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# Families First Standards *for Schools*

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**National Association of  
Family Information Services**





## Foreword

All schools know that valuing parents and providing information to families is a key part of their work. These schools work effectively with parents / carers and a range of partners to enhance children's learning and developmental opportunities.

The Families First Quality Assurance Scheme is an opportunity for schools to demonstrate quality of work to families and the relevant school inspectorate (Ofsted for England / Estyn for Wales). Beyond this, the scheme provides an effective quality improvement tool that is designed to complement the relevant Inspection Frameworks.

It is our experience that the values underpinning the Families First Quality Standards are evidence of effective leadership and management within an organisation. These standards provide a consistent national benchmark for quality and form part of a suite of standards that also cover Sure Start Children's Centres, Childminder Agencies and Family Information Services.

The National Association of Families Information Services (part of the Family and Childcare Trust) has developed these standards in partnership with Suffolk County Council and some of its staff, schools, early education providers, children's centres and families. The standards were developed as part of the county's *Raising the Bar* a focus on raising attainment and aspirations across children and young people in education throughout Suffolk.

They have been designed help schools demonstrate how they keep families at the heart of their practice, support children throughout their education and work partners including local authority Families Information Services to help families access a range of information, advice and support.

The Families First Standards give schools a great opportunity for schools improve their practice and demonstrate to the Ofsted<sup>1</sup> / Estyn inspectorate and families their commitment to valuing parents in the way the school is lead and managed.

**Niall McVicar**  
**Chair, NAFIS**

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<sup>1</sup> You may want to review the Ofsted standards reference to Parent Voice on pages 47 and 49 of the latest handbook.

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## SUPPORTING DOCUMENTATION

Throughout this document you will find references to supporting documents, a list of which is included at Annex 1.

## INTRODUCTION

### ABOUT THE FAMILIES FIRST AWARD

The Families First Award is a competence-based framework focussing on the working practices of a whole organisation. Assessments against the Families First standards are carried out by qualified Families First Assessors who will work with schools to identify suitable examples of evidence that demonstrate competence against the individual elements of the standards.

The standards have been designed so that specific requirements from schools or groups of schools can easily be included into the existing Families First framework. Assessment of schools via the Families First Award will help them work effectively with families and a range of partners to deliver effective teaching and learning to pupils.

The aim is to ensure that, while an organisation reaps the rewards of the Families First Standards journey, they never lose sight of the needs and well being of families and recognise the significant contribution parents and carers make to children's learning and in the life of school.

The Families First Standards enable schools to consider their work with families through a quality improvement process, supported by a qualified and occupationally competent Families First Assessor.

The award is verified by qualified and occupationally competent Families First Internal Verifiers<sup>2</sup>. The award is standardised nationally in accordance with the NAFIS Families First internal verification strategy and which is overseen by the NAFIS Advisory Board.

These Standards will also help the school to work with their local authority and other organisations to provide information, advice and assistance to families with the overall aim of improving outcomes and attainment for its pupils.

### WHAT IS INFORMATION, ADVICE AND ASSISTANCE?

Providing information, advice and assistance (IAA) covers a range of activities that equip parents, prospective parents and family members with what they need to make informed choices about the care, health, education and recreation of their children, including those with specific requirements.<sup>3</sup>

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<sup>2</sup> These assessors and internal verifiers have been selected because they have extensive experience in children and young people's services – early years foundation stage, schools, children's centres, local authority Families Information Services and accredited with an assessor and / or an internal verifier award from a recognised awarding body such as CACHE or EDI.

<sup>3</sup> Each LA has a duty to provide IAA to families (Duty 12 of the Childcare Act 2006).

