



Kingsland CE Primary School

International School Award Action Plan 2023-2024



Project title / theme	Actions
Developing Tanzania Connections	<p>This is an ongoing project, continuing on from the strong ties already in place between the schools and from the reciprocal visit between Kingsland CE Primary School and Moivaro Primary School in February / June 2019, where relationships are developed and enhanced, new members of staff become actively involved to ensure the further sustainability of the long-standing connections, and the development of learning about diversity and other cultures is further built upon, as new children and families move through the schools. Children and staff continue to exchange letters, emails and personal messages regularly so that a detailed understanding about each others' lives can be shared, going far beyond the superficial pleasantries. For example, information and photos are shared about our African garden, situated in our playground, making comparisons with what the Tanzanian children grow in their school gardens. In a complete redevelopment of our whole-school curriculum, further opportunities to learn about Tanzania have been extended, such as a complete topic for Class 3 children comparing life in Kingsland and in Tanzania, which will investigate numerous areas of life, such as food, weather, culture, schools etc.</p>
Developing French pen pal connections	<p>Having established exciting new connections with Association Playschool in France, both schools are now actively engaging in regular pen pal letter exchanges, sharing information about what life is like in English / French schools, as well as a perfect opportunity to develop skills in speaking and writing in French. In order for the children to fully comprehend the purpose of pursuing and developing a love of communicating in a foreign language, it is essential that they have many first-hand opportunities to do so. Through exchanging letters and direct Microsoft Teams communications into each others' schools, both sets of children develop a deep understanding of a wider world, comparing and contrasting interests, similarities and celebrating differences. Our Class 4 children have led the way in exchanging letters with the French children, but now the project will be extended to cover all children in Key Stage 2. This will mean the connections can have greater sustainability over the children's time in KS2, building deeper relationships with their penpals which will encourage further communications even when the children move onto high school. A future step to further enhance the link might be to work closely with Wigmore High School, where the majority of Kingsland children go to in Y7, in order that the penpal relationships can be actively developed into high school plans.</p>
French exchange	<p>In 2017, Eardisland (the neighbouring village to Kingsland) and La Vieille Lyre celebrated their 10th twinning anniversary. On the back of this, communication was instigated with La Neuve Lyre school, France, in order to work towards an exchange visit in November 2017. Conversations developed between the two schools in order to finalise the details and build relationships, as well as further bringing together the two twinning associations and local dignitaries. In June 2017, the 10th twinning anniversary was celebrated with visitors from La Vieille Lyre in Eardisland</p>

	<p>village hall (including Bill Wiggin MP and the mayor of Leominster), where a group of children represented the school and performed a selection of songs to unite the communities. In November 2017, 9 children and 4 staff members from Kingsland visited La Vieille Lyre and the school in La Neuve Lyre, spending time in the French school, experiencing first hand the culture and language in rural France. They were encouraged to develop friendships with the French children and take part in the French lessons. They had the opportunity to experience authentic French culture with a visit to a local market, Chateaux and cafes. A reciprocal visit was planned for the French children to come to England in 2018, but the visit was cancelled at the last minute due to an injury to the visit leader. Due to the Covid-19 pandemic, the connections dwindled but we are very keen to rekindle them. Communications have been reinstated with the mayor of La Vieille Lyre and the Twinning Committee, and the Manor House in Eardisland has been booked for the week beginning 8th July 2024 for a contingent of French children to visit. The village of Eardisland is also heavily involved, with the accommodation being donated free of charge, for example. During their stay, the English and French children will undertake a variety of activities, visiting Kingsland School and other local places of interest, developing language skills and building a deep understanding of the different cultures.</p>
<p>Building on the School of Sanctuary accreditation</p>	<p>The school was accredited with the School of Sanctuary Award in July 2023 (the first in Herefordshire) in recognition of its welcoming ethos to asylum seekers and refugees. As part of this, the school underwent a rigorous process and evaluation, identifying what we were already doing as well as what further strategies the school could undertake. Fiona Williams, deputy headteacher, was the lead teacher on this project. She has been asked by the School of Sanctuary to act as an ambassador to support other schools with their SoS applications, as well as sitting on the application panel to decide on the awards of the accreditation.</p> <p>To further extend our work about the School of Sanctuary, the school will be undertaking a number of projects throughout the year. These include: supporting recently arrived refugees from the Middle East to Leominster, collecting wellies and raincoats for them to use, and helping them to integrate into the local community via support with Leominster Food Bank; writing persuasive letters to Bill Wiggin MP, asking for his support with the integration of these refugees into the local community and the Talbot Hotel, and promoting asylum seekers and refugees in a positive light; further developing the school library with books that promote diversity; building on Refugee Week which we undertook last academic year, developing a bespoke weekly curriculum to help the children to develop a deep understanding of the needs of refugees. This links to our ongoing Courageous Advocacy work, which is well established across the school, building on the children's deep sense of service and becoming 'agents of change'.</p> <p>Last academic year, the school welcomed two Ukrainian siblings, fleeing from the war in Ukraine. The children were immediately welcomed into the Christian ethos of the school, with children and teachers learning how to say some key phrases in Ukrainian. Throughout the academic year, different activities took place in order to ensure their full integration, including welcoming the children's father to the school to visit. The children have now returned to Ukraine - teachers and children have begun to communicate via email to the siblings and their parents, and the school intends to attempt to further develop links with the children's new Ukrainian school. We are hoping that letters / video calls could be exchanged to develop cultural awareness of the different countries, and of the ongoing situation in Ukraine.</p>
<p>Diocesan Prayer Project</p>	<p>At the start of last academic year, the school was successful in its application to be part of Hereford Diocese Prayer Project, one of only 5 schools selected. This directly involves seven children, who started the project in Y5 and are continuing it in Y6. The project is looking into how prayer is used both in school and at home, by both children and</p>

