

## GLOBAL NEIGHBOURS

### School Assessment Report

<b>School Name</b>		Manor Church of England Infant School	
<b>School Global Neighbour leader</b>		Sarah Munns	<b>Level awarded</b> Bronze
<b>Area</b>	<b>Level</b>	<b>Reasons for recommendation</b>	
<b>Leadership, vision and values</b>	Bronze	<p>The school's vision is driven by their three core values of love, trust and truth. They align well to the principles underpinning courageous advocacy. Therefore, love engenders mutual respect. Likewise, in understanding truth, pupils are challenged to 'make a positive contribution to make the world a better place'. The school is active in growing their approach to global citizenship. This is outlined in their action plan, which highlights development points using the Global Neighbours' headings. Leaders are committed in ensuring anti-racism is a key focus. All staff attended training on inclusion and diversity run by Hampshire County Council. The PSHE lead used a staff meeting to support colleagues in utilising NEU anti-racism materials in their lessons. There is a long term commitment to anti-racism, an example of which is seen through their review of resources to secure equitable representation.</p>	
<b>Teaching and learning</b>	Bronze	<p>Lessons enable pupils to investigate the wider world and gain an insight into the lives of others. A diocesan connection to Kabaya in Rwanda has created a window into a similar sized village in a very different setting. Staff actively seek to make meaningful comparisons such as contrasting their New Forest location to the Brazilian rainforest. Pupils use P4C questioning to explore ideas around global poverty and climate justice. Leaders ensure that topics embrace broader worldwide themes even for the youngest of pupils. Therefore, a project on bears supported Reception class children in learning about the challenges facing polar bears. Similarly, pupils are encouraged to make thoughtful comparisons, such as between the different lives of Florence Nightingale and Mary Seacole. Resources are carefully sourced to enhance pupils' understanding of the world. These include story books and picture books illustrating the rich cultural make up of children's lives across different continents. The school does not shy away from difficult issues. A member of the community, with relatives in the Caribbean, shared the struggles their family faced following a hurricane. This generated probing questions from the pupils including asking what they could do to help.</p>	
<b>Collective worship and spiritual development</b>	Bronze	<p>Collective worship is a time when the school comes together to focus on the core values. This helps pupils to see everyone as 'special' and motivates them to act in helping others. The pupil eco group, 'Planet Protectors' use worship to share their ideas about environmental issues and propose actions. Collective worship also highlights key national charity days such as Children in Need. This gives pupils time to reflect on the needs of others and how they wish to respond. The school also uses Christian Aid's courageous advocacy planner as a worship resource across the academic year. This provides a broader perspective on global poverty and climate justice.</p>	
<b>Pupil participation in active global citizenship</b>	Bronze	<p>Pupils are encouraged to undertake age-appropriate activities as global citizens. Small acts in school, such as litter picks, saving energy and recycling, are championed by the 'Planet Protectors'. Staff support pupils in partaking in activities that benefit the wider community. As part of the 'Love Holbury' project, Year 2 pupils sent letters to the local council requesting support in removing rubbish in the local area. Hence, pupils</p>	

		<p>have undertaken litter picking in Holbury village and further afield including Lepe beach. A charity is selected by each class for that academic year. They learn about the work of the charity and talk about how their fundraising will make a sustainable difference. The school council also plans events throughout the year to raise awareness and money for different issues. These actions grow pupils' understanding of service and how to affect change.</p>
<b>Community engagement</b>	Bronze	<p>Staff have attended the local 'Love Holbury' meetings so that the school can share in the village's commitment to being greener. The school have also embraced several initiatives that gives a clear message as to their commitment to key issues. This includes encouraging more sustainable travel with the 'Park and Stride' scheme enabling pupils to walk to school. The 'Planet Protectors' proudly share their activities with a dedicated page on the school's website. They also make and display posters highlighting different environmental themes, such as recycling. Links with the local food bank and church also provide opportunities for the school to share the work they do to make a difference.</p>

### Next steps

- Embed ways in which pupils learn about the importance of long term sustainable actions. This is in both the steps they take and the charities they choose to support.
- Explore ways in which pupils can access further age appropriate opportunities to share their ideas beyond the school.

<b>Name of assessor</b>	Jo Williams
<b>Date</b>	25 <sup>th</sup> October 2024
<b>Signature</b>	<i>J. Williams</i>