### IAA can be defined as:

- **information** – accurate, up-to-date and objective information about childcare, health, recreation and learning opportunities, progression routes, choices, funding and where to find help and advice and how to access this
- **advice** – activities that help parents / carers, prospective parents and family members to gather, understand and interpret information and apply it to their own situation
- **assistance** – provision of an impartial signposting, brokerage and referral service to specialist support to help parents / carers, prospective parents and family members to meet their information needs and make progress

#### Families First for Schools

Families First for Schools is suitable for primary and secondary schools (academies, free schools, maintained and independent), special schools and pupil referral units. All schools with the Families First Quality Award have demonstrated that they value families in their direct work with parents, children and young people, and with relevant partners.

These schools foster positive relationships with families and put their needs at the heart of everything they do. They encourage parental involvement in the life of the school, and help families support their children's learning, development and progression.

Local Authority Families Information Services (FIS) in England and Wales are in a unique position to help schools and contribute to meeting shared objectives. An FIS is key LA service providing information, advice and assistance to families usually via a helpline and online service directory (website).

*For the purposes of this document the acronym 'FIS' will be used to refer to **Family Information Services** in England and Wales.*

## **WHY IS GOOD QUALITY IAA IMPORTANT?**

Schools are in an excellent position to provide face-to-face IAA to families in the area that they serve. Good quality IAA supports parents, prospective parents and family members to make informed decisions about their child's education and other services that they may want or need to access.

By providing IAA, schools support parents and help their children to achieve the following outcomes: to be healthy; stay safe; enjoy and achieve; make a positive contribution and achieve economic wellbeing.

## **HOW DO SCHOOLS PROVIDE IAA?**

In delivering their service to families, schools provide IAA as an embedded part of their practice. For example, schools provide families information and advice about the school, teaching and learning and the curriculum. Schools staff also know how to refer families to other local information and support services. Finally, schools provide IAA to pupils and their families to prepare a child or young person for key transitions in their life and ultimately for adulthood.

## **WHAT IS A FAMILIES INFORMATION SERVICE APPROACH?**

Local authorities in England and Wales can make better use of the existing resources maintained and used by their FIS, via a number of hubs or delivery channels. The benefits to schools and other partners is that most LAs have developed a wealth of knowledge about services relevant for families with children from birth to 19 years. This is usually via the LA FIS and / or Integrated Youth Support Service. Often the FIS will provide an Internet based Family Service Directory, which schools and other partners can utilise as a source of information, advice and assistance to children and families.

Schools contribute to a Families Information Service Approach by providing high quality information to families, and when referring families to other sources of advice, support and information and by working with partners. For example, schools can work closely together with other schools in their community, local employers, and with Early Years Foundation Stage providers in a local area in order to improve outcomes and help families access their free early education entitlement either directly (if the school provides this service) or from another local provider.

Schools can develop strong links with their local authority FIS, and may even be in a position to make better use any information the FIS provide and maintain to support a wide range of families (for example, publications and Internet based directories of childcare, and families services and activities).



## BENEFITS

As well as utilising the resources provided by a LA FIS, and a range of other partners the Families First framework will help schools to demonstrate that they place families at the heart of their service provision. The benefits of these standards:

- A positive experience – Families First fosters a supportive and enabling experience for all staff and stakeholders involved in undertaking the award.
- Quality improvement and consistency across schools locations both in a local authority area and nationally.
- Evidence for Ofsted / Estyn inspections.
- National standards from a nationally recognised organisation (NAFIS Family and Childcare Trust formerly the Daycare Trust). As a quality assurance and improvement scheme the Families First Standards can be extremely helpful in supporting positive Ofsted outcomes.
- Flexible:
  - Evidence requirements can be prescribed by a school can be assigned to individual elements of the standards. (For example, the school improvement plan; central staff training record; departmental and/or subject development plans; policies; the prospectus; course handbook; the annual report for parents/carers and so on.)
  - Flexible plan (once a schools is accredited by the Families First Award our flexible package allows organisations to define their reaccreditation requirements and select particular standards and elements to be reaccredited on an annual, biannual or to renew all the standards after a 3 year period)<sup>4</sup>
- Cost effective (achieved through economies of scale, our individual pricing plan and flexible reaccreditations programme).
- Independent - a third party (NAFIS / Family and Childcare Trust) will independently verify the schools in your group against the standards, avoiding any conflict of interest or questions of impartiality that might otherwise arise.

