



LEADING PARENT PARTNERSHIP AWARD  
INITIAL AUDIT REPORT AND ACTION PLAN (IARAP)

School name	St Catherine's C of E Primary School		
School address	<b>Haslewood Ave, Hoddesdon, Hertfordshire EN11 8HT</b>		
School telephone	01992463214	School website address	www.stcaths.herts.sch.uk
Headteacher	Mandy Staiano/ Angela Wallis	Headteacher's email	head@stcaths.herts.sch.uk
LPPA Coordinator	Joe Pring	Coordinator's email	jpring@stcaths.herts.sch.uk
LPPA Adviser	Sue Dinsdale	Adviser's email	<u><a href="mailto:s.dinsdale@yahoo.com">s.dinsdale@yahoo.com</a></u>
Date of Initial Audit visit	15th October 2015	Completed IARAP returned to Adviser by	27th November 2015
Provisional date for Interim Assessment (month)	July 2016 <small>(Usually 10 to 12 months after Initial Audit)</small>	Provisional date for Final Verification (month)	January 2017 <small>(Usually 12 to 15 months after Initial Audit)</small>

**Brief Description of the School (This can be cut-and-pasted from the school's ISSEF)**

St. Catherine's is a 1.5 entry voluntary controlled church of England school in the middle of Hoddesdon town. There are 332 pupils on roll and we do not have nursery. Currently we have 27 children on the SEN register and no child with an EHCP. We have 62 children marked as EAL on our records. About 20 of those are emergent English speakers though many of the parents need support with language. As a school, we have close links with our church though not many of our families are regular church goers. The school is set in large grounds due to the amalgamation of the Infant and Junior schools in 2003.

The school has been through some turbulent times. The previous head left suddenly and many of the parents held the school governors at fault for this. It was a difficult time for the school leadership to manage with parents taking their stories to the newspaper and petitioning at the gates. We took over as interim heads (co head-teachers) as we were assistant heads at the time. Within one week of taking on the role, the school was put in a category by Ofsted. We moved to RI the following year and are currently still an RI school though our self-evaluation now reflects the good school we think we are.

As head teachers, we firmly believe that parents have to be involved in the school's policies and practices. We know that this is key to a successful school. Currently, we struggle to encourage our parents in this. The strategies and events that we have put in place, have not been particularly successful. We initiated a parent's forum but few parents would attend (less than 5 for the majority of occasions), any workshops for parents to support reading, phonics or maths aren't well attended either. We have recently re-launched our parents association which is now more inclusive and more parents are becoming involved.

As a school, we are keen to explore other methods of building sustainable links with parents so that they become more involved in the school's direction and their children's achievements. To this end, we would appreciate the support of an external person to help us achieve this goal.

## **Objective 1: The school demonstrates a commitment to work towards achieving the LPPA**

### **Key Performance Indicators**

1. LPPA Co-ordinator and working group are in place. (Guidance notes G5 and Optional pro forma P2)
2. The school's signed LPPA contract and letter of commitment are sent to the LPPA office.
3. A commitment to achieving the LPPA, and information about the Award, is shared with all LPPA key partners: teaching and support staff, parents, pupils/students and governors. (Guidance notes G6)
4. There is evidence that local partners, for example local training providers and community organisations, have been informed about the LPPA and have been encouraged to become involved. (Optional pro forma P3)

### **Adviser's comments on the school's achievements**

The school has shown a strong commitment to achieving the award and both Head-teachers and a Governor took part in the audit process. The assistant head teacher has been identified as the co-ordinator and he will be supported by Mandy Staiano and maybe an administrator. Partners were discussed and identified during the audit discussion and include the on-site Children's Centre, the local family support team HABS, the church and local secondary schools.

