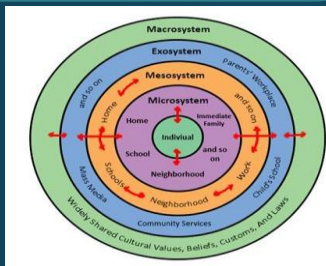


Introduction To The School

My allocated school for placement is an English medium primary school with 226 pupils attending the school. According to My Local School (2019) around 25.6% of pupils are eligible for free school meals which illustrates deprivation in the local community. Most pupils are of white British ethnicity with very few pupils of mixed ethnic backgrounds and have English as an additional language. The school identifies 43% of pupils as having additional learning needs. A few pupils have a statement of special educational needs (My local school, 2019).

From researching the relationship between the learner, school and the local community I decided to use Bronfenbrenner's theory to show how each interlink and impact each other. The influence of one system on a child's development depends on its with the others. (Bronfenbrenner,1979).



(Circle X, 2020)

The Learner

The learner is in the centre of the Bronfenbrenner system because they are the individual learner who will form the relationships between themselves and his/her parents, school and community environment (Bronfenbrenner, 1979).

According to the schools Estyn report (2016), nearly all children feel happy and safe in school and they collaborate well with others. The school incorporates Article 12 of the UNCRC 'You have the right to say what you think should happen and be listened to' (School X, 2020).

- Each class has at least one member to represent them on the school council. The school council represents the views of pupils successfully and has a positive effect on the life and work of the school (Estyn, 2016).

School X has introduced pupil groups to take on responsibility throughout the school.

- The older pupils run a weekly community café, which develops social and entrepreneurial skills. Play Pals, organise a variety of games for younger pupils which has improved the pupils' interaction and behaviour during break times. Effective collaboration with Play Pals in the school contributes to improving the school experience for more vulnerable pupils.

The school also includes Article 29 of the UNCRC 'You have the right to become the best you can be (School X, 2020).

- Every year school X chooses two pupils to take on the role of School Ambassador, this role includes representing the school, welcoming visitors and guests to the school and attending meetings with representatives from other local schools.

School X has well-established transition arrangements with the local secondary school ensure that year 6 pupils are confident to move on to the next stage in their education.

START AT MY FEET

School/ Parents

The direct interaction between the learner and his/her parents influences the development of the learner also too does the relationship between the learner's parents and their schoolteachers (Bronfenbrenner, 1979). School X aims to be a positive, inclusive and listening school (School X, 2020). Diversity and equality are taught throughout each year group whereby learners are welcomed from all backgrounds and abilities. Learners are taught to recognise and be respectful within the school and wider community. The partnership the school has with parents is very effective;

- The school holds half termly 'Parent Focus Groups' which encourages parents to be involved in the school by providing recommendations to enhance pupils' learning experiences; regular spelling homework has been instigated by the parents (Estyn, 2016).
- Teachers regularly consult parents via the school website and class dojo. Information about the curriculum and the approaches to teaching maths are shared with the parents enabling them to help with their child's learning at home.

Children are encouraged to face challenges with confidence therefore a 'can do' attitude is promoted at all times (School X, 2019). The Welsh language is something that is promoted throughout the school: Criw Cymraeg started in 2016 and is made up of children who are enthusiastic about raising the profile of Welsh. Currently, the Criw Cymraeg has 32 children mainly made up of KS2 children. The school hopes to encourage more children to speak welsh in the work towards helping the Welsh Government achieve a million Welsh speakers by 2050 (Welsh Government, 2017).

Community

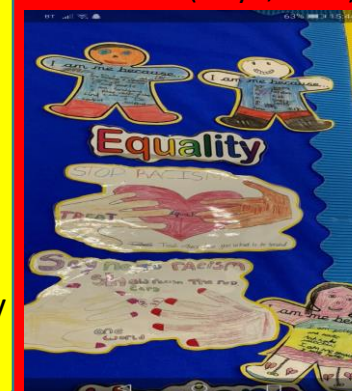
The placement school believes that parents and pupils are the immediate link with the community and that by working closely together they can achieve the best for their school and wider community (School X, 2019). The excellent school-community relationship results in pupils being more confident and knowledgeable in their communities. The local community is used as a learning environment for the pupils in school X;

- In year one the pupils were studying different religious around the world therefore; they were taken to the local church where they got to experience going to a Christian wedding and acting it out. They got to dress up in suits/dresses and parents were invited to come along.
- The STF pupils are able to visit a local café to develop their social skills effectively.
- The local community took part in a sponsored run to raise money for the schools new STF unit.
- The school invited the local community and parents to an art exhibition where there was a wide range of artwork on offer. Every class in the school provided and displayed their recent artwork which showcased a variety of techniques and styles, including religions from around the world. The image below belongs to school X's website which I have had permission to use.



(School X,2019)

These many links with the community contribute successfully to the pupils' knowledge of the world of work (Estyn, 2016).



(Personal Picture,2019)

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