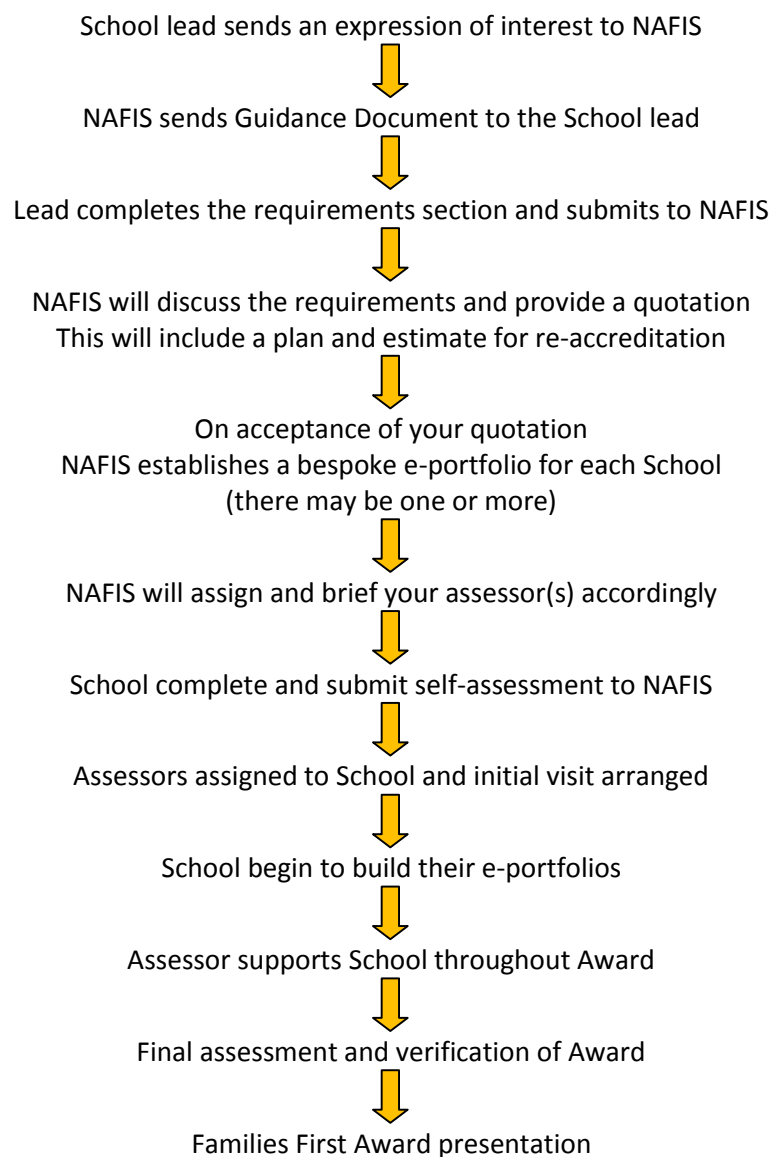
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<sup>4</sup> TheFamily First Award is valid for a maximum of three years.

## THE ASSESSMENT PROCESS

The Families First Assessment process is set out in Figure 1.1 and further information can be obtained by completing an [expression of interest](https://www.daycaretrust.org.uk/napis) at [www.daycaretrust.org.uk/napis](https://www.daycaretrust.org.uk/napis)

**Figure 1.1 Families First Process**



## USING THE FAMILIES FIRST STANDARDS

As a School looks at the criteria explained on the following pages, they need to ask themselves, if an assessor is visiting our organisation for the first time:

- What would they need to see, hear or experience to demonstrate that the criteria are being met?
- How can we evidence the quality and impact our practice and services we provide?

Establishing the starting point is an essential first step in using the standards to drive continuous improvement.