KPI	ISSEF Level FA, PA, MMDN	Current achievements and action to be taken	Who will deliver and monitor the action to be taken?	When will the action be taken?
1.	PA	<p><b>Achieved:</b></p> <ul style="list-style-type: none"> <li>• The school has identified two senior members of staff to drive the award forward.</li> <li>• Governor has been identified and was part of the audit.</li> </ul> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Members of staff to be identified to create working party from key areas e.g. office team, KS1/2, parent, EYFS.</li> </ul>	HT	November 2015
2.	MMDN	<p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Signed contract to be sent to the LPPA.</li> <li>• Letter of commitment to be sent to LPPA on school letterhead paper.</li> </ul>	HT	November 2015
3.	PA	<p><b>Achieved:</b></p> <ul style="list-style-type: none"> <li>• Governors are aware and were represented at the audit.</li> </ul> <p>Action:</p> <p><u>Governors</u></p> <ul style="list-style-type: none"> <li>• Inform the Full Governing Body keep them updated at subsequent meetings.</li> </ul> <p><u>Teaching and Support Staff</u></p> <ul style="list-style-type: none"> <li>• Inform all school staff at staff meetings.</li> </ul> <p><u>Parents</u></p> <ul style="list-style-type: none"> <li>• Inform through the newsletter or inclusion on the website.</li> </ul> <p><u>Pupils</u></p> <ul style="list-style-type: none"> <li>• Identify appropriate methods to inform pupils across the school. e.g. assembly</li> </ul>	LPPA co-ord & Gov representative (JT)	O/G FGB and SIC committee
4.	MMDN	<p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Local partners to be informed. Partners discussed at audit included Children's Centre, HABS, Church, Nursery, Secondary Schools locally, School Nurse</li> </ul>	LPPA co-ord	December 2015

Evidence Requirements for the LPPA Portfolio

<b>Objective 1: The school demonstrates a commitment to work towards achieving the LPPA</b>	
<b>Objectives and KPIs</b>	<b>Evidence that must be provided in the portfolio</b>
1. LPPA Co-ordinator and working group are in place.	List of names and roles of working group members. <b>Guidance notes G5</b> and <b>Optional pro forma P2</b>
2. The school's signed LPPA contract and letter of commitment are sent to the LPPA office.	Copies of contract and letter of commitment.
3. A commitment to achieving the LPPA, and information about the Award, is shared with all LPPA key partners: teaching and support staff, parents, pupils/students and governors.	At least one piece of evidence for <i>each</i> group that demonstrates how they were given <i>initial</i> information about the LPPA. For example, staff meeting minutes, parents' newsletter, school council minutes, governing body minutes. <b>Guidance notes G6</b>  (In addition, if applicable, examples of other materials that could apply to all the groups, such as a school LPPA leaflet or an LPPA webpage.)
4. There is evidence that local partners, for example local training providers and community organisations, have been informed about the LPPA and have been encouraged to become involved.	List of key partners that work with <i>parents</i> with a brief note of the contribution each partner makes. <b>Optional pro forma P3</b>  Copies of emails, letters, minutes of meetings, as appropriate, that have been used to inform and encourage key partners.

## Objective 2: The school makes and implements effective plans to achieve and maintain the LPPA

### Key Performance Indicators

1. Evidence exists of the school's fully completed IARAP (Adviser-led approach) or Action Plan (Trainer-led approach and School-led approach) using the LPPA pro forma. **(Guidance notes G2, Required pro forma R2)**
2. Up-to-date information and on-going involvement keeps all key partners in touch with developments in parent partnership and progress towards achieving the LPPA: teaching and support staff, parents, pupils/students, governors and local partners. (Guidance notes G6)
3. The school's improvement plan details strategies for LPPA achievement and for the maintenance of parent partnership after the Award is achieved.
4. **EVALUATION: The LPPA IARAP** (Adviser-led approach) or Action Plan (Trainer-led approach and School-led approach) is regularly monitored. Progress is evaluated and the findings are recorded and acted upon. **(Guidance notes G3)**

Adviser's comments on the school's achievements

The LPPA is already included within the SDP, with the IARAP acting as an appendix. The school must raise the profile of the award throughout the whole school community and continue to keep key stakeholders updated.

