

Create a community profile for your PTE 1. Using relevant literature, suggest ways in which the school makes its location and community to support pupil learning. (2,057)

Throughout this essay, the writer will discuss features of a primary school located in the south of Wales. In acceptance of the BERA (2024) ethical guidelines for educational research, to protect privacy and in conscience of confidentiality, the writer will refer to the school as School X. Within this essay, the writer will aim to discuss the significance of location, size and ethos that the school has considered to create an effective learning environment for the students. Statistics, such as free school meal percentages and children with English as an additional language (EAL) will also be discussed. Gal and Garfield (1997, quoted in Garfield and Chance 2000, p.100) argue that educational statistics can benefit not only the school and its educators, but the children if they have an awareness of the reasoning. Alongside the use of key documents such as ESTYN reports and school development plans, the writer will then propose recommendations in which School X can create further engagement with the local community. The Curriculum for Wales is a key theme, the writer will interpret how School X has developed their curriculum for teaching. All recommendations will strive to be specific for School X, considering the features discussed prior.

Community Profile;

The Welsh Government (2022) demonstrated that a community-focused school prioritizes collaboration with parents to develop strong, meaningful connections that create an inclusive environment celebrating diversity and individuality. It stresses the significance of home education and fosters seamless integration between school and its community. School X is a largely urban school situated in South Wales, yet has surrounding rural aspects. Despite ongoing debates, Reeves and Bylund (2005) concluded that urban school pupils were seen to achieve substantially better outcomes in comparison to their rural equivalents. Contrary to this, Chen and Fan (1998) discussed findings from the Nation Education Longitudinal Study (1998) which ascertained that

rural counterparts reached the same, if not exceeded the city-based students. A more recent study by Marta, Oktarifaldi, and Wisma (2023) suggested that urban peers had improved motor skills in relation to children in rural schools. A disputing view from Truscott and Truscott (2005) debates that the judgement should not focus on urban or rural factors but instead argue effective evaluation of the school area is to consider high need versus resource rich schools. Looking at the evidence, speculation could argue that school X should be achieving impressive results, however, these do not account for children with additional learning needs and English as a second language. This will be explored later in the writing. The ESTYN report (2024) of School X also highlighted that outdoor learning experiences were heavily facilitated in the school vicinity supporting the high outcomes of learners.

The Welsh Government (2024) state that School X currently holds 612 pupils. It is a medium-sized school with an average class size of 28 pupils. Chingos (2012) suggests that class size and achievement do not have any correlation despite the lack of studies. Yet, Gottfredson and DiPietro (2011, quoted in Gershenson and Langbein, 2016, p.1) relayed that attendance can be an issue faced for larger primary schools. The Welsh Government (2023) states that School X's attendance sits at 93.4%, yet within the school's attendance policy, the aim is 95%. The lower attendance percentage could be explained by the high number of pupils enrolled at the school. In terms of prior school attendance, school X's website shares that it has a flying start facility where they aim to prepare children and provide early development, encouraging kindness and social skills (School X 2024). This could suggest that children starting in the primary school are somewhat familiar with the surroundings and staff before starting full-time education.

School X has a free school meal percentage of 11.4. The Welsh Government (2022) implemented this scheme to tackle poverty. It promotes nutrition and champions diverse eating. Palmer, Brookes and Hedger (2021) discussed that in 2020 approximately 20% of Welsh population were entitled to free school meals, this proposes that School X is below average, thus alluding that school X is rather protected in terms of economy. In 2021-22 School X highlighted their development areas, looking to foster the well-being within the school both physically and mentally, secondly, tackling the curriculum and teaching. School X's curriculum (2022) focuses on the four purposes, which Curriculum for Wales

(2024) detailed to assist the design of school's learning related to the Welsh Government guidelines.

Community engagement;

When discussing recommendations for School X to further strengthen its engagement with the wider community, it is crucial to celebrate that there are many forms of this already evident within the school.

