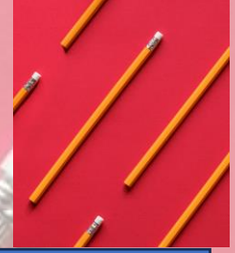
Start at my Feet



How do schools encourage and support parental involvement with their child's learning?

The school runs 'Stay and Play' sessions in Early Years on a Friday morning, meaning the door is open for parents to stay for the session.

The school is supportive of all types of families from gypsy traveller families to refugees. Different types of families require different support, for example the gypsy traveller families' main priority is for their children to learn to read and write. On the contrary, the group run for refugee families is more fun and sociable to generate a sense of belonging.

They provide an ELSA Family Programme, for families which require emotional support. This consists of 6 sessions, the first two being with just the child, and the remainder with the family too.

'Find out Friday' sessions are weekly group sessions for families where they can discuss problems in the community, that could be affecting their children. There is a different professional representative from the community there each week for example someone from the police, fire service or doctors.

How does the school collaborate with parents before a child starts school?

They do home visits to the prospective child's home before they start school at the age of 3. This helps the school see the bigger picture of the child's home life. The family support officer goes with who will be the child's teacher. This is helpful so the staff can then see how best to support the child.
It can be an easier way to get parents to share their history and be more open. Some parents can be anxious to let the school staff into their homes, so being friendly and approachable is important. These home visits highlight the discrepancy between families and the poverty that is in some homes.
The school also offers weekly toddler groups, to welcome families to the school.

How the school interacts with parents

They have an extensive website with lots of information including policies and inspections

They have up to date social media platforms with what the children are learning

They have a MyEd app to communicate directly with parents.

They also use the Class Charts app which allows teachers to chart students behaviour. Parents can then see how their child is doing on their learning journey

Parents evenings give parents an opportunity to discuss their child's progress.
School reports also provide written feedback.

Parental engagement sessions, where the parents can join their child in class and learn together, and how to best support them at home.

How does the school encourage the student voice?

The school is a Gold Rights Respecting School. The United Nation's Convention of the Right's of the Child are displayed on all the display boards around the school. The school also runs a Rights Respecting Group for students. They are at the core of everything that the child learns, encouraging dignity, tolerance and equality.

The child's voice is empowered within the school and students are encouraged to share their ideas and contribute to the autonomy over their learning.

Children are encouraged to be responsible citizens in the community

The children designed characters for each of the Four Purposes. They are encouraged to self assess against them.

How the Socioeconomic Status of the area affects the opportunities for children

The school is in a deprived economic area. In 2023, 29.3% of learners were eligible for free school meals . The school offers support with providing families with what they need. Where necessary, they provide:

- School uniform
- An electronic device for children to learn on
- Loaning library for toys and books
- Take what you need trollies, where families and children can take everyday essential items

Family support officers can help contact third party organisations to help with housing and benefits.

The family support officers are a friendly and welcoming face for families, they help with all kinds of issues. From emotional support, to help with more practical problems such as providing transport to appointments.

The school has a flying start provision.

How the Ethos of the School is inclusive for families, children and the community

Their mission statement is proud to be a community school, striving for the success for all.

They are an inclusive school and have an Acceleration for all policy which encourages the success of all pupils

It is an English medium school, however incidental Welsh is promoted. The children are encouraged to be part of their Welsh heritage.

There is an LRC (Learning Resource Provision) provision within the school, which provides education separate to the mainstream classes for children who need extra support.

What does the school engage with the community?

They have a weekly community choir for anyone in the school or community. The choir then performs for the community in various settings, giving something back.

The school runs the 'Dock Leaf project'. This is an opportunity for anyone in the community to volunteer at the school and gain an NVQ qualification, helping them get back into work. This project has been very successful. Members of staff at the school have gained employment as part of the project. There have been over 100 participants, and it has had a significant impact on the local economy generating over £5 million, by getting people back into work.

Children can have their vaccinations at the school. This has been very effective at increasing the numbers of children vaccinated.

What opportunities the school offers in terms of emotional and moral development

The school runs Nurture groups to assist with pupils social, emotional and behavioural difficulties

The school teaches empathy as a necessary tool to succeed and to be a valued contributor to society. They follow Empathy Lab which is a range of books that emphasise empathy with the students.

The school follows PATHs (a social-emotional learning curriculum), which teaches that compliments are important for self-esteem.

All pupils attend a daily act of worship, with the aim of moral and spiritual development.