

GLOBAL NEIGHBOURS School Assessment Report

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| School name | | Trinity St Peter's Church of England Primary School | | |
| School Global Neighbour leader | | Deborah Pringle | Level awarded (select one) | Gold |
| Category | Level* | Reasons for recommendation Please give detailed reasons why you have recommended this award level | | |
| School leadership | Gold | <p>The school leadership drives the global dimension across the curriculum. The clear vision for global justice and equality ensures that global learning has a high profile in the school. There is a specific policy for global citizenship which aims to 'integrate global citizenship into the whole curriculum'. As a result, every subject leader seeks out opportunities to extend global learning in their individual curriculum areas. Examples were shared, such as plastic pollution in the Science curriculum and Paralympians as sporting role models in PE. Different strategies are employed to monitor the impact of global citizenship on pupils' spiritual, social, moral and cultural development. Effective use was made of Oxfam grids and tracking progress through a detailed PHSE framework. The school shares its global work through a variety of online platforms. They have been very effective in their local area in championing the 'Send my Friend to School' Campaign. This has resulted in other schools becoming involved.</p> | | |
| Teaching and learning | Gold | <p>The school encourages all pupils to use a thoughtful approach and has recently received a thinking skills award. Therefore, honed thinking skills equip pupils in embracing big questions at a greater depth. Pupils have frequent and regular access to global issues through children's news programmes and 'Picture News'. Pupils' responses display empathy. One pupil explained that lessons 'help us to know how people are in the world and what's going on'. Another pupil spoke of being thankful for what she had, regarding herself as lucky and recognising what sometimes we all take for granted. Year 4 pupils have been particularly moved by the novel, 'The Boy at the Back of the Class' and as a result have been in contact with the author Onjali Rauf. On World Book Day one Year 4 pupil chose to dress up as the main character and wore his backpack all day to champion the plight of refugees. The school is adept in making biblical links to global issues. One example included taking responsibility for caring for God's creation. The parable of the widow was used to nurture skills needed as a courageous advocate. Key links are made with other faiths and their response to global issues. Pupils spoke of the expectations of charitable acts linked to the Five Pillars of Islam. Other work on Sikhism had been linked to Fairtrade activities.</p> | | |
| Collective Worship and Spiritual Development | Gold | <p>Collective worship provides frequent occasions for pupils to reflect on their response to global issues. Colourful scrapbooks record each year groups' collective worship experiences. Whilst following the Christian calendar, they also include many examples of a worship with a global focus. Evidence demonstrated the impact of worship with further activities undertaken by the school beyond worship such as fundraising and campaigning. Pupils' spiritual development is clear in their confident responses and use of prayer. For example, one pupil prayed, 'Help us become instruments of a new creation' whilst another gave thanks to God for 'for guiding me to be a courageous advocate'. The school's Christian values weave through key global themes. Love was linked to caring for 'God's beautiful planet'. This led Year 3 pupils to plant trees for younger pupils to enjoy in response to their climate awareness worship. Courageous advocacy is encouraged at all levels and worship is often the trigger for pupils choosing to take action in challenging injustice.</p> | | |

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| Pupil Participation in Active Global Citizenship | Gold | Pupils have developed age appropriate definitions of courageous advocacy across the classes. One pupil described it as 'how we can make a change to the world'. Older pupils understood the value of peaceful protest and the need to challenge 'key decision makers'. For example, letters to MPs and supermarkets resulted from pupils considering a recent palm oil advert, highlighting its impact on orangutans. Numerous visitors to the school support pupils' understanding of global issues as well as giving them the opportunity to lobby for change. The school has an exceptional, mutually beneficial partnership with a school in Kalule, Uganda. Parish visits to Uganda have included staff from the school. There is a genuine relationship with this community which provides not only charitable support, but also a humbling insight into the lives of others, sharing Christian love. |
| Community Engagement | Gold | The school engages frequently with the wider community. The Christian Aid Schools' team have supported pupils in their work. Pupils shared how they often talked at home about issues they had learned in school. They expressed hope of a ripple effect, with their parents talking to friends and colleagues and the message spreading outwards from Formby. Likewise, pupils have petitioned local councillors as well as MPs. They have secured assurances that their ideas will be taken further. The whole school has particularly embraced the 'Send my Friend to School' campaign. Pupils' actions that started small, grew to include focused conversations with MPs, faith leaders and other local schools. Pupils continue to be driven to see the campaign progress and one pupil commented that 'they feel more confident to make the change'. The school is outward looking and has extremely effective local partnerships. This is highly effective in challenging global issues as well as sharing ideas for extending global learning in other schools and across the wider community. |

* For each Category please select one of the following: "N/A" if you assess that the school has not achieved bronze level, "bronze", "silver" or "gold".

| Next steps |
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| <ul style="list-style-type: none"> To broaden the scope in sharing current innovative practice with other schools. To provide support for others as they develop meaningful global citizenship for their whole school community. To build on the good work already begun to give children even greater independence in their courageous advocacy work. |

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| Name of assessor | Jo Williams |
| Date | 7 th May 2019 |