

Introduction to school

- 408 pupils
- English medium speaking school
- Found within the county of Swansea
- Mixed gender school
- School is split into Nursery, Infants and Juniors

Statistics

- Support category graded (Green)
- Average attendance of 94.2% during the school year (2019)
- Pupil Teacher Ratio is 24.4
- School budget per student is £3067

Relationship with Parents

Communication and a strong relationship with the student's parents is important within this school community. The school has recently introduced a range of new interventions and applications that are used to increase parents' involvement with their child's schoolwork.

The **PTA** is a huge committee within the school and gives the parents a decisive say in various decisions involving pupils. It is also a chance for parents to share their beliefs and suggestions towards the school.

The use of technology is significant within the school and a variety of different applications are used to create a link between the child's work and the parent. **Abacus**, **Hwb** and **TTRockstar** are educational applications used within the school and home settings. The class teacher sets three tasks a week for the child to work on and complete at home within the supervision of a parent or guardian. This is a strategy used by the school to enhance the parent's role in their child's education.

Theory

Bronfenbrenner's Ecological Systems Theory

In the year of 1979 Bronfenbrenner developed what is known as the Ecological systems theory. He created this theory to explain 'how the inherent qualities of children and their environment interact to influence how they grow and develop' (Psychology Notes HQ, 2017). According to Psychology Notes HQ Bronfenbrenner believes his theory 'Emphasizes the importance of the studying children in multiple environments'. I believe Bronfenbrenner is using his theory as a strategy to help understand different children's developments and help indicate specific areas in which focus is required.

Bronfenbrenner also suggests 'children typically find themselves emmeshed in various ecosystems (Psychology Notes HQ, 2017). These ecosystems can be seen on the diagram labelled **Figure 1**.

Reggio Emilia Approach

Linda Pound suggests this approach first became recognized when various theorists including Jerome Bruner, Lilian Katz and Howard Gardner 'became interested in and excited by the work of Reggio Emilia'. The North American Reggio Emilia alliance states the approach was developed in Italy at the end of World War 2 (1945). 'Participation values and fosters dialogue and the sense of belonging to a community' is one of the key principles of Reggio Emilia approach (North American Reggio Emilia Alliance). See **Figure 3** for key principles

Relationship between learner, school and community

The school I am attending for bridging represents and displays the relationship between the school and community in a wide variety of ways. The most unique way these are connected within this school is the Learning street (**See figure 2**). The Learning street is an open area within the school that connects each classroom together. This learning street is often used so children from other classes can communicate and take part in different tasks and challenges. This area is also regularly used for activities involving the wider community such as concerts and fundraising events.

The relationship between the learner, school and community can be formed from five different aspects including cultural, language, faith, social and economical links.

Cultural relations between the school and community included concerts and days of celebration including St David's day and Easter. The school would invite members from the community such as care homes and businesses to celebrate these events.

Language relationships are demonstrated throughout the school and the local community. The local library holds regular Welsh lessons for students to engage and develop their understanding of the Welsh language. The school's website is bilingual so can be viewed in either the language of Welsh or English. This allows all members of the community to access the school's information platform.

Social relationships between the learner and community include regular lectures from local PCSO's, the Learning Street, online website access and community events such as bands.

My bridging school demonstrates a huge relationship with the community regarding the local **economy**. Fundraising events such as cake sales and collections in local supermarkets boost the local economy. Local businesses also sponsor and donate to the school for various e.g. the sports kits and equipment.

Faith is the last aspect which connects the community with the school. Activities such as regular trips to the local church give the children an understanding of religion. Other activities include visits from the local vicar and workshops.



Start At My Feet

Comparison between Socio-economic statistics in Wales and my bridging Schools community

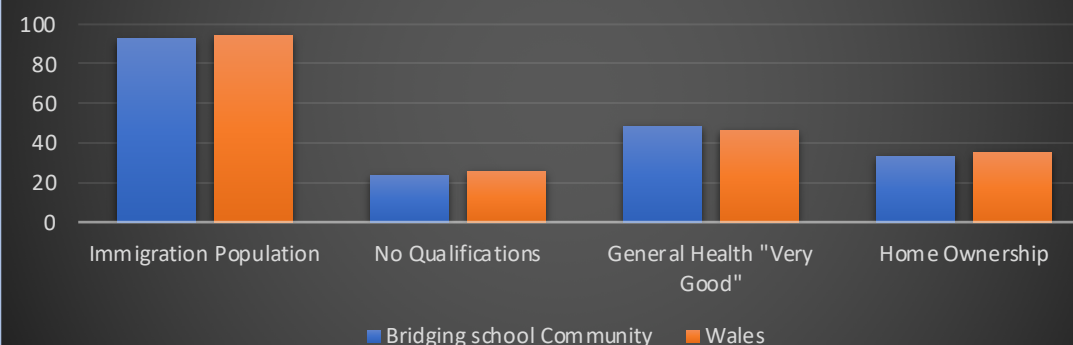
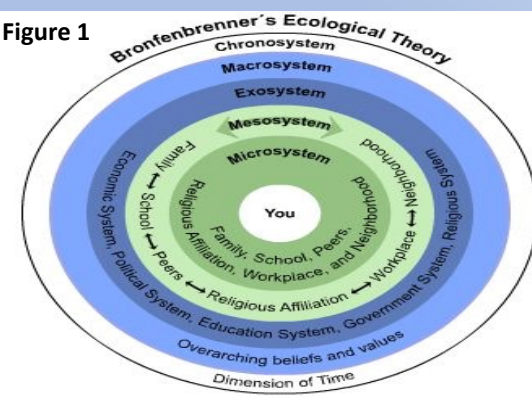


Figure 1



Research

The 'I live here UK' website presented me with endless statistics that allowed me to compare socio-economic data between Wales and the community in which my bridging school is placed. As shown in the graph the statistics state the percentage of qualifications within the school's community is marginally higher (25.8%) than the average community within Wales (25.9%). This stat suggests the school is placed within an area of low deprivation. However, other findings suggest that Home Ownership statistics are lower (33.4%) within the school's community than the average Welsh community. This then contrasts my point of the area being a low deprived area as it shows signs of low economical wealth.

The graph also demonstrates that the General Health within my bridging school's community appears higher (48.65%) under the term 'Very Good' than the average Welsh community (46.64%). Even though there is a fine margin between the statistics, this could result in the community being interpreted differently on different Censuses etc.

Summary

In summary, there is a clear and strong relationship between the school and the learner/community. This is shown through the 5 different aspects of faith, social, economical, language and cultural relations.

Also, it proves that the parents also contain a large role in the development of their child's education through modern technology due to the ever-growing world of technology within the school community. It has proven a fast growth in communication between the school and the parents.

Statistics demonstrate and display how the socio-economic aspects are linked to the school and how the school uses the community in ways that can help the progression and development of their students.

The theories studied give a clear understanding of how and why the school uses the community to its advantage and provides an understanding of the positives an interlinking relationship can create.

References

Psychology Notes HQ (2017) *What is Bronfenbrenner's Ecological Systems Theory*
Available at-<https://www.psychologynoteshq.com/bronfenbrenner-ecological-theory/>

Pound. L (2005) *How Children Learn*. Step Forward Publishing Ltd: London

https://www.reggioalliance.org/narea/#orange_tab3

Image- <https://sites.google.com/site/dsmktylenda/content/bronfenbrenner-s-ecological-theory>

<https://www.ilivehere.co.uk/statistics-gowerton-swanseal-15161.html>