School X facilitates parent workshops whereby parents are given insight into how their children are being taught and the content included in this to strengthen the standard of home learning. One recommendation could be to assess the quality of home learning in the school. The Education Endowment Foundation (2024) state home learning for more disadvantaged children sees a drop in attainment, and home learning that is accessible for all will aid in effective education outside of school. Parcel and Minaghan (1990, quoted in Melhuish *et al.* 2008 p.96) propose that mothers with academic, mentally engaging occupations are more likely to provide resources that allow growth educationally within the home. To assist this challenge, Fatuzzo *et al.* (2004, quoted in McCormick *et al.* 2020 p.4) illustrate that academic themes taught in school such as writing, number and outdoor activities, should be shared with parents to support the students home learning. Healy (1998, quoted in Buriss and Buriss 2011, pg. 3) advises activities that foster movement in the outdoors-jumps and kicks that allow blood flow to the child's brain. Arguably, for School X, teachers can encourage their students as a beginning pathway that is accessible for all. The NHS (2022) highlights activities such as obstacle courses, dancing and game playing are all accessible learning experiences that can happen either indoor or outdoor. The NHS (2022) recommend that an hour of exercise is helpful for children daily with thirty minutes of this movement being outside of the school facility. Once again, School X could model what these activities can look like, suggesting interactions with their parents and possible siblings. The benefits of this for the children and the community are numerous. Oxley (2013, quoted in Tanase 2022 pg.426) discusses how home learning provides an increase of children's interpersonal skills. This can be seen to benefit the community in strengthening social interactions and relationship building.

Another recommendation is to look at communication and feedback. School X use the application Class Dojo as their online interaction pathway. Bordaba and Bochaca (2019) state that online transmission between parents and teachers is ever increasing. Obst and Stafunk (2010, quoted in Strange et al. p.1) share online communication enables those with less accessibility or resources to enhance their connection with school environment. This idea linking with the quality and accessibility of home learning for School X. That said, Strange (2018) conducted research that saw older and male parents feeling online communication was less beneficial than face-to-face interaction. Therefore, school X could ask for feedback from all parents with their attitudes about school and home communication to ensure that the consensus is positive. School X is a flying start school. Welsh Government (2024) debates that this system aids independence, competency in language and exposure to early education. A recommendation for School X is to hold transition days for those who do not attend the flying start facility. Counter to this, Bromson (2000) argues preschool does not grant school willingness. Using a transition method could diminish this problem. Symonds (2015) alludes that parents can mitigate transition by gifting the necessary attributes. O’Kane (2016) portrays integrated effort from both sides allows smoother transition and an overall benefit for the child. Rous et al. (2010) differs in stating that teachers are responsible, as their methods determine attitudes and attainment. Thus, where School X’s revisited communication may serve to build enhanced relationships between communities, parents and teachers before the school year begins.

The second area that could be further improved turns to diversity in School X. Despite being awarded School of Sanctuary status (2014) whereby a team of individual with firsthand experiences educate schools on how to create an inclusive environment, Poner (2019) indicated the lack of representation faced by ethnic minorities. Sardin et al. (2023) argue that youth face challenges in representation due to judgement, if negative they are seen as a threat or liability which diminishes their want to be seen. Bold (2019) alluded that despite a positive shift in children literature sales, producers were not reflecting the diverse UK. To support diversity, School X could take measures ensuring representation is affluent in all aspects of school life, thus creating a togetherness alongside belonging. Creany et al. (1993) agree representation in literature benefits children and creates pride

accommodating self-esteem. Maslow (1954, quoted in Huitt 2015, pg.7) developed the Hierarchy of Needs, demonstrating that people have deficiency needs and growth needs. Yet, without fulfilling the deficiency needs, growth cannot occur. One of these needs refer to belonging and inclusion. Baumeister and Leary (1995, quoted in Tabbasum 2022, pg.11) convey that this concept stemmed from the belonging theory whereby humans strive for connections that relate to feelings. In support, Bronfenbrenner (1979) ecological system purports how a child's immediate environments have a great effect on their development. Bronfenbrenner's theory would see culture as one of the closest influences, therefore, School X engaging with the children's culture and ensuring depiction could ensure the feelings of isolation that many may face is avoided. Wainwright (2021) saw isolation as a theme for black, Asian and ethnic minorities in the UK, causing disconnection from society through racism and discrimination. To avoid this, School X could ensure that teachers have full awareness of this. Hawley and Wolf (2011) convey that teacher development should relate heavily with topics of diversity, increasing empathy and consciousness. DARPL (2024) are a project that works alongside the education system in Wales to share real life experiences and develop alertness. Counter to this, Bhopal and Rhame (2014, quoted in Brownsword 2019) dispute that many white educators hold negative connotations towards black, Asian and ethnic minorities, due to ignorance of cultural knowledge.

