



LEADING PARENT PARTNERSHIP AWARD

OBJECTIVE 10 EVIDENCE RECORD



Objective 10: The school summarises its achievements against the LPPA Objectives and KPIs and outlines its future plans

<p>Objectives 1 and 2: Leadership and management</p> <p>How will the school ensure the effective leadership and management of parent partnership beyond the achievement of the LPPA?</p>	<p>'Parent partnership remains a key feature of school's work.' Local Authority review March 16 commented. At Meriden C E Primary School we continue to extend parental partnership – we view parental engagement as being key to</p>	
<p>Objective and KPIs</p>	<p>Summary of key findings and outcomes during the LPPA period</p>	<p>Summary of next steps to be taken to further develop parent partnership (in order of priority)</p>
<p>Objective 3: The school is a welcoming, communicative and friendly place for parents</p>		
<p>Parents are asked regularly about the quality of: two-way home-school communication; the general information they receive from the school and the welcome they receive when visiting the school. This should include reference to linguistic diversity where appropriate.</p>	<p>Since embarking on LPPA, school have actively sought the views of parents and carers within school. Our Parental Survey December 2015 showed the following: -97% either agreed or strongly agreed that school works closely with parents -91% either agreed or strongly agreed they receive enough information about their child's curriculum and enrichment activities -92% either agreed or strongly agreed the school responded appropriately to any concerns raised -97% either agreed or strongly agreed they would recommend the school to another parent</p>	<p>-Continue to develop links with Hard to Reach parents – via email, telephone conversations etc. -Information events to be held during and after the school day to accommodate working parents/carers -New assessment system 'Cornerstones' to be embedded from Year 1 upwards in response to Assessment Without Levels. This system was particularly chosen due to the fact it gives the current age a child is working at in months and years and shows how their child's attainment compares in relation to their child's year group</p>

	<p>-99% either agreed or strongly agreed they were well informed about how their child was getting on</p> <p>-100% either agreed or strongly agreed their child was taught well at Meriden</p> <p>LA Review March 2016 100% of parents positive about the school</p>	
<p>Parents' responses are analysed, feedback is provided through a range of media, and appropriate follow up action is taken.</p>	<p>Parental responses are analysed and fed back via a variety of responses</p> <ul style="list-style-type: none"> -School Newsletters -Year group information -Individual email/phone call/letter/parent meeting -School website -‘You said’ and ‘we did’ responses -Parental Questionnaire -Workshop evaluations -Coffee Mornings -Twitter -Parent Council -Parent Drop In 	<p>Coffee Mornings continue to be popular, particularly with newer parents who are actively seeking to be engaged in their child's school life (FS2 parents from 2015-16 strongly represented- now Y1). Parent Council has now evolved into a Parent Drop In once a month held on an evening at the local pub- this change made directly as a result of parent requests.</p>
<p>Objective 4: The school promotes the awareness and participation of all groups of parents in supporting their children's learning and developing their own learning</p>		
<p>6. The school gathers evaluative feedback from parents in relation to the quality of the courses and/or activities provided and the extent to which they have supported their own and their children's learning and development.</p>	<p>As a result of parent response, Open Mornings are usually held on a Tues, Weds or Thurs as these were the days parents have requested due to work commitments. In Sept 2016 English Open Morning held now (as opposed to Feb in academic year 2015-16) as parents felt it should be earlier in the school year.</p> <p>Parents remain responsive to attend events where they are able to find out more about their child's learning, and support them at home.</p> <p>Understanding Your Child's Behaviour continues to provide parents with new skills/interventions to implement at home (particularly important to parents of SEND especially those on the Autistic Spectrum)</p> <p>Homework policy has been reviewed in</p>	<p>Continue to expand the school website and the use of Twitter to provide examples of how to support children at home</p> <p>Sept 2016 a review of the Maths Calculations policy begun – this will be fed back to parents to show them the way calculations are taught at school.</p> <p>EYFS provide a weekly newsletter that provides information of the forthcoming week's activities and key events on the School Calendar for that half term</p>

	<p>consultation with parents, children and staff since school engaged in LPPA</p> <p>Wide range of events that provide enrichment opportunities. Parental feedback has been acted upon – EYFS parents felt the range of clubs was limited. Provision has been extended:</p> <p>Footie Bugs Dazzlers Spanish Club</p>	
7. Parents' responses to KPI 6 are analysed, feedback is provided through a range of media, and appropriate follow up action is taken.	See above	As above
8. The school records and analyses take-up of opportunities, reflecting the groups present in the community, e.g. by the age of their children, the parents' genders, family ethnicity, home location.	<p>At present White British is the majority ethnicity of children within the school. Various events have been held to encourage wider participation since Oct 14</p> <p>-Read with dads -Bacon Butty Morning for dads.</p> <p>English Open morning well attended (Jan 16) with the majority of parents being mums that attended but some dads too (see more detailed analysis in portfolio). Families outside the school catchment area also attended</p> <p>-School dinner with your child proved to be popular (with mums, dads and grandparents attending this) 100% positive comments on the welcome they received, the quality of school meals but above all what a fantastic opportunity it was to have lunch with their child</p>	As the ethnicity within school continues to broaden closely monitor the take up of events to ensure active participation by all groups
9. The school acts upon its KPI 8 findings in order to make its work more inclusive of all groups of parents.	See examples of analysis within portfolio that demonstrate a wide take up and diversity of parents.	<p>On-going – staff within school support vulnerable children and their parents at key appointments e.g. Solar (formerly CAMHS)</p> <p>Occupational Therapy</p> <p>Accompanying parents on visits to Specialist Provision placements</p>

Objective 5: The school holds and actively promotes enrichment opportunities and events for joint parent and child participation

