

GLOBAL NEIGHBOURS School Assessment Report

School name	St Luke's Church of England Primary School		
School Global Neighbour leader	Claire Vincent	Level awarded	Gold
Category	Level	Reasons for recommendation	
School leadership	Gold	Leaders continue to ensure that global justice issues are intrinsic to the way the whole school curriculum unfolds. This is demonstrated by their global neighbour's curriculum overview, which has been developed across the staff team. Every year group benefits from systematic and progressive planning and a clear focus on commitment to meaningful action on global issues. Pupils, staff and the wider community are enabled to respond and participate in active global citizenship locally, nationally and internationally. This results from the dynamic commitment that is embedded and radiates from the school. It is significantly rooted in school policies and development planning. For example, the Curriculum Policy focus on the 'international dimension' and the Anti-Bullying and Aggressive Behaviour Policy emphasis on 'dignity and respect'. Reflecting this dedication to being internationally minded and anti-racist, the school regularly review and invest in current literature. These texts sit at the heart of the curriculum and inspire the school community to celebrate and appreciate diversity. Extensive and thorough monitoring shows the wide range and clear progression of global issues that pupils engage with across year groups. The school continues to passionately share its practice: the local Parish Council, the countywide geography newsletter, social media posts followed by local schools and national reading culture training are some notable examples.	
Teaching and learning	Gold	The work of this school, evidenced through planning, resources, work sampling, pupil conferencing and displays, clearly shows deep exploration of 'big questions'. This begins for Year R exploring 'What can we do to help the planet? Moving on through the school other questions are encountered including 'How would I feel if I were forced to leave my family behind and lost possessions?' Others consider the potential for inequality through laws. The school's core values based on verses from the Bible, ensure that the whole school community seeks to demonstrate hope and love to others in their actions. This has resulted in some writing to challenge companies or raise issues with government. Pupils seek to raise awareness across the school and the wider community. They engage with varied views including perspectives from four different world faiths. For example, in Year 5 Islamic views of freedom and justice are examined, including reflecting on the work of Islamic Relief. The carefully considered curriculum gives space for pondering, thoughtfully analysing impact and evaluating possible solutions.	
Collective Worship and Spiritual Development	Gold	In Collective Worship pupils regularly share, lead and inspire others as they consider global issues. Pupil-led worship is inherent. They explain the actions they have taken and responses they have received raising concerns. This in turn prompts others to act. Collective Worship and class discussions enable pupils to be aware of events around the world with opportunities to respond. This was shown when Year 2 asked to lead their class assembly about the injustice of not everyone having clean water around the world. Reflecting the school's commitment to 'Lay foundations for life', pupils are enabled to 'have the courage to do what is right and act responsibly'. Many design and share their posters of concern or offering possible solutions. Other pupils have their	

		hair cut in support of a charitable trust, or organise local litter picks or hold sales in the community to raise funds and instigate wider support.
Pupil Participation in Active Global Citizenship	Gold	Through the carefully planned curriculum and inspiring collective worship, pupils learn about issues of injustice or inequality. This allows pupils to make decisions to raise concerns and educate others. This is regularly led and the outcomes evaluated by the deeply committed School Councillors. Examples of pupils sharing responsibility for planning and actively taking part in global citizenship are extensive and often arise organically. Pupils at this school are equipped and well-informed so they can authentically challenge injustice. They see others achieve change but respond to any barriers they might encounter. This is giving pupils realistic insight but also hope and courage. Many respond by speaking directly to change makers, after being given time to critically evaluate different options. For example, in Year 1 after exploring the impact of climate change on animals, they made posters to educate their parents about how they can help. Another outcome of this was that pupils decided to hold a plant sale so they could contribute to a charity whose work sponsors and seeks to advocate for polar bears.
Community Engagement	Gold	The community of this school know that they can be part of a wider movement for change, both in their local area and more widely. Pupils see writing letters to those in positions of responsibility as something that is part of their regular experience. They share and carefully consider the responses they receive. Enhanced by this and the insights gained from visiting speakers and virtual calls, they not only passionately express their concerns, but offer insightful solutions and complete innovative and educational fundraising. For example, a dancing show about water or a walkathon carried out despite a heatwave! There is a vibrant partnership between a school in Kibirizi, Rwanda and St Luke's Sway. This is resulting in meaningful exchange of letters, visitors and shared virtual experiences that are shaping staff and students in both communities. The diocesan link with Rwanda, which has its central hub in Sway, is mutually strengthened. The local parish council voted unanimously to support a garden twinning project presented to them by Y1 to 6 pupils from the School Council. Reflecting the school's long-standing commitment to courageous advocacy, they hear from former pupils about how this equipping continues to inform decisions and their way of life.

Next steps	
➤ Extend and embed the mutually enriching significant partnerships the school has developed locally, nationally and internationally. ➤ Seek to ensure pupil-led ideas and initiatives for change continue to drive the work of the school. ➤ Build on the established strong senior leadership commitment to Global Neighbours in the forthcoming period of transition. ➤ Facilitate the on-going audit of global learning resources so pupils meaningfully encounter lived experiences of climate injustice.	
Name of assessor	Angela Smith
Date	16th July 2026
Signature	Angela Smith