	<p>parents, and extends the school's deep understanding of prayer within a Christian setting. It builds on our work with School of Sanctuary, World Day of Prayer and Courageous Advocacy as we develop in-depth knowledge and understanding of the power of prayer in thinking about people from around the world. The challenge for the seven children this year is to share their learning with the younger children and with the school community, thus developing a deep shared understanding. They will also report back to governors during a Learn to Love committee meeting towards the end of the academic year, as part of the school's monitoring of Christian distinctiveness and work towards the SIAMS framework. The children will lead Worship Times for younger learners, planning, delivering and evaluating their impact.</p>
<p>Full curriculum review</p>	<p>The school received an Ofsted inspection in January 2023. As part of ongoing improvements, the school has since undertaken a full curriculum review, starting with the long term plans and then creating consistent medium term planning across subject areas and classes. This is ongoing as we have a two year curriculum due to the nature of having mixed aged classes. This curriculum review has allowed us to actively plan in areas of learning specifically linked to the Sustainable Development Goals and the British Council projects. The revised long term plan can be found here: https://primarysite-prod-sorted.s3.amazonaws.com/kingsland-ce-school/UploadedDocument/a6b3a922-b303-4d01-bac8-a23f5e839fd0/whole-school-curriculum-overview.pdf</p> <p>The school has actively selected areas of learning linked to the Sustainable Development Goals, such as Zero Waste projects, Climate change projects, land use in Herefordshire, and comparing and contrasting Herefordshire and Tanzania, amongst others. It has also allowed the school the opportunity to plan in direct projects such as Refugee Week, RE enrichment visits to different places of worship in Wolverhampton and Leominster, as well as developing the range of books used in English to specifically address issues of diversity and inclusion.</p> <p>The French curriculum has also seen a comprehensive review to build on prior learning and to fully utilise nationally accredited schemes of work. This brings greater consistency to learning across the school and helps to drive teacher Continuing Professional Development. The revised curriculum has considered the links with the Association Playschool and with the school in La Vieille Lyre, considering what bespoke knowledge and understanding our children will require in communicating with their French peers.</p>
<p>Interfaith and Christian RE learning visits</p>	<p>Each academic year, KS2 children take part in RE enrichment visits to develop their understanding of other people's faith and beliefs, and to promote diversity and inclusion throughout the school, building on our School of Sanctuary work. Last academic year, the children were thrilled to visit the Mosque, Temple and Gurdwara in Wolverhampton, learning about the different faiths, beliefs and places of worship. This is a vital cornerstone to the learning in a Church of England school, and builds on the school's work to open the children's eyes to a bigger world. This academic year, the children will visit different Christian places of worship in Leominster, including The Priory, the Baptist church and the Catholic church. They will compare and contrast the differing beliefs and places of worship of the different Christian denominations, developing their depth of knowledge about world religions and their place in the world today. At the start of the next academic year, the school will hold a series of Interfaith Learning Days in school, inviting guests into school who represent a range of world faiths. This builds on the recent revision of the RE curriculum but goes much above and beyond to develop the children's learning of a range of world beliefs.</p>