Schools are set up in different ways and have different resources available to them. The school may sit outside the local authority or the same organisation may run a number of academies dispersed across different geographical locations. There may be particular key policies, plans or documents that the management or organisation may require the school to provide as evidence. When an organisation goes for assessment against these standards, NAFIS will ensure that the assessor accommodates these differences and assesses a school accordingly.

## SELF ASSESSMENT TOOL

A self assessment tool is available to help a School decide whether they are ready to go for assessment. Organisations can use this independently or with partners. It will also identify areas for further development as well as providing an initial overview of the service to the assessor. An online e-portfolio is used by each individual school going for assessment, it is easy to upload, store and view evidence collected against each standard.

## EXCLUSIONS

When a school applies for assessment against the Families First standards ALL organisations must complete **Standards 1-6**.

1. schools providing grant funded early education for 2, 3 and 4 year olds must evidence **Standard 7**; and
2. schools operating in Wales must evidence **Standard 8**

## GETTING STARTED

- 1 To get the most value from the Families First Award all members of staff should be involved in the process. This would include governors, leadership staff, classroom staff (teachers and teaching assistants), and other adults working within the school (midday supervisors, catering staff, volunteers and business support staff).

The school should consider how to involve its staff, pupils and parents with achieving the Families First Award. This could include setting up small working parties involving a range of staff members to consider different standards, or a short online survey on a topic relevant to the standards to gauge pupils' and parents' views (for example, to find out what they think about the quality of information provided by the school).

- 2 Review the standards and consider what evidence may already exist that demonstrates the standards are being met. Evidence may include: management information, including needs assessments; self-evaluation and assessment forms and reports; external reports on the quality, coverage and impact of local services on outcomes for parents / carers, prospective parents and families (for example, from inspections and assessments). To assist in this task a Self Assessment Workbook will be provided.

## NEXT STEPS

- 3 Having considered current evidence and identified areas for development, plan how action on these will be taken forward. Establish priorities and agree objectives and targets with staff and partners. Decide what needs to be done, who will do it and by when.
- 4 Monitor the task to make sure they progress; identify any issues or risks at an early stage and make sure these are addressed as they arise.
- 5 Feed the outcomes and any feedback into the next review and planning cycle.

## THE FAMILIES FIRST STANDARDS

### STANDARD 1 – *Welcoming Families*

#### ELEMENT OUTCOME

- 1.1** Parents / carers who first contact the school are given clear information, with helpful details about the school offered (face to face, over the phone, via an interesting and accessible website, and written documentation<sup>5</sup>).
- 1.2** Parents/ carers looking for a school place are offered opportunities to visit the School premises with their children at convenient times.
- 1.3** Parents/ carers are made to feel welcome on School premises by friendly staff, who are able to provide appropriate information about the school.
- 1.4** All staff (particularly reception and business support staff) provide excellent customer service to families, and can share appropriate information with parents / carers about the school, the curriculum, progression and what other activities and services are available for children, including core information that is clear, accurate and transparent (opening times, age ranges catered for, staff and their qualifications, fees (where applicable), admissions criteria).
- 1.5** Prospective pupils visit the school at planned induction events to enable a smooth transition. (See also 4.6)
- 1.6** The school maintains a welcoming environment for all visitors to their premises, taking account of their individual needs.
- 1.7** Teaching staff, including the leadership team, are accessible and friendly and where practical maintain a visible presence (particular where parents / carers drop off and collect their own children from school).
- 1.8** The school maintains a welcoming reception area with a range of information, displays and resources suitable for children, young people and families where practical.
- 1.9** Vulnerable families visiting the school for the first time experience friendly, approachable staff, who are able to listen, understand their needs and provide appropriate information and reassurance about school in a range of formats.

<sup>5</sup> School documentation may include the school improvement plan; departmental and/or subject development plans; policies, the prospectus and annual report for parents/carers.

