<b>Teaching and learning</b>	<b>Bronze</b>	<p>Termly 'Cool Continents' weeks with a predominantly geography focus provide opportunities to explore a range of topical moral and global issues. An important and valuable element of learning is that difference does not necessarily mean disadvantage. The school recognises the need to develop pupils' understanding of links between their actions/behaviours and global issues and this element is developed in the action plan. 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. The action plan identifies the school's intention to consider how issues of poverty will be explored throughout the wider curriculum. Links with a school in Africa and the Salvation Army 'Toys and Tins' collection help to develop understanding of deprivation and poverty.</p>	
<b>Collective Worship and Spiritual Development</b>	<b>Bronze</b>	<p>Collective worship planning has a strong focus on values and their relevance to the lives of pupils. The school's long-standing involvement with a school in Africa features in collective worship and develops awareness of children who are less fortunate and possibly also the importance of education as a means of transformed opportunities. The school provides some opportunities for pupil leadership of worship about global issues on an ad hoc basis. They are involved in worship arising from the Cool Continents weeks three times a year. They have also led worship on social issues related to Red Nose Day and Children in Need. Plans for writing prayers and pledges are included in the action plan. Pupils' understanding of respect was demonstrated well in the 'respect hands' activity.</p>	

<b>Pupil Participation in Active Global Citizenship</b>	<b>Bronze</b>	<p>Support for the Salvation Army's 'Toys and Tins Appeal' at Christmas is a good example of how pupils participate in helping others having learned about need in their local area and how the SA helps to address it. As well as this, the school has a long-standing relationship with a school in Africa, supporting the education of disadvantaged children. The action plan takes pupil participation further with an objective around pupils' understanding of the reasons for a local foodbank and evaluation of its impact.</p>
<b>Community Engagement</b>	<b>Bronze</b>	<p>Termly Cool Continents weeks enable pupils to explore a range of global issues. They share their learning with others across the school and their parents in well-attended assemblies. Parents are also able to attend workshops on the themes explored during these weeks.</p> <p>The action plan wisely sets out an intention to use a wider variety of visiting speakers to inform and inspire about a range of issues and responses.</p>

### 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 further 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.
- Levels of local deprivation have been identified as a challenge in relation to pupil participation. In the teaching and learning strand of the action plan the school has set out a plan to develop the concept of service. This could also be applied to ways in which pupils can participate in their community which do not involve financial sacrifice. They could perhaps think of skills and talents that they have and ways in which they can be used in the service of others

<b>Name of assessor</b>	<b>Jo Fageant</b>
<b>Date</b>	<b>7<sup>th</sup> January 2019</b>