

## GLOBAL NEIGHBOURS School Assessment Report

<b>School name</b>		<b>St Margaret's CE VA Primary School, Great Barr</b>	
<b>School Global Neighbour leader</b>		Jayne Stackhouse	<b>Level awarded</b>  Bronze
Category	Level	<b>Reasons for recommendation</b> Please give detailed reasons why you have recommended this award level	
<b>School leadership</b>	<b>Bronze</b>	<p>St Margaret's committed headteacher drives the school's engagement with courageous advocacy. The school's overarching vision is the biblical instruction to "Encourage one another and build each other up" (1 Thessalonians 5:11). This underpins the journey to global citizenship. Pupils are encouraged to be MAD (Making a Difference) as they fulfil their potential to become a 'World Changer'. The pupil SWITCH (See World Issues Through Christian Hearts) group leads the journey towards global citizenship. This has been greatly enhanced by the school-employed church worker who runs Our World Mission and acts as the school's 'Global Ambassador'. This partnership has significantly enriched pupils' experiences as the school has piloted educational initiatives for the charity. Leaders have also been proactive in engaging with Mission Aviation Fellowship (MAF) to interest disaffected boys. The vision and drive towards global citizenship are clearly proclaimed on the school's website and are supported by a comprehensive action plan to embed global citizenship across the school.</p>	
<b>Teaching and learning</b>	<b>Bronze</b>	<p>Issues of global citizenship extend across the curriculum. Lessons challenge pupils to explore big questions of poverty and injustice and record their responses on the interactive MAD board. Issues of sustainable living and climate change have focused pupils' responses. Deforestation, plastic pollution, food waste and electrical issues prompt research and discussion. Deeper understanding has prompted battery recycling and letters to the Prime Minister. An emphasis on access to clean water and adequate sanitation led pupils to write leaflets, plan and hold a fundraising event for Water Aid and twin two toilets. Pupils also explore the lives of children in other communities, especially Ugandan, finding similarities and differences between themselves and pupils in their partner school.</p>	
<b>Collective Worship and Spiritual Development</b>	<b>Bronze</b>	<p>Worship allows pupils to respond to the school's vision and values and consider how to treat all with dignity and respect. Celebrations reflect on stories of poverty and injustice, in the context of learning that everyone counts. The parable of the Good Samaritan reminds pupils that they should show love and compassion to all as they obey Jesus' command that 'you go, then, and do the same' (Luke 10:37). They learn that they can make a difference whatever their age and however small their action. Pupils also understand that helping others can bring joy to both giver and receiver. The SWITCH group plan and lead worship linking Bible stories to world inequality. Current news items are chosen and explained, providing a focus for prayer. The Prayer Sphere Space encourages pupils to pray and record their reflections in their global passports. World Wednesday class prayers again bring global issues to God. Christian Festivals allow pupils to engage with issues of poverty. Harvest led to both an investigation of crop failure in Ethiopia and 'a kilo of kindness' collection for local homeless people. Christmas allows pupils to select 'Gifts for Life' and explore why the items are needed.</p>	

<p><b>Pupil Participation in Active Global Citizenship</b></p>	<p><b>Bronze</b></p>	<p>Pupils investigate and choose which charities to support as they respond to Jesus' challenge to make a difference in the world. They then take ownership of the chosen project. The 'Global Ambassador' works alongside pupils to explore issues of global exploitation. Partnerships with Uganda are strong, with school staff visiting and the school regularly hosting visitors including a family working in Uganda. Problems of food and shelter have been a focus as pupils consider challenges faced by Ugandan children, in particular, those with disabilities. Younger pupils used their wormery to explore ways of combating crop failure around the world. Pupils are very proactive in planning support for their partners, exploring practical help as well as fundraising. When raising money, they invent interesting ways of doing so; even nursery children made flowers to sell to their parents. Older pupils, challenged by the need for Fairtrade, ensure that younger ones are aware of the issues by creating explanatory leaflets. Boys, inspired by MAF's work, organised a sponsored walk with pupils collecting facts in their flight logs. The boys then invited a MAF family to school to help further understand their work.</p>
<p><b>Community Engagement</b></p>	<p><b>Bronze</b></p>	<p>The activities of pupils in all years are shared on the interactive MAD board. Global work is celebrated with others on the website and the interactive screen in the school foyer. Pupils have shared their projects by writing letters to their parents explaining their projects, why there is a need and their plans to make a positive change. Parents are very involved and supportive. They have knitted hats, collected baby equipment and stuffed rucksacks for the homeless. Pupils have also demonstrated their values and engagement through work with local foodbank and homeless projects.</p>

<p style="text-align: center;"><b>Next steps</b></p>	
<ul style="list-style-type: none"> <li>• Select big questions about specific global issues and record and share responses as widely as possible, focussing on the reasons why issues exist and responses pupils could make to create change.</li> <li>• Develop teaching and worship that deepens pupils' understanding of how biblical teaching and faith have motivated many Christians to take a lead as courageous advocates.</li> <li>• Allow pupils in both countries to take a more active role in building the partnership with Uganda.</li> <li>• Ensure that the school's progress on its journey to global citizenship is monitored and celebrated by staff and governors as well as providing opportunities for pupils share the school's global work more widely within the local community, working together with others on their global journey.</li> </ul>	

<p><b>Name of assessor</b></p>	<p>Rosemary Woodward</p>
<p><b>Date</b></p>	<p>27.2.20</p>