## STANDARD 2 – *Valuing parents / carers*<sup>6</sup>

### ELEMENT OUTCOME

- 2.1** The school understands the essential contribution parents / carers make as their child's first educator and actively promotes parental involvement via the contact they have with families:
- (a)** The school has determine how best to teach and engage its pupils to secure their good learning and has communicated this approach clearly to parents / carers.
  - (b)** The school engages parents / carers in supporting pupils' achievement, behaviour, safety and their spiritual, moral, social and cultural development. The school provides clear information in a variety of format that helps parents / carers see how their child is learning and developing (for example, record of child's learning and development for those in the EYFS, reports and exam results, progress checks, photographs).
  - (c)** The school actively encourages parents/carers to respond to reports on their child's / young person's progress.
  - (d)** The school helps parents / carers understand how best to support their child's learning (for example, helping parents / carers support their child with homework tasks by providing tips, face to face advice, through the provision of parent / child homework and reading clubs).
  - (e)** The school provides information and resources to parents / carers to help them support their child's / young person's learning and development at home (face to face support and advice, school learning portals, school library service). (See also 3.8)
  - (f)** The school (where applicable) provides information and resources to parents / carers to help them support their young person's progression from school (face to face support and advice, school learning portals)
- 2.2** Parents / carers are given opportunities to be become actively involved in the school, for example, as members of the management committee, governing body or steering group, parent forum, or as a volunteer, helper or visitor.
- 2.3** The school has a means by which parents are closely consulted and involved in school improvement (for example a forum ideally run by parents / carers).
- 2.4** The school understands the diverse experiences and cultures represented by the families that use their services, and reflect this in the information they provide. (See also 2.1 b)

<sup>6</sup> Where ever the terms 'parents / carers' is used throughout this document these terms mean anyone with parenting responsibility (both mothers and fathers, teenage parents, foster carers, guardians, grand parents and adoptive parents).

## ELEMENT OUTCOME

- 2.5** The school works with parents / carers to actively promote healthy lifestyles of its pupils (healthy eating, exercise, mental health and emotional well being).
- 2.6** The school actively seeks to engage mothers, fathers, foster carers, and other family members (for example providing events designed specifically to appeal to fathers, grandparents, siblings and other carers; and considering times of parents' evenings, providing alternative times and methods of contact - face to face, text messaging, over the phone, email).
- 2.7** The school offers opportunities for parents / carers to contribute to the resources and activities on offer (for example, through fundraising, collecting scrap materials, translating welcome notices, visiting to talk to the pupil's about their work, culture or other topics of interest).
- 2.8** The school monitors parental engagement and seeks to improve it where ever possible (attendance at parents' evenings, contact / lack of contact with the school).
- 2.9** The school seek to maintain positive relationships with all parents / carers of registered pupils at the school, including those who have been excluded, are placed in alternative provision, or are away from school for any reason.
- 2.10** The school works effectively with all parents / carers giving particular regard to the individual circumstances, for example those who have children:
- with special educational needs and / or disabilities (and those for whom the pupil premium provides support);
  - with English as an additional language;
  - who are known to social care (including Looked After Children);
  - identified as gifted and talented;
  - subject to CAF (Common Assessment Framework / Team Around the Family);
  - who have children who are away from school for any reason;
  - those who may need extra support because of particular circumstances in their life (for example, a family illness or bereavement); and
  - others with particular circumstances that the school has become aware of.
- 2.11** The school demonstrates to parents / carers how the pupil premium is used to improve outcomes for vulnerable children.