[REDACTED]

[REDACTED]

In conclusion, the writer suggests that School X has many techniques that promote engagement with the wider community; facilities such as Flying Start, awards for their acceptance of diversity, parent communication and many others. Yet to further strengthen these assets, it is important to ensure that those who are not accessing the pre-school environment are catered for, and that communication methods between the school and parents are accessible for all. Additionally, representation is seen throughout all resources and all children are encouraged to share their cultures, achievements and skills.

References

Angle, M., Divney, A., Magriples, U. and Kershaw, T. (2014). Social Support, Family Functioning and Parenting Competence in Adolescent Parents. *Maternal and Child Health Journal*, [online] 19(1), pp.67–73. Available at:

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4233010/> [Accessed 18 Dec. 2024].

BERA (2024). *Ethical Guidelines for Educational Research, Fifth Edition (2024)*. [online] www.bera.ac.uk. Available at: <https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-fifth-edition-2024-online> [Accessed 4 Jan. 2025].

Bordalba, M.M. and Bochaca, J.G. (2019). Digital Media for family-school communication? Parents' and teachers' Beliefs. *Computers & Education*, [online] 132(1), pp.44–62. Available

at: <https://www.sciencedirect.com/science/article/abs/pii/S0360131519300065> [Accessed 18 Dec. 2024].

Bower, V. (2017). *Supporting Children with English as an Additional Language*. [online] London: Open University Press. Available at: https://books.google.co.uk/books?hl=en&lr=&id=xskvEAAQBAJ&oi=fnd&pg=PP9&dq=eal+in+schools+supporting+children&ots=fo0CmaYoWX&sig=P3AisWus2LTskNNl8XYrUESgrn0&redir_esc=y#v=onepage&q&f=false [Accessed 2 Jan. 2025].

Bronfenbrenner, U. (1979). *The Ecology of Human Development : Experiments by Nature and Design*. 1st ed. [online] Harvard University Press. Available at: <https://ebookcentral.proquest.com/lib/trinity/reader.action?docID=3300702&query=> [Accessed 16 Nov. 2024].

Brostrom, S. (2024). Transition to School. *Ed.gov*, [online] ED445814. Available at: <https://eric.ed.gov/?id=ED445814> [Accessed 18 Dec. 2024].

Brownsword , S. (2019). Preparing Primary Trainee Teachers to Teach Children from Black, Asian and Other Minority Ethnic (BAME) Backgrounds or groups: participation, Experiences and Perceptions of Trainee Teachers - Insight. *Cumbria.ac.uk*, [online] 11(2). Available at: <http://insight.cumbria.ac.uk/id/eprint/4657/> [Accessed 3 Jan. 2025].

Burriss, K. and Burriss, L. (2011). Outdoor Play and Learning: Policy and Practice. *International Journal of Education Policy and Leadership*, [online] 6(8), pp.1–12. Available at: <https://files.eric.ed.gov/fulltext/EJ963739.pdf> [Accessed 16 Dec. 2024].

Chen , M.J. and Fan, X. (1998). *Academic Achievement of Rural School Students: a Multi-Year Comparison with Their Peers in Suburban and Urban Schools*. [online] College of Education at Pennsylvania State University.: Center on Rural Education and Communities. Available at: <https://files.eric.ed.gov/fulltext/ED418829.pdf> [Accessed 14 Apr. 2023].

Chingos, M.M. (2012). Class Size and Student Outcomes: Research and Policy Implications. *Journal of Policy Analysis and Management*, [online] 32(2), pp.411–438. Available at: https://www-jstor-org.ezproxy.uwtsd.ac.uk/stable/42001539?searchText=&searchUri=&ab_segments=&search

[Key=&refreqid=fastly-default%3A090a179ac4ce700942cf0047fb200486&initiator=recommender&seq=1](#)
[Accessed 9 Dec. 2024].

