

GLOBAL NEIGHBOURS School Assessment Report

School name	Knayton CE Academy		
School Global Neighbour leader	Hannah Spencer	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>Commitment to global education is reflected in every aspect of Knayton School. It is embedded in school policies and is displayed in their appointment of an enthusiastic lead teacher for global education (Hannah Spencer) who has completed the first level of the Global Teacher's Award and is a Professional Leader of RE. As a 'Global Centre of Excellence' the school shares its good practice by leading training for others and supporting other local schools in their global learning journey. Robust monitoring systems maintain the high profile and excellent standard of global education in school with good use being made of a governor as a 'critical friend' to evaluate and advise in this area. A key aspect of the school's development plan is the centrality of global education and it is evident that all those involved with the school recognise and value its importance. The school has made excellent use of their links with many outside agencies and their regular visits have kept global citizenship at the heart of what the school does.</p>	
Teaching and learning	Gold	<p>Global education is woven into all areas of a rich, varied and creative curriculum which centres around 'big ideas'. Every 'big idea' makes global links, topics such as 'Jetsetters' consider globalisation and interdependence, making good use of the global links which have been established. The passionate lead teacher (Hannah) works tirelessly to inspire staff to deliver the best global education possible and to offer every pupil the opportunity to reflect upon injustice and disadvantage as well as discuss ways to address these. Effective and interesting displays in every classroom raise the profile of global education and enhance learning. Pen pal links with Kenya have been used well to break down stereotypes and develop 'myth busting' ideas. Progression and challenge is carefully monitored with the use of the Oxfam global progression document which also ensures that exposure to global issues is explored every week. Hannah has also used her PLRE (Professional Leader of RE) role to maintain the high profile of global education by integrating themes into half termly RE weeks which enables other faith perspectives to be explored. Excellent use is made of a range of resources to keep the topics current and relevant, including using the material produced by Christian Aid on refugees as a springboard to exploring Syrian refugees in a nearby area. Newsround is used as part of the 'information station' to keep pupils updated with global issues and then time is devoted to discussing these, included skilled use of P4C.</p>	
Collective Worship and Spiritual Development	Gold	<p>The school vision to 'have courage and be kind' is lived out in every aspect of school life, and is reflected in how collective worship is planned and delivered. Use of the global dimensions calendar provides valuable opportunities to reflect upon key global issues. Work on refugees was linked in collective worship to the nativity journey of the holy family, showing the holistic approach the school undertakes with great effect. Prayer spaces have been created to provide key opportunities for children to reflect upon global issues and there was evidence of many thoughtful and prayerful responses. Exposure to real life cases of injustice has led to pupils reflecting upon their own behaviour and values, including involvement in fundraising</p>	

		activities. Worship celebrated on the assessment day, using 'Open the Book', concluded with the evaluation question: 'How has this worship made you want to make a difference in the world?' Pupils are involved in preparing, planning, delivering and evaluating worship and can see a clear link with global issues.
Pupil Participation in Active Global Citizenship	Gold	Pupils at Knayton school are genuinely passionate and articulate about their role as 'agents of change', firmly believing that they can 'change the world'. They were able to explain, with clarity, not only what active global citizenship had been undertaken but also why such action was undertaken. Pupils have ownership of projects because they have such an important role to play in deciding what projects should be chosen, what action they would like to take to bring about change, and in evaluating its effectiveness. Learning about people from different backgrounds and environments was viewed as central to their school life and pupils explained clearly that they didn't just view courageous advocacy as fundraising but cited projects they were involved in which involved other ways of effecting change. Pupils were strong in their conviction that their role as 'agents of change' would not end when they left Knayton school stating: 'whatever school we go to, we can make a difference there'.
Community Engagement	Gold	Strong links have been made between the school and the local community. Use of the Parish Magazine ensures that the work undertaken by the school on global education is shared with a wider audience. The rural location of the school has not hampered their endeavours to widen their perspectives with frequent visitors, including those from Christian Aid, Islamic Relief, Oxfam, and other faiths all being used to good effect. Intercultural project work has led to Kenyan links being firmly established and used to create a 'Kidsblog' to develop mutual tolerance and respect. As strong advocates for change, pupils at Knayton have taken their global citizenship message out into the community and have involved parents, the local parish church and their wider local community. Evaluating the impact of their actions is undertaken by staff and pupils alike.

* 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	
<ul style="list-style-type: none"> ➤ Consider how you could share your global learning knowledge, skills and practice with an even wider audience, beyond the local community to a bigger stage. ➤ Get pupils to further reflect upon the skills and insights they have gained through their global education and then consider how they can have further impact in creating a more just and sustainable world. 	

Name of assessor	Margaret Gibson
Date	1 st November 2018