## STANDARD 3 – *Informing parents / carers*

### ELEMENT OUTCOME

- 3.1** Parents / carers can look at the arrangements for admissions into the School and understand easily how places will be allocated (and the School meets all relevant legislation for school admissions).
- 3.2** The school has implemented a range of policies and procedures relevant to their organisation that are regularly reviewed according to statutory requirements and parents / carers are made aware of them. (Policies include those that address bullying, harassment and discrimination of any kind in accordance with relevant legislation).
- 3.3** The school informs parents / carers of changes to their services, giving advanced notice of all changes that directly affect them (term dates / holidays, fees, and changes to personnel such as a child's / young person's key person / form teacher, unplanned school closures).
- 3.4** The school effectively communicates child safeguarding procedures to parents / carers. (See also 5.7)
- 3.5** The school offers parent's times and occasions for confidential discussions about their child's / young person's learning, development and progression to take place.
- 3.6** Any information provided in writing is in plain English, and consideration is given to parents / carers with learning disabilities and those for whom English is not their first language.
- 3.7** The school offers alternative methods of communication to parents / carers with literacy difficulties where ever practical. (See also 6.7)
- 3.8** Information is offered in alternative formats where ever practical, including for those families who do not have access to IT and / the internet at home (brokered access to IT, hard copies of information, languages used in the community, large print, and pictorial form).
- 3.9** The school is aware of children / young people whose parents are no longer together and (where the law allows) makes every effort to communicate and share information with both parents.
- 3.10** The school clearly communicates with parents / carers an ambitious vision for the school and high expectations of all its pupils and staff.



ELEMENT	OUTCOME
3.11	The school makes sure parents / carers understand its procedure for dealing with complaints.
3.12	The school keeps parents / carers well informed about their child's / young person's achievements, wellbeing and development.
3.13	The school shares its most recent Ofsted / Estyn report with all parents / carers of registered pupils, and takes reasonable steps to share the new inspection report with them once it is published.

## STANDARD 4 – *Working with partners to support families*<sup>7</sup>

### ELEMENT OUTCOME

- 4.1** The school provides information (contact information, opening times, admissions criteria, vacancies, fees) to relevant organisations in line with statutory guidance so that this can be collated and clearly communicated to parents / carers. (Department for Education, LA, membership organisations representing independent schools).
- 4.2** The school helps parents / carers to access information about a range of other services and facilities relevant for their families either directly or by referring them to another organisation (LA Families Information Service, local children's centres, childcare providers, libraries, health services, social care).
- 4.3** The school routinely uses feedback from partners to continuously improve teaching and learning opportunities (Ofsted, LA learning improvement, early years and other support services, children's centres, specialist services, employers).
- 4.4** The school keeps relevant, current information about a range of services that might benefit families and makes these available to parents / carers (notice boards, leaflets, displays, posters).
- 4.5** The school actively maintains positive working relationships with its local community and a range of partners in order to support children and young people's learning and development (this may include evidence of joined-up programmes that improve pupils' outcomes and wellbeing).
- 4.6** The school works with relevant partners to support key transitions that children / young people experience (for example, from nursery to reception; primary to secondary; secondary to further education, employment or training and adult life) (See also 1.5) \*Secondary schools should provide impartial information and advice to pupils and parents/carers when making choices about courses in key stage 4, post 16 and information on the provision of independent, impartial careers guidance to pupils and how to access it.
- 4.7** The school strives to develop positive relationships with a range of employers (local businesses, enterprises in various sectors) in order to understand and support children and young people to prepare for adulthood and develop skills necessary for the modern workplace.

<sup>7</sup> During an Ofsted / Estyn inspection, inspectors may wish to speak to key partners who work with the school. Standard 4 can be helpful in this regard.

## ELEMENT    OUTCOME

- 4.8**    In line with local information sharing protocols and where applicable, parental agreement, the school routinely shares information about children and young people with other agencies to support their learning, development and progression (specialist services, health, children's social care, schools, the local 14-19 Network, post-16 education providers, LA support services).

## STANDARD 5 – *Listening to families*

### ELEMENT OUTCOME

- 5.1** The school seeks regular feedback from parents / carers and pupils about the way it operates and have a voice in shaping school policy (teaching and learning, policies and ethos, extra-curricular opportunities).
- 5.2** The school has a range of methods for parents / carers and pupils to provide feedback on the way it operates (Ofsted's Parent View website / Estyn survey results<sup>8</sup>, suggestions boxes, consultations, comment cards, parents' events, private meetings, questionnaires, evaluation forms).
- 5.3** The school routinely uses feedback (both positive and negative) from parents / carers and pupils to continuously improve the way they operate.
- 5.4** Parents/ carers and pupils contribute to the information about the individual child / young person's learning and development (records, observations, assessments, diaries).
- 5.5** The school, keeps up-to-date information about the preferences (likes and dislikes) and interests of each pupil in order to support their learning, development and progression.
- 5.6** Pupils play an active role in the running of the school, and channels exist for giving and receiving feedback to/from school management (for example formally via student council, class president or similar and feedback. (See also 5.1)
- 5.7** Staff understand the importance of confidentiality in relation to private information the families they work with have shared with them in confidence. (See also 3.4)