Kingsland CE Primary School

International School Award Evaluation 2024



Impact on the children

Our children continue to be immersed by global school activities and learning, and planned activities have grown in depth and quality. Despite the restrictions and problems seen as a result of the cost of living crisis, lack of funding opportunities and the ongoing impact of the pandemic, the presence of international learning has remained high profile because of its already embedded nature throughout the curriculum and the value senior leaders and teachers place on it. ALL children have taken part in international learning during the year, including Class 3's topic all about Tanzania, whole school topic learning about Climate Change, Key Stage 2 penpal communications with our link school in France, development of a high-quality French curriculum and detailed medium term plans, and the development of prayer through the Diocesan Prayer Project with a focus on courageous advocacy and building on our School of Sanctuary accreditation. The impact of international learning on the children is plain to see, through the empathy they show with both known and unknown people, the relationships they value and how they treat others, and their levels of knowledge of the world and global issues. The children have developed a deep understanding of different cultures and how different people live, and embrace opportunities such as the Leominster Church visit to build their understanding of how differences and uniqueness should be celebrated. Alongside this, they have developed their ability to communicate effectively, speaking confidently and in an informed manner about complex issues such as justice, the plight of refugees and what life looks like in different countries and cultures. The children who took part in the Diocesan Prayer Project have created prayer boxes which will be used in school to help further develop the use of prayer in all classes. They have also created a prayer box for Kingsland Church which Rev Julie will use with her congregations. There are plans to take the project further than anticipated by creating wooden prayer plaques which will be strategically placed around the village to provide inspiration and reflection for the whole of the local community.

Impact on the staff

Staff at Kingsland actively pursue ways to develop professionally, and are well aware of ensuring they plan opportunities for our children to develop their understanding of global issues. "Leaders are conscious that Kingsland is a small, rural community without the wide range of cultures present in much of modern Britain. In order to enable children to experience 'life in all its fullness', the school carefully plans lessons which open children's eyes to the wider world." (SIAMS 2018). The school has actively revised its curriculum to increase the number and depth of activities which increase the children's knowledge of global issues, using their personal knowledge and passions e.g. Class 3 compared life in Herefordshire to Tanzania. The revision of a consistent and well-sequenced French curriculum, which identifies key knowledge and skills to be remembered, along with clear contexts for learning with the penpal communications with our link school, has brought a real passion for the teaching and learning of French. Ofsted have recognised the outstanding personal development opportunities the school provides, recognising the importance and impact of the school's global dimension and international ethos, through activities such as the International Speech Festival: 'Children know the importance of treating everyone equally and understand why discrimination is wrong.' (Ofsted 2023). Staff at Kingsland are greatly valued and their CPD is of priority: 'Staff and parents appreciate the support senior leaders provide and appreciate their approachability. Staff training is prioritised. Most

teachers have achieved, or are working towards, additional professional qualifications. This shows their commitment to learning and to providing a high-quality education for pupils in their care.' (Ofsted 2023). Staff have a deep emotional intelligence to understand the high impact of international learning, both on the children and themselves.

Impact on the community

At Kingsland, we pride ourselves on the spirit and involvement of the whole school community, which impacts heavily on the experiences of all our children. As a CoE school, we align ourselves closely to the CoE's vision for education, including 'Educating for community and living well together.' On the 2024 Parents' Questionnaire, parents comment: 'It's a safe, happy and loving environment with a strong Christian ethos' and 'I think the best thing is the feel and ethos of the school. All throughout the school you get a feel for the care and exceptional input that the teachers and staff put in. This is personally evident to us through how our child feels at the school and the

amazing progress he has made so far.' Our "outstanding" SIAMS inspection states, "... leads to a strong sense of community. Global links are also strong. Through the partnership with Moivaro School in Tanzania, children discover how different communities, 1000s of miles apart, can learn from one another." Strong community involvement is a distinct feature of the school but has been more challenging due to the cost of living crisis and the ongoing pandemic impact. However, the school has found innovative ways of developing international learning, particularly through the Diocesan Prayer Project, School of Sanctuary work and Courageous Advocacy curriculum development. The community regularly comes together, highlighting areas of need such as collecting raincoats, umbrellas and suitcases for the refugees staying in Leominster. The school and church have enjoyed a very close relationship for many years, with the close involvement of Rev Julie in the school. A number of projects bring the two institutions together, such as through the Diocesan Prayer Project and collecting items for Leominster food bank. Rev Julie reported to governors: 'In all the years the children are secure enough to be vulnerable - able to share their deep thoughts and as they travel through the school to be able to express their own thoughts and question the ideas. They feel valued and are able to see how the Christian Values that underpin the school affects their lives and the lives of others.'

