

GLOBAL NEIGHBOURS School Assessment Report

School name		St Lawrence CE Primary School	
School Global Neighbour leader		Claire Standish	Level awarded Bronze
Category	Level	Reasons for recommendation	
Please give detailed reasons why you have recommended this award level			
School leadership	Bronze	<p>St Lawrence’s leaders are committed to embedding courageous advocacy in the life of the school. The school’s vision is to ‘recognise every child as a unique individual...accepting of one another whilst understanding and respecting difference and diversity’ and to allow pupils ‘to contribute successfully to their local community and the wider, increasingly complex, national and global community’. The drive towards global citizenship provides the theme for the lead teacher’s professional development project, while staff training, targeted planning, reviews and new resources ensure that global education forms part of every pupil’s curriculum. This is clearly underpinned by the school development plan and supported by both the wider school federation and Telford’s Multicultural Development Team. Global citizenship is monitored through evidence trawls, and reports shared with staff. Pupil voice interviews show that pupils are increasingly aware of global issues and of the need to treat all with dignity and respect.</p>	
Teaching and learning	Bronze	<p>Global citizenship themes extend across the curriculum, and are explicitly linked to the school’s St Lawrence Way. Inspiring individuals who model courageous advocacy, including those from black history, are used to show how these Christian values can be lived out, even in difficult circumstances. Such role models lead to consideration of the rights, responsibilities and economic capability of people across the world. Pupils also explore the challenges and shared experiences of children in other communities, especially pupils of their Kenyan partner school. A whole school ‘cultural pathway focus’, together with resources such as Picture News, challenge pupils to explore big questions of poverty and injustice, and consider their response. Interactive display boards and class floor books record and share their ideas. Planning across the curriculum specifically includes global perspectives. Issues of sustainable living and climate change focus pupils’ responses to environmental issues.</p>	
Collective Worship and Spiritual Development	Bronze	<p>Worship allows pupils to respond to the school’s vision and consider how to treat all with dignity and respect. They explore how global themes relate to Bible teaching and Christian beliefs. The ‘windows, mirrors, doors’ approach encourages pupils to respond actively to what they hear, looking outwards. Pupils use these ideas by planning and leading worship in school and church, and latterly through Zoom. Pupils share their own prayers for featured situations and people. Class reflection boxes enable age-appropriate discussion, and the local church shares the school’s global journey with them. Pupils respond to Jesus’ challenge to help the less fortunate by engaging with a number of charities. Harvest Festival allows pupils to consider local issues of poverty and hunger and work with a local crisis centre. Pupils decided they should be aspirational and donate double the number of items suggested by the charity. The use of online Christian Aid resources while visitor input is not feasible ensures that pupils continue to campaign for a fairer and more sustainable world.</p>	

Pupil Participation in Active Global Citizenship	Bronze	<p>Pupils actively consider different viewpoints concerning global issues. An exploration of the health benefits of soy-based foods, alongside how their production accelerates deforestation, helps pupils to consider the strong conflicting arguments relating to many global issues. An investigation of the use of soy, along with research of available alternatives, led to consideration of their own global footprint. Exploration of the link between deforestation and recycling led to School Council addressing issues of recycling in school, including letters to the local council to elicit their views and enlist their help. Farm visits help younger pupils explore environmental issues as they grow plants in the school's dedicated outside area, cooking the results to share. The school's involvement in the Diocesan partnership with Kenyan schools prompts pupils to investigate what access students there have to clean water and adequate sanitation. Pupils then explored the work of the Toilet Twinning charity, raising money to support them in their work. They also explored other global issues, such as, polio, and racism in sport; pupils then went on to support local charities working in these areas.</p>
Community Engagement	Bronze	<p>The school participates actively in local community events including a remembrance event, which was shared with residents living in the local care home, where the causes of conflicts and modern-day conflicts were explored. Parents regularly join in church worship where pupils share their learning and ask parents to support their charity initiatives, practically and through prayer. Parents have been very supportive of the various events organised by pupils, and are also informed of initiatives through newsletters and the school website. Pupils also support the more vulnerable residents of the local care home, visiting to share friendship and sing carols, while continuing to support the local crisis charity.</p>

Next steps

- Allow pupils to take an increased role in driving Global Neighbours work forwards, involving them in prioritising and planning next steps, and allowing them to make informed decisions about which charities the school supports.
- Provide increasing opportunities for pupils to promote the school's global work more widely within the local community and through the school website and the media.
- Allow pupils in both countries to take a more active role in building the partnership with Kenya.
- Ensure that the school's journey to courageous advocacy is monitored and celebrated by staff and governors.

Name of assessor	Rosemary Woodward
Date	17 January 2021