Commissioner for Wales (2021). *Children's Commissioner for Wales- This Is Me* . [online] Children's Commissioner for Wales. Available at:
<https://www.childcomwales.org.uk/faqs/resources-2/> [Accessed 3 Jan. 2025].

Creany, A.D., Couch, R.A. and Caropreso, E.J. (1993). *Representation of Culture in Children's Picture Books*. [online] ERIC. Clarion University . Available at:
<https://eric.ed.gov/?id=ED370570> [Accessed 3 Jan. 2025].

Education Endowment Foundation (2021). *Parental engagement*. [online] Education Endowment Foundation. Available at:
<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement> [Accessed 16 Dec. 2024].

Gershenson, S. and Langbein, L. (2015). The Effect of Primary School Size on Academic Achievement. *Educational Evaluation and Policy Analysis*, [online] 37(1_suppl), pp.135S155S. Available at: <https://www-jstor-org.ezproxy.uwtsd.ac.uk/stable/43773501?sid=primo&title=The+Effect+of+Primary+School+Size+on+Academic+Achievement&seq=1> [Accessed 9 Dec. 2024].

Guy Vieler-Porter, C. (2019). *the Underrepresentation of Black and Minority Ethnic People in the Leadership of children's learning: chance, Coincidence or design?* [online] University of Birmingham . Available at:
<https://etheses.bham.ac.uk/id/eprint/9643/7/VielerPorter2019PhD.pdf> [Accessed 2 Jan. 2025].

Hawley, W.D. and Wolf, R. (2011). *Diversity Responsive Schools* . [online] The Southern Poverty Law Center. Available at: https://www.learningforjustice.org/sites/default/files/2017-06/Diversity%20Responsive%20Schools_TT%20white%20paper%20Hawley.pdf [Accessed 2 Jan. 2025].

Huitt, William. (2015). 'Maslow's Hierarchy of needs.' *Educational Psychology Interactive* . [online] pp.7–8. [online] Available at: https://www.rlifiles.com/files/en/2015_Grad_F.pdf [Accessed 2 Jan. 2025].

Josefsson, J., Sandin, B., Hanson, K. and Sarada Balagopalan (2023). Representing Children. *Springer eBooks*, [online] pp.1–28. Available at: <https://viewer-ebshost-com.ezproxy.uwtsd.ac.uk/EbscoViewerService/ebook?an=3730125&callbackUrl=https%3a%2f%2fresearch.ebsco.com&db=e001mww&format=EK&profId=ehost&lpid=&ppid=&lang=en&location=https%3a%2f%2fresearch-ebsco-com.ezproxy.uwtsd.ac.uk%2fc%2fonvpsy%2fsearch%2fdetails%2foeulyatu7r%3fdb%3de001mww&isPLink=False&requestContext=&profileIdentifier=onvpsy&recordId=oeulyatu7r> [Accessed 3 Jan. 2025].

Joshi, H. and Hawkes, D. (2018). *Early and Late Entry to Motherhood in Wales: Evidence of Socio-economic Inequalities in the First Survey of the UK Millennium Cohort REPORT TO THE WELSH ASSEMBLY GOVERNMENT*. [online] Available at: <https://www.gov.wales/sites/default/files/statistics-and-research/2018-12/060524-entry-motherhood-en.pdf> [Accessed 18 Dec. 2024].

Lilliedahl, J. (2021). Class, capital, and school culture: Parental involvement in public schools with specialised music programmes. *British Journal of Sociology of Education*, [online] 42(2), pp.1–15. Available at: <https://www.tandfonline.com/doi/epdf/10.1080/01425692.2021.1875198?needAccess=true> [Accessed 3 Jan. 2025].

Marta, I.A., Oktarifaldi Oktarifaldi and Nur Wisma (2023). Analysis of Motor Coordination Abilities of students: Comparative Study of Students in Urban and Rural Areas. *Jurnal SPORTIF Jurnal Penelitian Pembelajaran*, [online] 9(3), pp.415–436. Available at: <https://ojs.unpkediri.ac.id/index.php/pjk/article/view/21218> [Accessed 6 Dec. 2024].

