

GLOBAL NEIGHBOURS School Assessment Report

School name		Ridgeway Farm CE Academy	
School Global Neighbour leader		Laura Gibbard	Level awarded Bronze
Category	Level	Reasons for recommendation	
School leadership	Bronze	<p>The school vision is for all pupils to believe in themselves, developing a love of lifelong learning, as they grow together as God's family. A key story for the school is the parable of the Mustard Seed, helping pupils to understand that though they may feel small, it is through believing, learning and growing that they grow into mighty trees enabling them to have the power to achieve great things. The 'grow' of the vision explicitly links to courageous advocacy. There is also exploration of the meaning of Biblical verses such as 'Love your neighbour'. Pupils are nurtured to grow in wisdom, love and compassion. Global citizenship is well led, an action plan highlights the support given to other staff in the school. The Development Plan includes a commitment to courageous advocacy so pupils are able to make choices which are informed and they are empowered to be active global citizens. Courageous advocacy is explained to pupils so they find passion for their actions. There is renewed commitment to extend learning to help pupils understand what makes a person a courageous advocate.</p>	
Teaching and learning	Bronze	<p>The school is clearly committed to providing a rich curriculum, recently revised ensuring opportunities are provided across the curriculum to explore courageous advocacy. Pupils are able to explore similarities and differences between their own lives and those of others, for example between Swindon and Kenya. Big questions are used throughout the curriculum and cover topics of suffering, equality and climate change. A highlight for the Global Neighbours leader are the weeks which focus on a particular issue or charity such as Christian Aid, Fairtrade and climate change week. Along with exploring big questions, the curriculum is enhanced by the Forest School provision where pupils are able to learn about responsible care for the environment. Pupils also learn about the needs of others through the support of charities, such as a local food bank and also raising money for fresh water pump projects. The curriculum helps pupils to explore the lives of people of faith who take action, including reflecting on how angry Jesus became at injustice. Stories about refugees in English, carries through to PSHE to explore the plight of Ukrainian refugees.</p>	
Collective Worship and Spiritual Development	Bronze	<p>Twelve Christian values underpin life in the school and values of compassion, forgiveness, service and respect are evidenced in worship themes and explored weekly through collective worship. These core values are linked to Bible passages. Big questions are used in collective worship to encourage reflective thinking. The calendar for collective worship enable pupils to reflect on issues of poverty, injustice and exploitation of the natural world. Pupils have opportunity to write prayers and reflect on the theme for classroom displays and journals. Pupils from the collective worship committee encourage other pupils to make a difference which is seen in reception pupils organising a cake staff raising money for Christian Aid and older pupils writing to the Prime Minister to ask for all children around the world to have access to education.</p>	

		There are plans to ensure more opportunities are provided for pupils to be fully immersed in global issues and have further time to reflect on these.
Pupil Participation in Active Global Citizenship	Bronze	It is clear that pupils are interested in speaking out and acting on a variety of local and global issues. There is evidence that this is across all year groups. Learning about different issues helps pupils to reflect on their own lives and that of others with a growing desire to help make changes come about. Pupils feel compelled to act. As part of pupil participation in global citizenship, pupils have publicised events with posters and in the school newsletter. Younger pupils raised money for water pumps, and Year 3 pupils raised money for the Ukraine Relief Fund. Without being prompted, some younger pupils collected rubbish on a beach during a school trip after learning about the value of respect and caring for the environment. Older pupils, using Christian Aid resources on malaria, invited the local vicar into school to discuss how the church can help with a global issue such as malaria. The Global Neighbour lead talks about how pupils are advocates of what they believe in and advocates of the action they take. The school council, worried about litter around school and the impact on local wildlife wrote to the local council asking for more litter bins.
Community Engagement	Bronze	Pupils have found a number of ways to share their learning and action with others. This can be seen especially in sharing with families, including on open days, through articles written for the school newsletter and in class assemblies. Older pupils have created presentations to share learning and updates with families. Pupils have engaged local church leaders in their global citizenship work. Teachers have added pupil actions and engagement with global citizenship onto the school website. Pupils have encouraged the wider community to look after the immediate area around school, engaging local councillors in this action. There is recognition from the lead for Global Neighbours that community engagement does need to be extended to enable fresh perspectives on global issues utilising more visitors and community links such as international development agencies. Community engagement will also include other schools in the Trust with the hope they will want to gain Global Neighbours status.

Next steps	
	<ul style="list-style-type: none"> • Continue with helping pupils to understand what makes a courageous advocate to help them recognise a courageous advocate in adults and other pupils. • Consider how pupils can take the lead in sharing their global citizenship learning with pupils in other schools, including within the wider Trust and thereby further enhance community engagement. • Continue to seek out speakers to visit school to talk to pupils about global citizenship.

Name of assessor	Denise Brogden
Date	15/9/22
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