

# Wistow Parochial Church of England Voluntary Controlled Primary School

## Global Schools Award: Level 3 – Enhanced Awarded July 2007

### Background

Wistow school is very much part of the village community, taking part in many different village activities and having friends in many of the villagers not directly connected with school. The school's mission statement is 'A happy, learning community providing a high quality holistic education with a global perspective in a caring, safe, Christian environment'. There are no pupils from ethnic minorities.

### What did the school want to achieve?

Kathryn Tissiman (Head at Wistow when the school received the Global Schools Award) explains: *"Our aim was to embed all the principles of global education in its wider sense into the whole school curriculum, to ensure coverage and continuity. The school sought to view global education not just as a subject in its own right but as a way of teaching the existing curriculum which promotes social justice and equity. The school seeks to make children aware of their places in the world, their rights and responsibilities, to respect and value diversity, challenge unfairness, intolerance and ignorance. We wanted to give them the tools to do this, to have a willingness to act to make the world a more equitable and sustainable place. In an interdependent rapidly changing world they will need to be flexible and adaptable and they have to be taught how to do this. In fact, we aim to produce true global citizens"*.

### How did the school organise learning to meet its aims?

The project began with establishing a link with a rural school in the North East region of Ghana. The teachers learned as much as possible about Ghana, purchasing books and artifacts, maps and musical instruments. A teacher from the local High School visits Ghana regularly and holds workshops with the children. The children sewed resources for Tampola School, wall hangings and Maths games, because paper disintegrates in the local climate.

The school involved the local community in its Global work and found many useful contacts who were able to contribute. The son of a local woman works in the gold mines in Accra, Ghana and talked to the children about the country and his work. *"This was a very important point, because we began to see Ghana as a modern country with people who do much the same things as us, not all struggling with poverty like the people in Tampola. We try to stress equity between our communities"* added Kathryn. Another local person who works in China provided the school with photographs of festivals and daily life and brought back resources for the school. Wistow also welcomed visitors who shared their experiences and held workshops in school, for example a worker from UNICEF conducted workshops on the rights of the child. Partnerships were

developed with the Centre for Global Education (CGE), with the LA, with Link Community Development and The Yorkshire and Humber Global School Association.

School staff received training on the wider implications of Global Education and soon discovered that they already did a lot of the work. As a church school Wistow had always tried to be inclusive and what they were learning fitted in very well with the inclusion agenda. Kathryn worked with a group of headteachers and staff from CGE in producing a teachers' pack on tea. The school trialed the materials, each class taking a different tea producing country and looking at the conditions on tea plantations and the economics surrounding tea production. The school's final 'tea dance' for parents brought together and demonstrated their work.

Every year the school takes part in UNICEF's *Day for a Change*. Students participated in the 'Make Poverty Action' campaign. They sold wrist bands and everyone coloured in a buddy for the '*Send my friend to school*' campaign, which were sent to the G8 summit, an example of speaking up against injustice. The school introduced Personalised Learning with the older children and found that this approach to facilitating learning fits perfectly with global education.

## How well is the school achieving its aims?

Kathryn retired from her post as Head confident that working towards the Global Schools Award had been a real success story because of the enthusiasm and team work of all the staff and children, the contacts made and the partnerships entered into: *"it has been a matter of learning together, of sharing ideas and ideals. We have come a long way in our knowledge of real Global citizenship. It fits in with all the aims of Primary Education, and covers Every Child Matters and the current schools' agendas. Global Education gives pupils a voice, they gain confidence in their own abilities to understand quite complex world issues and know that they can make a difference in the world they live in"*.

Knowing that the Global Dimension is firmly embedded in the curriculum gives the school continuity, but still allows freedom to hold regular global weeks and days off the curriculum and to invite visitors to share their experiences of the world. Wistow received an overall grade of 'outstanding' by OfSTED, their report highly praising the way the school's work on the Global Dimension contributed to the aims and ethos of the school and the all round development of the children.

## What does the school plan to do next?

Current Headteacher Andrew Tomlinson writes: *"at present we are continuing with all of our existing links and participation in the Global Vote, however in addition to this we have made a link with a school from a disadvantaged part of Leeds which has a mixed community in order to help our children understand and appreciate the diversity within our locality. We are also working on a link with a school in France and will be welcoming a visiting teacher from Switzerland again in a week or two. The school has also been involved in the Nine by Nine by Nine project over the last year. Some further development of our curriculum structure will enable us to refresh our commitment to global schools and we hope that the school council will make work towards both the fair trade and sustainable schools awards a priority next year."*

Authority:	North Yorkshire
Type:	Voluntary controlled
Admissions:	Comprehensive
Gender of entry:	Mixed
Age range:	5-11