

Cultural, language, socio-economic and general context of school A

- Opened in 2001.
- Gold Rights Respecting School
- 633 pupils (2023) aged from 3-11 years, across 23 classes.
- 2 classrooms for children aged 3-11 who have been diagnosed with autism spectrum conditions.
- Approximately 33% of pupils are eligible for free school meals (above national average).
 - English Medium school.
- Most children are of white British ethnicity and have English as their first language. Very few children speak Welsh at home.
- The school has identified around 25% of pupils having additional learning needs.

How School A communicates with parents and carers

School, A has moved away from the traditional process of sending home letters to parents and carers. Instead, they use digital platforms, such as:

- A two-way messaging service between parents/carers and schools. This allows parents to report absences and respond to information the school has given out. This way of communication is used by 80% of parents and carers.
- Class Chart- Teachers can track the pupil's behaviour on the app which allows parents to follow their child's behaviour throughout the school day.
- School website- all school information is reported on their website which is accessible to parents.
 - Social media- approaching events are posted on the school's Twitter, Facebook and Instagram.

How school A gives back to the community

- **The project-** this project gives members of the community an additional qualification and assists them in re-entering the workplace. This is accomplished by volunteering for at least 16 hours per week in a school setting and then applying to gain a National Vocational Qualification (NVQ) in Childcare or Teaching and Learning. To pursue this qualification, the school provides a mentor who would offer support. From this project, the school has seen over 50 participants employed and over 1.5 million pounds being put back into their local economy.

Bilingualism

School A understands the New Curriculum's expectation for pupils to be ambitious, capable and confident learners who can communicate in both Welsh and English. School A uses a variety of strategies to help develop the use of the Welsh language.

The school uses Continuum Cymraeg, which adopts a spiral curriculum approach, allowing pupils to assemble and incorporate language patterns they can use in everyday life.

The school also uses Criw Cymraeg to motivate and encourage their fellow pupils to use Welsh in and outside of the classroom.

The use of the Language Charter provides clear framework and motivates them to gain achievements for their use of Welsh. School A has achieved their bronze and silver awards and are now working towards the gold award.

How the school provides for vulnerable children and their families

Within School A, there are various groups of vulnerable children. These are children who are young carers (as young as 4 years old), have EAL (English as an Additional Language), service children, and refugee families.

The school is partnered with external agencies, such as Action for Children and SSCE Cymru to provide "special days" for the vulnerable children groups. This includes cooking lessons, forest school days, and inviting parents and extended family in for the day. This is to produce positive relationships between the home and school, encourage wellbeing, promote good behaviour and attendance and encourage the early detection of ALN. This also develops the school's community by using outside agencies and the environment in the area.



Parents, governors, learners and other stakeholders

Stakeholder opinions are valued by the school and influence its development and decision-making processes. The school uses several methods to gather opinions, including surveys, audits, focus groups, and a variety of venues. The school's curriculum development, grant spending, school development, and health and safety protocols have all been influenced by stakeholder opinions. To make sure that everyone involved is informed of the most recent developments, the school makes use of social media and the school app.



Pupil Voice

As a Gold Rights Respecting school, pupil voice is essential to school A. It means listening and engaging with the pupil's views, wishes, and experiences and allowing the pupils to feel safe in expressing their opinion. The school states that "it helps build a true sense of community as pupils are championed to take their skills and involve themselves in pertinent discussions around the direction of the school". Within the school, there are 6 pupil voice groups; Digital leaders, Rights Respecting School, Criw Cymraeg, Junior road safety officer, Eco group, and School council.

Relationships with parents/carers and children before starting school

- **Home visits-** a family support officer and a teacher visit the child's family home when they are 3 years old to understand their home life and background. This provides opportunities to have a conversation with parents and carers and encourages them to have a more positive mindset towards education. This also helps build relationships with the family.
- **Parent and toddler group-** family support officers set this up weekly to meet new parents in the community and their children before they join school.
- **Open Days-** parents are welcome to tour the school and can talk to staff members.
- **Use of the school website-** provides information regarding the school, such as policies and the school's prospectus.
- **Social Media-** used to sell the school to the parents using Facebook and Twitter. Staff can upload images and posts about the school or any events regarding the school.
- **Reputation/Word of Mouth-** parents discuss their children's school with other parents. The school has found many parents who are moving to that school have done so through a recommendation.



Relationships with parents/carers and children whilst in school

- **Family support officers-** if parents and carers have any problems at home, for example, their washing machine breaking, family support officers can take care of this along with many other problems they may face.
 - **Home school relationships-** family support officers cover attendance, safeguarding and work with outside agencies such as social services.
- **Family activities-** the class can invite parents in for parental engagement sessions. These can also be whole-year group sessions where parents and learners work together.
- **Group sessions-** working in partnership with parents on how to support their child at home.
- **Find out Fridays-** a drop-in session from families and other professionals such as the Police Community Support Officers (PCSOs), school nurses, and local doctors. If there are any issues in the community, they can be shared in this session.
- **ELSA family programme-** converse with parents whose children find it difficult to engage with the learning or if their child has low attendance. From this, many parents have come forward with issues of mental health and have joined the programme for extra support from the school and outside agencies.