*(Unless a child or young person is perceived to be at risk of significant harm, in which case the local processes for raising such concerns with the relevant agencies will be followed. This would also apply if a partner service failed to meet legal or quality requirements).*

<sup>8</sup> Where the response rate for Parent View is low, Ofsted inspectors must take steps, during the inspection, to gather further evidence of the views of parents / carers. Inspectors should take account of results of any other surveys carried out by the school, or commissioned by the school, in addition to results from Parent View. Inspectors must not come to any final conclusions on the basis of the Parent View survey data alone. When Welsh schools are notified of inspection, they will receive information on how to conduct a survey of pupils and parents/carers. The surveys will form part of the pre-inspection evidence. The evidence collected for Standard 5 can be particularly helpful in this regard.

## STANDARD 6 – *Meeting the needs of Families*

### ELEMENT OUTCOME

- 6.1** The school clearly communicates all applicable financial matters to families (registration fees, out of school childcare fees, additional charges, any discounts available, transport costs, late charges, meals, uniforms, extra-curricular activities, school trips, bursaries, scholarships).
- 6.2** Information provided to parents / carers about any costs (prospectuses, letters, invoices, bills) is transparent, clear and easy for parents to interpret and understand.
- 6.3** The school promotes the take up of free school meals by all families who are entitled to it.
- 6.4** The school supports parents / carers to access relevant financial entitlements and schemes that help to pay for childcare either directly or by referring them to relevant services (LA Financial Inclusion Services, Inland Revenue, CAB, LA Families Information Services, childcare voucher schemes).
- 6.5** The school helps parents / carers to access childcare that enables them to work or study, by providing out of school childcare (breakfast and after school clubs) and / or early education directly or by signposting families to the LA Families Information Service.
- 6.6** The school informs families with pre-school children about how they can access grant funded early education either directly or by signposting to the LA Families Information Service. In addition, secondary/high schools actively promote the offer with any pupil who is a parent with a preschool aged child).
- 6.7** The school is particularly sensitive to the needs of parents / carers with literacy difficulties and refers families to relevant support services (adult education classes, libraries, children's centres). (See also 3.7)
- 6.8** Staff understand the school's internal and LA reporting mechanisms so that children / young people requiring additional help are identified and supported by the relevant services (Local process for the Common Assessment Framework, health services / school nurse, SEN and Disability support services).

## ELEMENT   OUTCOME

- 6.9**      Staff understand the school's internal and LA reporting mechanisms so that vulnerable parents / carers and children / young people can be identified and protected from harm.
- 6.10**     Every member of staff has a responsibility to support families whose children attend the school, with a particular emphasis on vulnerable children. (The level of input may vary, for example, a pastoral support worker or form teacher may have more involvement than a subject teacher who sees a pupil for one lesson a week). (See 2.9 & 2.10)

## **STANDARD 7 – Supporting parents / carers to access early education for their children (*Only Applicable to providers of grant funded early education on behalf of the LA*)**

### **ELEMENT    OUTCOME**

- 7.1**      The school publishes clear and transparent information about how parents / carers can access their free entitlement to grant funded early education.
- 7.2**      The school enables children to access to their full entitlement to grant funded early education. (If provided directly by the school where they have space and where this is the parents' preference).
- 7.3**      The school enables children to access their entitlement free at the point of delivery (without applying additional charges, top up fees or terms and conditions of access).
- 7.4**      The school enables children to access their full entitlement flexibly to meet the needs of working families (within the operating hours of their setting, providing a stretched offer across the year where the family has requested this).
- 7.5**      The school understands the impact of poverty on children's learning and development and takes measures to ensure children (especially from financially hard pressed families) take advantage of their full entitlement (15 hours). (Specific measures might include waiving registration fees or uniform costs, and referring to their LA Families Information Service.) (See also 6.6)
- 7.6**      The school is aware that children from multiply-disadvantaged backgrounds have the most to benefit from access to high quality early education and care, and take measures to ensure these children participate by making use of their full entitlement, wherever practical.