Other programmes

Our global diversity activities are inextricably linked to our deep Christian ethos – respect for all, alongside a celebration of diversity and inclusivity. Despite the lack of ethnic diversity in the local community, the school has a high percentage of children with SEND, all of which are celebrated as unique children of God. We are actively involved each year with projects such as Christian Aid week, which also informs our thinking about Courageous Advocacy, where children themselves develop a deep sense of being a responsible and active citizen. Direct curriculum links are currently being developed with courageous advocacy as part of the school's ongoing School Improvement Plan. As a school with a strong sporting heritage, we celebrate having achieved the School Games Platinum award since the last ISA reaccreditation, one of only a handful of primary schools in Herefordshire. This demonstrates the school's commitment to opening the children's eyes to a bigger world, allowing them to live out the school vision of 'Let your light shine'.

Plans on sustaining the international ethos

Our school has been integral to the success of the Leominster-Tengeru link for over 16 years, demonstrating our commitment to the project for the benefit of children, staff and communities across the region. We have worked actively and regularly together with local schools and Tanzanian schools to develop a strong shared vision, maintaining communication via Whatsapp and email, helping to strengthen bonds with our global school partners. We continue to contribute to a funding pot to maintain the work of a local “fixer” so that future projects can resume once reciprocal visits are again possible. Alongside our “outstanding” SIAMS inspection, which has demanded great respect from our local schools, we have promoted the ISA accreditation with our colleagues, who have been encouraged to seek accreditation themselves. Support will continue through the process as we continue to share good practice. Our Ofsted inspection recognises the depth of the school’s personal development curriculum: “They learn about the world they live in and the importance of caring for it.” The school understands the importance of continuing to build on the Christian ethos and the international learning opportunities it provides, conscious that in an ever-changing world, the curriculum needs to constantly adapt to reflect current thinking - this is why it embraces new opportunities such as School of Sanctuary and Courageous Advocacy.

Support for other schools

Kingsland School is outward-looking in every way, valuing the impact of collaborative learning, seen through our extensive work with School to School support, the three Specialist Leaders of Education amongst our talented staff, and the leadership CPD opportunities that six out of eight teachers have recently embraced through the Church of England NPQ schemes. This naturally extends to our international learning too. Despite the challenges of the cost of living crisis and the ongoing impact of the pandemic, the school has been integral in keeping the fire burning with our international links, leading the way with other local schools to maintain and develop communication during these challenging times, particularly through the Leominster-Tengeru cluster meetings. The school has developed a bespoke webpage on the school website specifically about promoting the love of international learning. This will continue to be developed to share the school’s experiences, and where we shall continue to publish the school’s international learning action plan and celebrate our strong global connections. The school regularly shares its learning and understanding of global issues through its website and newsletters, reporting on areas such as the recent international speech festival and Pupils2Parliament learning. The school continues to disseminate this good practice, building on what was reported by Ofsted in 2020: ‘Leaders make sure that staff share individual knowledge with all colleagues.’ (Ofsted March 2020). Direct communication with other local schools in the Leominster-Tengeru cluster continues in order to develop relationships, build international understanding, share good practice and work collaboratively to solve logistical and technical problems.

Long-term Impact on Pupils, Teachers and the Community

Our school has held a proud history of developing a rich international dimension as part of our diverse curriculum, having achieved 4 accreditation levels of the ISA over the past 12 years. New staff bring renewed enthusiasm, building on the deep understanding of global diversity that already permeates the school community. We cannot imagine a life without these enriching learning experiences. It is clear that the impact of this sustained and embedded ethos has made a lasting impression for all involved, with our children growing up to be intelligent and respectful global citizens. “Together, vision, values and spirituality underpin all areas of school life. This deeply embedded Christian ethos and the clarity with which the school’s vision is expressed, has a significant impact on children.” (SIAMS 2018). Our clear ethos of embracing diversity and developing global dimensions is an important reason why many parents choose Kingsland CE Primary School for their children. Displays around the school

celebrating international diversity ensure the children can articulate what global dimensions means for them, thinking and analysing for themselves and challenging prejudice in all its forms. “As a result, children have a high degree of understanding of and respect for difference and diversity. One child commented, ‘Even though we’re different, we’re all human beings and can be friends’.” (SIAMS 2018). Ofsted 2023 report: “Let your light shine’ is the deeply Christian vision that underpins the strong ethos and ambition set by leaders and staff. Pupils work hard, treat others with respect ...’