

start my feet



Both school A and School B are English Medium schools. They cater for children aged between 3 and 11.

They are also both community schools. School A is a pioneer school which means they worked with the Welsh Government to develop and pilot the new curriculum for Wales (Estyn, 2017).

Working with vulnerable families and children

School A work with groups of children who may be classed as vulnerable. These include:

- ALN Children
- Service Children
- Refugee's
- Multi-lingual children
- Young carers



Each week staff have allocated time to work with each of these groups of children to engage them in a variety of group activities such as cooking, craft and forest schools. The families of the children are also invited into the school to partake in these activities to build a sense of belonging, and involvement and help the families to socialise.

Clubs and groups

Both Schools A and B have a variety of clubs and groups available for families and children to be a part of. Some examples of groups are:

- Dad's Lego club
- Parent/toddler group
- Weekly coffee mornings.



These groups allow the families to meet with other parents and socialise and help them to be more involved with the child's school education.

The children will also be experiencing different activities with their friends which will help them develop socially.

DockLeaf project

School A has implemented the DockLeaf Project which is for any member of the community who would like to become a learning support assistant. The school works alongside the local college for members of the community to complete an NVQ qualification and volunteer in the school. At the end of the qualification, they can work in the school and possibly progress to high levels of their NVQ.

Both School A and B host collective worship days where local faith groups visit the school and discuss all faiths and beliefs of individuals within the school community.

Both schools have open days for potential future children and families to attend to see what the school looks like and who the staff are so that they will hopefully feel less anxious when their first day comes.

Including families in the curriculum

Both schools A and B recognise that relationships with the families are very important and maintaining them is key to the academic success of the children. The schools work with the families of the children which allows the needs of the community to met. To involve the families with the curriculum school A:

- Creates questionnaires asking the families what they want their children to learn and what areas of RSE they feel they want their children to learn and what they don't want their children to learn about based on religious views and opinions.
- Brining the families in to showcase their children's work.



Areas of high deprivation

School A is situated in an area of high deprivation, which has meant the school has had to work with the community to support the families of the children, the children and also the staff. Some examples of the things they do include:

- Loan of resources – Help yourself hub in school with uniform, books, numrecon, nappies, washing powder, wipes and story sacks available for parents to loan or take.
- Help yourself trollies in each classroom with hats, scarves, deodorant, snacks, and drinks for the children to have access to if they don't have these items themselves.
- Free soup and bread rolls every lunchtime for staff to have to help with the cost of living crisis.