<p>6. The school gathers evaluative feedback from parents and pupils/students in relation to the quality of the enrichment opportunities and events provided and the extent to which they have supported pupils'/students' learning and development.</p>	<p>See examples of analysis within portfolio that demonstrate a wide take up and diversity of parents. English workshop poorly attended by FS1 parents on 23rd Sept but FS1 parents had already attended Welcome to the Foundation Stage 3 day this week. Parental Questionnaire Dec 16 91% of parents said they received enough information about their child's curriculum and enrichment activities</p>	<p>Aware that Maths is still an area to be developed. English workshop Sept 23rd more info on Maths was the most common request EYFS English workshop to be repeated later on in the year.</p>
<p>7. Parents' and pupils'/students' responses to KPI 6 are analysed, feedback is provided through a range of media, and appropriate follow up action is taken.</p>		
<p>8. The school records and analyses take-up of opportunities, reflecting the groups present in the community, e.g. by the age of their children, the parents' genders, family ethnicity, home location.</p>	<p>See portfolio</p>	<p>A further need to engage dads- many dads have work commitments but do attend Parents Evening held after school and other events such as Christmas Production, Harvest Festival, Faith Week and End of Year Production</p>
<p>9. The school acts upon the findings in KPI 8 in order to make its work more inclusive of all groups of parents and pupils/students.</p>	<p>English and Maths mornings very popular –see portfolio for parental take up A range of parents attend – different ethnicities, gender, SEND</p>	<p>Continue to reach out to Hard to Reach Parents – investigate new approaches</p>

Objective 6: The school provides a good induction for all new parents

<p>7. The school gathers evaluative feedback from parents in relation to the quality of the induction meetings and/or events, in-year procedures and information provided.</p>	<p>Induction events were reviewed in Sept 15 as a result of parental responses the previous year (Sept 14 said Induction was too long). Sept 15 positive feedback Year 1 parents Sept 16 delighted with the continuation of children going straight to their class for the first two weeks before joining Y2+ on the school playground for Wake and Shake on a</p>	<p>Sept 16 intake transition procedures in process of being reviewed – appropriate actions will be taken once analysis completed and fed into SIP Need to further strengthen links with the local secondary school- in June 2016 they reduced their pupil induction day from 2 days to 1. Meriden C E made use of SMBC scheme for SEND pupils to receive additional transition programme during the Summer Holiday 2016</p>
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	<p>morning</p> <p>In year transition procedures updated as a result of LPPA</p> <p>Extended transition programmes and pupil booklets now produced for vulnerable SEND children (examples in portfolio)</p> <p>Sept 2015, five SEND children took part in SMBC Transition afternoon held at Meriden with representatives from the council when the school's transition arrangements were examined. All pupils said their transition was good and could think of nothing to improve.</p>	
8. Parents' responses are analysed, feedback is provided through a range of media, and appropriate follow up action is taken.	<p>Portfolio evidence school's response to transition.</p> <p>July 2015 Induction leaflets for all year groups introduced as a response to parents requesting further info on their child's new year group.</p> <p>Use of website for curriculum info for each year group for each half term</p> <p>School trips and costings now given to parents in Sept of academic year as a direct result of parent requests</p>	Induction system to be refined as appropriate
<p>Objective 7: The school provides parents with relevant and user-friendly guidance and information to help them support their children's learning</p>		
7. The school gathers evaluative feedback from parents in relation to the quality and relevance of the information and guidance they receive.	<p>Parental questionnaire Dec 15 99% of parents either agreed or strongly agreed that, 'I am kept well informed about how my child is getting on.'</p> <p>91% either agreed or strongly agreed, 'I receive enough information about my child's curriculum and enrichment activities.'</p>	Continue to gain up to date info on parent response relating to the info they receive
8. Parents' responses are analysed, feedback is provided through a range of media, and appropriate follow up action is taken.	On-going	As above

Objective 8: The school produces and implements parent-friendly policies to establish effective home-school links and improve children's attendance, behaviour, punctuality, progress and positive participation in school

<p>8. The school gathers evaluative feedback from parents in relation to the quality and relevance of its policies, procedures and developments, and its strategies for consulting with parents.</p>	<p>Key policies updated with input of School Council, Parent Council, staff and specific working groups. Parents responses requested via</p> <ul style="list-style-type: none"> -newsletter -individual letter -Twitter -school website -meetings held during and after the school day to promote attendance of working parents too 	<p>Policies continue to be revised on a rolling program and in relation to legal updates and statutory changes. Parent and pupil responses will continue to be sought</p>
<p>9. Parents' responses are analysed, feedback is provided through a range of media and appropriate follow up action is taken.</p>	<p>Policies revised taking into consideration parent, child, governor and staff responses. Follow up action taken via</p> <ul style="list-style-type: none"> -newsletter -individual letter -Twitter -school website -Parent Council -School Council -GB Meetings -Staff Meetings -Coffee Mornings 	

Objective 9: The school provides good support for all parents as their children leave the school

<p>8. The school gathers evaluative feedback from parents in relation to the quality of transition meetings and/or events, procedures and information provided (including provision for parents whose children leave the school during the school year).</p>	<p>SEND parents closely supported by SENCo – extended transition programmes for children starting at Meriden as well as those leaving our school.</p>	<p>Y6 to 7 transition remains a priority – as a school we need to continue to develop closer links with our secondary school to overcome the fact our main feeder school has reduced its induction programme from 2 to 1 days.</p>
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<p>9. Parents' responses are analysed, feedback is provided through a range of media, and appropriate follow up action is taken.</p>	<p>Parents of vulnerable children still feel more work to be done.</p>	<p>Liaise with secondary school to endeavour to extend transition programme</p>
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