

## GLOBAL NEIGHBOURS

### School Assessment Report

<b>School Name</b>		Feering Church of England Primary School		
<b>School Global Neighbour leader</b>		Bridgette Gough	<b>Level awarded</b>	Bronze
<b>Area</b>	<b>Level</b>	<b>Reasons for recommendation</b>		
<b>Leadership, vision and values</b>	Bronze	The school's Christian vision and associated values are the driving force behind the school's work on global citizenship. The vision is 'your word is a lamp to my feet and light to my path'. This provides the foundation on which the global citizenship work is built. The school works towards lighting the way for everyone to flourish. Global citizenship is an integral part of the school's carefully written development plan. The Global Neighbours action plan enables the school to further extend their courageous advocacy and global citizenship work. It has clear success criteria and time related targets which ensures that the profile is kept raised and demonstrates the school's commitment to this aspect of their work. It is monitored and evaluated by school leaders regularly. The Living Well Together learning journey supports the school's leaders in ensuring that Feering CE Primary is a highly inclusive school.		
<b>Teaching and learning</b>	Bronze	As a result of the school's well-planned curriculum, pupils have a plethora of opportunities to learn about how their lives are connected with people in other parts of the world. Links with schools in London and Birmingham have enabled the pupils to compare and contrast the different communities that are served. This in turn has broadened the pupils understanding of society. The school has also developed a new geography topic around global resources and water. As part of this pupils play a greater participatory role of being an active global citizen. Another exciting initiative is 'Mighty Oaks', a public speaking programme where Key Stage 2 pupils plan and deliver speeches centred around climate injustice and the impact of our actions on the wider world, consequently pupils are becoming increasingly aware of injustices.		
<b>Collective worship and spiritual development</b>	Bronze	The school's collective worship plan clearly integrates global themes regularly. Examples include: No outsiders, having a brave voice (would you walk by on the other side?) and Community based charities. There is a wide range of other examples. In addition the themes for collective worship demonstrate the school's commitment to giving pupils opportunities to become aware of, and reflect on their own response, to global citizenship issues. This results in the pupils having a rich diet of areas to consider. Pupils are encouraged to think about their own values and the importance of treating others with dignity and respect.		
<b>Pupil participation in active global citizenship</b>	Bronze	Driven by the school vision of 'your word is a lamp to my feet and a light for my path' the pupils undertake a growing range of creative activities to raise awareness of and challenge injustice. The pupils are regularly challenged to make a difference. Two school committees (Collective Worship and School Council) worked together to research the causes and the impact of low pay and poor working conditions for farmers in the Global South. This led to pupils planning and delivering a collective worship advocating for Fairtrade. This resulted in the children designing posters		

		encouraging the use of Fairtrade items with one of the pupils suggesting that they be displayed in the local supermarket and not just in school. The supermarket was happy to participate. This has encouraged parents, and the wider community, to shop Fairtrade when possible.
<b>Community engagement</b>	Bronze	The pupils at Feering CE Primary have written to their local MP over the issue of social injustice in their locality and in addition how difficult it has become to get an appointment at the GP. These letters were hand delivered at the House of Commons when Year 6 visited London. The school successfully applied for The Woodland Trust tree pack and this resulted in an enhancement of local community when the saplings were planted on World Earth Day. Pupils saw this as a positive way to try and address climate change whilst at the same time involve the wider community. At regular intervals the school shares its news about being good global citizens in its newsletter. This has provided a good platform for sharing their work whilst encouraging other schools to consider their roles as global neighbours.

### Next steps

- Through diocesan links develop partnership with a school in Kenya so that it can further challenge the thinking and actions of the pupils.
- Continue to challenge others, within the existing school network and the wider community, to reflect globally on how their lifestyles and actions can impact on global neighbours for better or worse.
- Consider applying for the Global Neighbours silver award in due course.

<b>Name of assessor</b>	David Thorpe
<b>Date</b>	20 <sup>th</sup> September 2024
<b>Signature</b>	