## ***STANDARD 8 – Encourage and promote the use of the Welsh Language***

### **ELEMENT    OUTCOME**

- 8.1**      Schools will have an effective partnership approach in place to ensure that Welsh medium and bilingual provision is developed in accordance with identified needs.
- 8.2**      Schools will support the Children and Young People's Partnership and/or EYDCP to raise awareness of Welsh language issues and ensure that there is sufficient consideration at all levels where decisions are made about Welsh medium and bilingual childcare provision funding.
- 8.3**      Schools have established baselines and annually monitor progress in the provision of Welsh language and bilingual pupils in accordance with definitions in Schedule 1.
- 8.4**      Schools provide information to parents / carers about the advantages of raising children / young people bilingually and using Welsh in the family home, how to access Welsh medium literature, publications and availability of Welsh language classes.
- 8.5**      Schools will ensure that parents / carers are aware of the initiatives to support them in raising their children / young people bilingually and using Welsh in the family home.
- 8.6**      All promotional and other materials (written, web based) produced by schools will be available bilingually in accordance with the Welsh Language Act.
- 8.7**      When new policies and initiatives are being formulated the linguistic consequences are assessed by schools.
- 8.8**      Schools are committed to delivering an equally high quality service in both the English and Welsh language.
- 8.9**      Parents / carers will receive communications in the language of their choice (English or Welsh).



ELEMENT	OUTCOME
8.10	The school makes arrangements for a Welsh speaker to be available where parents / carers wish to communicate in this language.
8.11	All signage displayed by the school will be bilingual with Welsh given equal prominence to English.

## Annex 1: Relevant Guidance & Statutory Documentation

The list below is intended to be guide and is in no way an exhaustive list:

- Aiming High for Disabled Children: Better Support for Families
- The Annual Parents' Meeting (Exemptions) (Wales) Regulations 2005
- The Childcare Act 2006
- Childcare Strategy for Wales - Childcare is for Children 2004
- Disability Discrimination Act 1995
- Data Protection Act 2003
- Duty to Provide Information Advice and Assistance; Guidance for Local Authorities 2006
- Education & Inspection Act 2006
- Education Act 2005
- Education Act 2011
- Education for Three and Four Year Olds and Securing Sufficient Childcare 2012
- Equality and Human Rights Commission related legislation
- Equalities Act 2010
- Guidance documents for the inspection of schools in Wales (available from [www.estyn.gov.uk](http://www.estyn.gov.uk))
- Health and Safety at Work Act 1974
- Integrated Strategy for the Early Years (Scotland)
- Meeting the Challenge. Quality Standards in Education for More Able and Talented Pupils May 2008
- More great childcare: Raising quality and giving parents more choice 2013
- National Children and Young People's Participation Standards May 2007
- Ofsted's Parent View website: [www.parentview.ofsted.gov.uk/](http://www.parentview.ofsted.gov.uk/)
- Rights to Action (Wales)
- Safeguarding Vulnerable Groups Act 2006
- Schools Admission Code (DfE 2012)
- School Governors Annual Reports (Wales) Regulations 2001
- School inspection handbook (Ofsted September 2013, No.120101)
- Statutory Framework for the Early Years Foundation Stage 2012
- Statutory Guidance for Local Authorities on the Delivery of Free Early
- UN Convention on the Rights of the Child
- Welsh Language Act 1993

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# Families First Standards *for Schools*

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