McCormick, M.P., Weissman, A.K., Weiland, C., Hsueh, J., Sachs, J. and Snow, C. (2020). Time well spent: Home learning activities and gains in children’s academic skills in the prekindergarten year. *Developmental Psychology*, [online] 56(4), pp.710–726. Available at: <https://psycnet.apa.org/doiLanding?doi=10.1037%2Fdev0000891> [Accessed 16 Dec. 2024].

Melhuish, E.C., Phan, M.B., Sylva, K., Sammons, P., Siraj-Blatchford, I. and Taggart, B. (2008). Effects of the Home Learning Environment and Preschool Center Experience upon Literacy and Numeracy Development in Early Primary School. *Journal of Social Issues*,

[online] 64(1), pp.95–114. Available at:
https://spssi.onlinelibrary.wiley.com/doi/epdf/10.1111/j.1540-4560.2008.00550.x?saml_referrer [Accessed 16 Dec. 2024].

Meyer, J.A. and Mann, M.B. (2006). Teachers' Perceptions of the Benefits of Home Visits for Early Elementary Children. *Early Childhood Education Journal*, [online] 34(1), pp.93–97. Available at: https://www.acf.hhs.gov/sites/default/files/opre/parent_involvement.pdf [Accessed 18 Dec. 2024].

Mills, A., Schmied, V., Taylor, C., Dahlen, H., Schuiringa, W. and Hudson, M.E. (2012a). Connecting, learning, leaving: Supporting Young Parents in the Community. *Health & Social Care in the Community*, [online] 20(6), pp.663–672. Available at: https://onlinelibrary.wiley.com/doi/epdf/10.1111/j.1365-2524.2012.01084.x?saml_referrer [Accessed 18 Dec. 2024].

NHS (2022). *Free Indoor Activities for Kids – Healthier Families*. [online] nhs.uk. [online] Available at: <https://www.nhs.uk/healthier-families/activities/indoor-activities-for-kids/> [Accessed 16 Dec. 2024].

O Kane , M. (2016). *Transition from Preschool to Primary School*. [online] Dublin : National Council for Curriculum and Assessment. [online] Available at: https://ncca.ie/media/3196/3754_ncca_researchreport19_lr.pdf [Accessed 2 Jan. 2025].

Palmer, K., Brooks, L. and Hedger, J. (2021). *Feeding Our Future -State of the Nations WALES* How Much Veg Do Welsh Children and Young People eat?* [online] Food Sense Wales . Available at: https://www.foodsensewales.org.uk/app/uploads/2021/09/Report_StateOfTheNation_Wales.pdf [Accessed 9 Dec. 2024].

Reeves, E.B. and Bylund, R.A. (2005). Are Rural Schools Inferior to Urban Schools? a Multilevel Analysis of School Accountability Trends in Kentucky*. *Rural Sociology*, 70(3), pp.360–386. [online] Available at: <https://onlinelibrary.wiley.com/doi/abs/10.1526/0036011054831215> [Accessed 9 Dec. 2024].

Rhys Price-Robertson (2010). *Supporting Young Parents*. [online] Available at: https://www.researchgate.net/publication/265046498_Supporting_young_parents [Accessed 18 Dec. 2024].

Richards, H.V., Brown, A.F. and Forde, T.B. (2007). Addressing Diversity in Schools: Culturally Responsive Pedagogy. *TEACHING Exceptional Children*, [online] 39(3), pp.64–68. <https://journals.sagepub.com/doi/abs/10.1177/004005990703900310> [Accessed 18 Dec. 2024].

Rous, B., Hallam, R., McCormick, K. and Cox, M. (2010). Practices That Support the Transition to Public Preschool programs: Results from a National Survey. *Early Childhood Research Quarterly*, [online] 25(1), pp.17–32. [online] Available at: <https://www.sciencedirect.com/science/article/pii/S0885200609000635> [Accessed 2 Jan. 2025].

Schools of Sanctuary (2014). *Schools of Sanctuary | Learn... Embed... Share...* [online] Cityofsanctuary.org. Available at: <https://schools.cityofsanctuary.org/> [Accessed 2 Jan. 2025].

