

Start at My Feet

From Estyn:

“The school has highly effective partnerships with parents, local schools and the community. These have a very beneficial effect on pupils’ learning and wellbeing.”

School context and Information

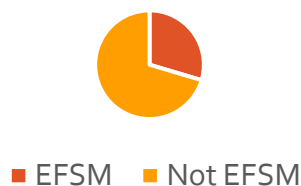
There are 646 pupils, 29.4% of these are Eligible for free school meals (EFSM).

It was noted in the pupil development grant document that not providing a free meal for full day pupils was a barrier to higher attendance. So, for this academic year, the school was received a pupil development grant totaling £205,850 to support EFSM students and to fund projects within the school to raise the attendance and attainment of pupils.

The school works closely with the local surgery practice and other health services to arrange sessions for healthy sleeping practices, aiding in ADHD consultations and even having nasal flu sprays performed in school to immunize students.

The Doc leaf program that the school runs takes volunteers from the families of pupils for two days a week and helps them achieve recognized qualifications in a partnership with a local college and the program has seen 100 participants fully qualified and successfully enter employment which has generated over five million pounds for the local economy.

3 year average percentage of pupils EFSM as of 2022

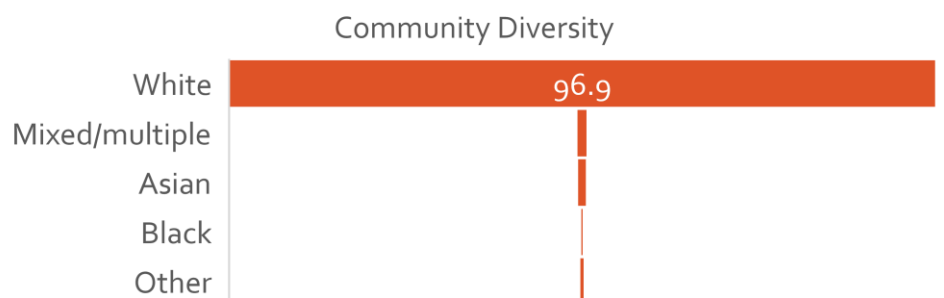


Community context

The community around the school holds a population of 9,700. With 96.9% being white, 1.3% mixed or multiple ethnic groups, 1.1% of Asian ethnicity, 0.2% from black ethnic backgrounds, with 0.5% being in other ethnic groups.

Religiously, the community is divided between mostly Christian and being non-religious, 43.5% and 48.5% respectively. 6.1% did not answer in the last census. 0.5% reported being Buddhist and an equal percent are Muslim, 0.1% Sikh and Jewish with the remaining 0.8% answering that they are of other religion(s).

The community can be considered low in terms of socioeconomic status as it is the number of workers in management, intermediate positions and small employer roles are below their respective national averages. The community workers stand above the national average in unemployment as well as above the average in routine and semi routine occupations.



School and community relationship

The school offers a range of communication methods for parents and the community. Such as the school website which contains the policies, news-letters, reports and projects the school manages. The school also uses social media to spread important news and messages, primarily using twitter and Facebook to spread important news and messages.

Doing this keeps families and the community well informed on school activities, what the school has to offer and what the community can do to help. Social media encourages the community to get involved and enrich the experiences of the children at events and open days.

Racks of clothes and essentials such as nappies, wipes, shoes and more are available on the school grounds as part of a 'take what you need' scheme for the under-privileged community. Anyone in the community is encouraged to use these resources, which are tailored to the seasons and stocked with whatever is noticed as being required the most. The resources are replaced from the school budget and some donations. Along with this other schemes are run to loan out equipment such as electronic devices and toys for pupils to increase engagement with work at home and to encourage younger pupils learning through play..

The school holds 'find out Fridays' a time for families to engage with the school openly and ask questions, allowing them to share experiences and raise concerns. Along with that each week there is a different professional representative attending the session, such as a member of the police, fire service or a local doctor.

The learner in the school

The school is a rights respecting school and as a pioneer school a range of engaging methods of practice in literacy, language and ICT are available for pupils.

Pupil diversity is openly celebrated, and their environment is enriched with facets of their multicultural community such as multi-lingual posters, this gives pupils an opportunity to learn and allows pupils to feel comfortable and included.

The school can offer the families of pupils' support in a variety of ways, even before a child enters the school at age 5, supporting young learners with the 'flying start' program. This program also allows parents to stay with the child during some sessions to create a stronger bond between the learner, family and the school.

Family support officers are in place to break down the barriers between parents and the school through home visits and support the learners' families regarding any issue without stigma. Through the support officers the family can communicate their needs to the school for the betterment of their child and family giving them the support, should they need it, in contacting a third party or gaining access to resources loaned through the school.

These support officers, alongside the family ELSA program allow the school to keep in close contact with families and provide everything that is needed for the pupils' development.

The school supports pupils with a diversity of needs, their ALN pupils, traveler families, refugees and young carers all have equal access to help and support. Whether they need access to washing machines and equipment, or emotional support at home.

The benefit to the pupils is obvious and the support available to them is crucial to their well-being and their personal development. As they travel through the school years pupils continue to receive support even as they transition into their secondary school.