

Leading Parent Partnership Award (LPPA)

Verification Report

School name:	Shadsworth Infant School
School address and postcode:	Rothesay Road, Blackburn, BB1 2EL
School telephone:	01254 698002
School website:	www.shadsworthinfant.co.uk
Head teacher:	Mrs G Crompton
Head teacher's email:	
LPPA coordinator:	Mrs Emma Varey
LPPA coordinator's email:	
Award verifier:	Mrs E Stubbs
Award adviser (if applicable):	
Date of verification:	1.7.19

Commentary on the evidence provided:

The school provided evidence for all KPIs in the LPPA Coordinator's / Deputy Head's presentation, the portfolio, tour of the school and discussions with key partners.

The excellent portfolio was extremely well presented, clearly signposted, very comprehensive and yet concise. The presentation was also well put together and gave a precise picture of the school's journey through the award process. It was clear that parent

partnership is a priority in the school (inclusion in the SIP and governors' meetings). Next steps and how the school will maintain their commitment to parent partnership were also detailed in both. All key partners have been kept up to date with LPPA developments eg Parent Partnership news on the staff noticeboard, LPPA Coordinator reports to Govebors.

The verification visit and tour of the school evidenced the clear signage, warm welcome, the attractive and well planned displays, both in the entrance areas and the rest of the school, and how the school shares information with parents eg noticeboards, plasma screens, celebration and information displays, photo books and information leaflets.

Each of the discussion groups confirmed how well the school communicates with parents / carers, both individually and in providing general information eg Facebook, website, notices, newsletters, letters. Particular mention was made by each group of the effectiveness of having SLT and staff available at drop off and pick up. Parents and children felt that all staff are friendly and approachable and that parents are made to feel very welcome in school. 'You can always speak to staff and they listen to your problems'.

There was a wide range of evidence of parental engagement and involvement in school activities eg Stay and Play, Stay and Learn, Friday Breakfast Club, coffee mornings, workshops and family learning, parents liked the Family First Aid course. There is a successful PTFA and parents are encouraged to volunteer.

Parents are helped to support their children's learning through the above events, through the wealth of information they receive about what their child is learning, the progress they are making and what they can do at home to support this eg the homework policy review.

It was clear from the evidence that the school provides a great deal of support for both children's and families' wellbeing. This is led by the SLT and facilitated by the Pupil Wellbeing Coordinator who offers practical and pastoral support through home school links.

The portfolio, parents and staff highlighted the excellent induction and transition procedures which include parents throughout. eg induction meetings, home visits, transition days, Meet the Teacher, Stay and Play. Parents of vulnerable children and those with SEND are offered additional support to ensure smooth induction and transitions, especially moving to KS2.

Questionnaires, surveys and feedback sheets evidenced how the school gathers parents' views, this is reported back to parents in different media, e.g. the LPPA newsletters.

Strengths identified during verification:

The award was well led and managed by the LPPA coordinator with the support of Headteacher, SLT, staff and governors. The award framework was used effectively to enhance the school's effective self evaluation and review cycle and to ensure that parent partnership was a priority in the school improvement plan.

The leadership team have a positive vision of parent partnership which is shared by the staff and governors, reflecting the team values in the school.

The comfortable reception area is warm and welcoming, parents and visitors are greeted by efficient and friendly staff. The school's physical environment is both child and parent friendly, with attractive displays which include art projects, parent information and

celebration boards. Homework is also given pride of place, with clear activity grids and displays of completed tasks.

Communication is very good: both within school and between home and school. Home / school communication has improved over the award period, parents, staff and children particularly mentioned the very popular Facebook page, the newsletters and the website. However all partners feel that having SLT and staff available for a 'quick word' in the morning and after school has massively improved communication and relationships. This has helped to the high level of honesty and trust between home and school. Key partners also felt that the school knows its families well and works closely with them, offering a great deal of practical support. The Pupil Wellbeing Coordinator is a key figure in this.

The increase in opportunities for parents and families to come into school to take part in adult and family learning is very popular with parents, children and staff alike eg the extension of Stay and Play to KS1 and other opportunities for parents to learn how to support their child's learning. Parents are also invited to social and fund raising events such as coffee mornings, PTFA Easter, summer, and Christmas events.

Parents and families are included in celebrating children's and the school's successes and achievements, eg celebration assemblies, sports days, performances; stars of the week and awards are posted on newsletters and the website; Facebook items celebrate special events.

There has been more interaction with the local community, including the church, Family Learning and Children's Centre over the award period.

Induction and transition are particular strengths of the school. Both are meticulously planned and involve parents throughout. Evaluative feedback is gathered to inform future policy and practice.

The school is developing effective strategies for gathering evaluative feedback from parents which is rigorously analysed and reported back, with any follow up actions, to parents via different media. In addition to the parent partnership boards, the termly Leading Parent Partnership Award Newsletter is a great tool for keeping parents informed about consultations and event feedback - parents feel that the school takes account of their views.

Impact:

Parents are coming into school more; there is a more enriched programme of parental engagement.

Homework has improved following the policy review which has meant that homework is more age appropriate and creative: 95% of parents gave positive feedback .

Phonics attainment has improved this year following more parental engagement around phonics (information, workshops, Stay and Play / Learn).

Areas for development:

The verifier agreed with the areas identified by the school:

- Continue to develop strategies for consulting parents e.g. single issue surveys, exit polls, and a parent 'forum' (as discussed, this could have a variety of names eg parent pals, champions, ambassadors etc and different formats)
- Continue the parent partnership working group to maintain the high profile and impetus
- Continue to develop adult and family learning

- Further develop the inclusion of EAL parents, those of children with SEND and vulnerable children / families e.g. EAL / SEND courses and coffee mornings, personal targeted invitations to events and activities, introduce peer support (parent champions?)
- Continue to develop links with the community and external partners

Also, consider developing a community room which can be accessed separately, to be used for coffee mornings, workshops / courses, family meetings etc and having 'Family outings'.

Verifier recommendation:

That Shadsworth Infant School be awarded the Leading Parent Partnership Award for a period of three years.

Head teacher comments:

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