School X (2021). *Nursery website* [online] Available at: <REDACTED> [Accessed 9 Dec. 2024].

School X (2021). *Our Curriculum* [online] Available at: <REDACTED> [Accessed 9 Dec. 2024].

School X (2021). *Policies* [online] Available at: <REDACTED> [Accessed 9 Dec. 2024].

School X (2021). *School Improvement 2021-2022* [online] Available at: <REDACTED> [Accessed 9 Dec. 2024].

Strange, C., Fisher, C., Howat, P. and Wood, L. (2018). ‘Easier to Isolate yourself...there’s No Need to Leave the House’ – a Qualitative Study on the Paradoxes of Online Communication for Parents with Young Children. *Computers in Human Behavior*, 83(1), pp.168–175. [online] Available at:

<https://www.sciencedirect.com/science/article/abs/pii/S0747563218300463> [Accessed 2 Jan. 2025].

Symonds, J. (2015). *Understanding School Transition: What Happens to Children and How to Help Them*. [online] London: Routledge. Available at: <https://ebookcentral.proquest.com/lib/trinity/reader.action?docID=3569095&ppg=74> [Accessed 2 Jan. 2025].

Tabassum, U. (2022). *Time to belong: Exploring Factors Affecting BAME Young people's Sense of Belonging in Relation to Their School Experiences*. [online] Available at: <https://etheses.whiterose.ac.uk/32271/1/Tabassum%20Unsa%20Thesis%20Time%20to%20Belong%20FINAL%20COPY%20docx.pdf> [Accessed 2 Jan. 2025].

Tanase, M. (2022). The Benefits and Challenges of Home-School Communication in Urban Settings. *Contemporary School Psychology*, 136(9). [online] Available at: <https://link.springer.com/article/10.1007/s40688-021-00404-2> [Accessed 2 Jan. 2025].

Turner-Vorbeck, T. and Monica Miller Marsh (2008). *Other kinds of families : embracing diversity in schools*. [online] New York ; London: Teachers College Press. Available at: https://books.google.co.uk/books?hl=en&lr=&id=0CNeDwAAQBAJ&oi=fnd&pg=PT7&dq=how+to+support+diversity+in+schools&ots=zHyEM-xc3r&sig=pl357wUT4eRDGLqr3ppKzWdTSgo&redir_esc=y#v=onepage&q=how%20to%20support%20diversity%20in%20schools&f=false [Accessed 2 Jan. 2025].

Wainwright, J. (2021). Introducing the Special Issue on the Experiences of Black, Asian and Minority Ethnic (BAME) Children and Families in the Welfare Context. *Genealogy*, [online] 5(4), p.89. [online] Available at: <https://www.mdpi.com/2313-5778/5/4/89> [Accessed 2 Jan. 2025].

Welsh Government (2020). *Introduction to Curriculum for Wales Guidance - Hwb*. [online] hwb.gov.wales. [online] Available at: <https://hwb.gov.wales/curriculum-for-wales/introduction-to-curriculum-for-wales-guidance/> [Accessed 9 Dec. 2024].

Welsh Government (2022a). *Community Focused Schools*. [online] Available at: <https://www.gov.wales/sites/default/files/pdf-versions/2024/2/4/1708614958/community-focused-schools.pdf>.

Welsh Government (2022b). *Universal Primary Free School Meals (UPFSM)*. [online] GOV.WALES. [online] Available at: <https://www.gov.wales/universal-primary-free-school-meals-upfsm> [Accessed 9 Dec. 2024].

Welsh Government (2024a). *Flying Start Programme* | GOV.WALES. [online] www.gov.wales. Available at: <https://www.gov.wales/flying-start-programme> [Accessed 18 Dec. 2024].

Welsh Government (2024) *My Local School*. Available at: <REDACTED> (Accessed: 17 December 2024)

Welsh Government (2024). *Cross-cutting Themes for Designing Your Curriculum - Hwb*. [online] hwb.gov.wales. Available at: <https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/cross-cutting-themes-for-designing-your-curriculum> [Accessed 2 Jan. 2025].