

## GLOBAL NEIGHBOURS

### School Assessment Report

<b>School name</b>	St Clement's and St John's CE Infant School		
<b>School Global Neighbour leader</b>	Heather Torrens	<b>Level awarded</b>	Bronze
<b>Category</b>	<b>Level</b>	<b>Reasons for recommendation</b>	
<b>School leadership</b>	Bronze	<p>The school's vision is rooted in aspirations for the future and focuses on loving oneself and loving others. The school serves a multicultural community with over thirty languages spoken in the school. Therefore, the vision is lived out by celebrating difference and uniqueness and by recognising everyone's special place in the world with the idea that it is 'good to be me'. The main value of compassion is reinforced to ensure that the needs of others are considered and everyone is shown dignity and respect. Global themes are planned in advance and are accessed through lessons and worship. Future plans identify how this will be developed to permeate the wider life of the school. The leadership is committed to developing pupil confidence using a school based coaching tool. In turn, this empowers pupils to make a difference within their sphere of influence.</p>	
<b>Teaching and learning</b>	Bronze	<p>The curriculum is mapped to ensure that all pupils study topics with both a local and global significance. For example, a history topic on the Great Fire of London made comparisons with the Australian bush fires. This motivated pupils to fundraise for the affected communities. Lessons and educational trips have generated big questions with pupils concerned about conservation having visited a local zoo. Role models are used to encourage pupils to consider how one person's actions can make a real difference. As part of the Platinum Jubilee, female icons were studied for each decade of the Queen's reign. These included the Chipko Movement and Greta Thunberg to include a generational and worldwide viewpoint. A Christian perspective is included through identified 'heroes' such as Mother Theresa and the idea that Jesus chooses unexpected heroes. This is reinforced in that the pupils themselves could be heroes for others too.</p>	
<b>Collective Worship and Spiritual Development</b>	Bronze	<p>Collective worship covers a wide range of global themes that include caring for God's creation to issues around world peace and refugees. Recently, there have been weekly themes titled 'we are all connected' and 'we can make a difference'. Links have been made to the COP26 summit and the school has drawn on Christian Aid materials. Worship is used to encourage charitable acts and during Lent there was a focus on 'treasuring ourselves, others and the world community'. Although young, pupils reflect on worldwide issues demonstrating a global awareness through their personal entries in their class prayer books. During the pandemic and borne out of worship, pupils' thoughts for the day were published on the website to bring hope and comfort to the school's community. Respect for one another is reinforced through worships that focus on themes such as anti-bullying.</p>	

<b>Pupil Participation in Active Global Citizenship</b>	Bronze	<p>Pupils are keen to respond to challenges both locally and globally. Pupils embrace many national charity days for instance, Comic Relief and Children in Need. However, they are also keen to support local need such as the food bank. Close links with the junior school enable pupils to participate in joint fundraising activities, for example, a toilet twinning in Malawi. Likewise, the junior school pupils role model courageous advocacy for the younger children. Both schools use the same materials in developing self-confidence and a questioning approach. This enables the pupils to grow their skills, motivating them to engage in social action activities and global citizenship.</p>
<b>Community Engagement</b>	Bronze	<p>The school has close links with the local church and junior school. These links enable pupils to share events and fundraising across the community. This includes bringing music into the community at a local care home and a pop up shop in the shopping centre to raise money for endangered species. Pupils also have the opportunity to share their own ideas. As a school near the coast, one pupil championed the need to clean up the sea, making a video that was shared within school and on the website. As the pupils are young, the school is proactive in sharing the children's endeavours to make a difference to the world through their website.</p>

### Next steps

- Building on current practice and planning, develop ways in which to weave global themes across the wider curriculum.
- In tandem with pupils' ability to fundraise, deepen their skills and knowledge to equip them to tackle further social action projects.
- Explore further opportunities to share pupils' engagement with global citizenship across the wider community.

<b>Name of assessor</b>	<b>Jo Williams</b>
<b>Date</b>	<b>22<sup>nd</sup> June 2022</b>
<b>Signature</b>	<i>J. Williams</i>