

GLOBAL NEIGHBOURS

School Assessment Report

School Name		Blundeston Church of England VC Primary School	
School Global Neighbour leader		Helen Laflin	Level awarded Bronze
Area	Level	Reasons for recommendation	
Leadership, vision and values	Bronze	<p>Blundeston Primary School strives to be a place in which all flourish. The fullness of life offered through Jesus (John 10:10) is the anchor which allows the school family to prosper and create an atmosphere of mutual respect. Courageous advocacy is seen as an integral part of this vision. The committed headteacher drives the school's engagement with global citizenship, seen as a priority to be embedded across the life of the school. The headteacher has received relevant training and shares the resulting insights with staff and governors. Global Citizenship Education (GCE) is a priority area in the school's improvement plan, and provides a target for the headteacher's performance management. Regular reports to governors and systems that allow staff to monitor GCE progress highlight the importance given to this area, as does the budget supporting the work. The drive towards global citizenship is clearly proclaimed on the school's website and is supported by a comprehensive action plan to embed it across the school. Leaders work with both the local authority and the diocese to enhance the understanding of courageous advocacy and racial justice not only in this school, but beyond. As a member of the Race and Ethnicity Group the school helps create resources used across Norwich Diocese.</p>	
Teaching and learning	Bronze	<p>The school curriculum has been revised, ensuring explicit links with GCE across subjects and age groups. Issues of sustainable living and climate change challenge pupils to consider the impact of their lifestyle on the environment. Texts used with all classes come from a range of cultures and worldviews to support the understanding of diversity and counter stereotyping. Geography lessons explore similarities and differences found between the lives of children living in contrasting international communities, including locations in the Americas and Africa. Inspiring individuals who model courageous advocacy are used to show how Christian values can be lived out, even in difficult circumstances. The school is actively involved in formulating a diocesan resource for Black History Month, focussing on a wide variety of people including the local and less familiar. Religious Education provides opportunities to consider practical responses to faith issues in the world today. A cross-subject enquiry-based approach challenges pupils to explore big questions of poverty and injustice, such as 'Are we damaging our world?' or 'What does it mean to act justly, love mercy and walk humbly with God?'. These allow them to consider challenges faced by many, and their own meaningful response to injustices causing poverty and exploitation.</p>	
Collective worship and spiritual development	Bronze	<p>Worship focuses on the school's vision and values, considering how all can flourish and be given dignity and respect. GCE themes are woven through plans and provide a weekly focus for reflection. The Bible deepens understanding of the Church's commitment to confronting injustice. Pupils are challenged to consider how, as Jesus was anointed to bring good news to the poor, Christians are called to unselfish service of others. They learn that all can help make the world a better place, doing more than can be imagined without special qualifications. They are also challenged to look after God's wonderful created world. Issues of inequality and exploitation, along with current world news items, provide a focus for pupils' prayer. Resources, including those from Christian Aid, enrich worship and enable pupils to engage at appropriate levels. Personal reflection books allow individuals to record and reflect on their own attitudes and responses. Pupil-led worship offers opportunities to share courageous advocacy initiatives with the rest of the school.</p>	

		Visits from the church team and local charities are used to further embed the concept of faith in action. Christian festivals challenge the whole community to consider and help the disadvantaged, and share understanding of the causes of inequality. Harvest celebrations express gratitude for God's provision while reflecting on local poverty and homelessness. This has prompted pupils to donate to a local foodbank, while Christmas collections allow further support of those in the local community facing loss, deprivation and loneliness.
Pupil participation in active global citizenship	Bronze	Pupils are proactive in establishing opportunities for courageous advocacy. The desire to make a difference in the local environment resulted in the elected school council changing its name to the Eco Council. With representatives from each class, this group has introduced energy monitors to prevent electricity wastage. Letters to the local recycling centre asking for support resulted in a visit to the centre, leading to learning and ideas such as recycling boxes being shared with the whole school. The Eco Council also work with the catering manager to explore how school kitchen waste can be reduced. As a result, solid lids replace cling film and plates are substituted for polystyrene boxes. The Eco Council has actively secured funding to establish a wildlife and spiritual garden for the benefit of all. Following consideration of the question 'Are we damaging our world?' older pupils investigated the harm caused by non-sustainable palm oil. Shocked by the results, the Stop Palm Oil Club surveyed which goods contain palm oil, sharing their findings with each class. Letters to Tesco about palm oil, and the reply received, led them to approach other suppliers. The whole school has been introduced to issues of fair trade and water poverty, welcoming visitors to explain the challenges these topics raise. Pupils are keen to take ownership and form their own action groups as they investigate the causes of injustices and explore ways they can respond to Jesus' challenge to make a difference in the world.
Community engagement	Bronze	Pupils are very proactive in sharing their work with their community. Following the Harvest exploration of food poverty, they decided to create a community larder based in school. This pupil run project is now an established part of school life with folk bring surplus food or taking what they can use. Blundeston partners with a neighbouring school where children face more challenges from deprivation and poverty, often including a lack of toys. After meeting a teacher from the school, Blundeston pupils responded by donating toys for families there. Pupils share their work with parents on the website and through newsletters. Families are challenged in their use of non-sustainable palm oil and of Christmas Cards, as pupils explain the environmental impact of these. Pupils' work with Wild East Pledge to create the wildlife area was celebrated on the local news channel, while the Black History Month resource culminated in an inter-school quiz. The school is indeed proud of its progress in helping its pupils to flourish as courageous global advocates.

Next steps	
<ul style="list-style-type: none"> • Allow pupils an increased role in driving forward international aspects of Global Neighbours by selecting a body that supports people affected by the inequalities they have investigated. Invite visitors to embed engagement and understanding as pupils select, plan and implement actions that help bring justice. • Regenerate and develop the partnership with Tanzania, or a viable alternative, in a way that deepens understanding of the many things shared by pupils, as well as some of the challenges faced by children there. Investigate ways that allow pupils in both countries to take an active role. 	

Name of assessor	Rosemary Woodward
Date	6 th June 2023

Signature

R. Woodward