KPI	ISSEF Level  FA, PA, MMDN	Current achievements and action to be taken	Who will deliver and monitor the action to be taken?	When will the action be taken?
1.	MMDN	<b>Action:</b> <ul style="list-style-type: none"> <li>• Completed IARAP to be included in the portfolio.</li> </ul>	LPPA co-ord	November 2015
2.	MMDN	<b>Action:</b> <ul style="list-style-type: none"> <li>• Effective strategies to be developed and implemented to keep all partners informed of progress towards the achievement of the LPPA.</li> <li>• Following initial information provision to all key partners updated information will be provided in the portfolio through: <ul style="list-style-type: none"> <li>• Teaching/ TA staff - staff meetings minutes.</li> <li>• Termly reports to Governors and associated minutes.</li> <li>• Parents - through newsletter, website, notice boards and parent mail.</li> <li>• Pupils – using appropriate communication e.g. symbolised.</li> </ul> </li> </ul>	LPPA co-ord	O/G
3.	PA	<b>Achieved:</b> <ul style="list-style-type: none"> <li>• Award is already included in the 2015/16 SDP</li> </ul> <b>Action:</b> <ul style="list-style-type: none"> <li>• IARAP to be included within the SDP as an appendix</li> </ul>	HT	November 2015
4.	MMDN	<b>Action:</b> <ul style="list-style-type: none"> <li>• Put systems in place to annotate the IARAP. (e.g. update IARAP regularly using either RAG or by updating at each meeting)</li> <li>• Information and evaluation of feedback to be provided to all stakeholders together with the recording of achievements.</li> </ul>	Gov LPPP co-ord	O/G

**Objective 2: The school makes and implements effective plans to achieve and maintain the LPPA**

<p>1. Evidence exists of the school's fully completed IARAP (Adviser-led approach) or Action Plan (Trainer-led approach and School-led approach) using the LPPA pro forma.</p>	<p>Copy of the school's completed IARAP or Action Plan. <b>Required pro form R2 a, b or c</b> and <b>Guidance notes G2 a, b, or c</b></p>
<p>2. Up-to-date information and on-going involvement keeps all key partners in touch with developments in parent partnership and progress towards achieving the LPPA: teaching and support staff, parents, pupils/students, governors and local partners.</p>	<p>At least three pieces of evidence for <i>each</i> group that demonstrates that they have continued to be informed about LPPA progress. For example, staff meeting minutes, parents' newsletter, school council minutes, governing body minutes. <b>Guidance notes G6</b></p> <p>(In addition, examples of other evidence could include parents' notice board displays, web pages.)</p>
<p>3. The school's improvement plan details strategies for LPPA achievement and for the maintenance of parent partnership after the Award is achieved.</p>	<p>Appropriate section(s) of the school improvement plan.</p>
<p>4. EVALUATION: The LPPA IARAP (Adviser-led approach) or Action Plan (Trainer-led approach and School-led approach) is regularly monitored. Progress is evaluated and the findings are recorded and acted upon.</p>	<p>Either: minutes of the LPPA working group. Or: copies of the IARAP or Action Plan with notation or highlighting to demonstrate monitoring of progress and next planned steps. Or: regular progress bulletins posted on the website, in newsletters or on the parent notice board, for example. <b>Guidance notes G3</b></p> <p>(In addition, the school may choose to use and evidence other approaches, but the three listed above are most commonly used.)</p>

### Objective 3: The school is a welcoming, communicative and friendly place for parents

#### Key Performance Indicators

1. The vision statement and/or aims of the school are prominently displayed.
2. Clear internal and external location/direction signs and symbols meet the needs of parents when visiting the school.
3. The school's physical environment is welcoming, including high-quality display of pupils'/students' work and other materials throughout.
4. The school's reception arrangements are well-organised and welcoming for parents.
5. Two-way home-school communication systems meet the needs of *individual* parents: one-to-one discussion, individual letter writing, telephoning, emailing, texting, the virtual learning environment. (Optional pro forma P4)
6. High quality *general* information is provided for parents using a range of media such as: notice boards, plasma screens, letters, newsletters, emails, texts, the school website, the virtual learning environment.
7. EVALUATION: 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.
8. EVALUATION: Parents' responses are analysed, feedback is provided through a range of media, and appropriate follow up action is taken.  
(EVALUATION KPIs: Guidance notes G3 and Optional pro forma P1)

Adviser's comments on the school's achievements.

The school's vision statement is not clear and the reception area arrangements are not easy for parents to access. The reception area has an interesting display of staff pictures however this is not complete. The plasma screen could be used to show parents who are waiting in the area a range of pictures and information about the school.

Reception staff were friendly and helpful as experienced by the assessor and external signage is clear.

The school is able to utilise the EYFS entrance so that parents are able to see the learning environment. Use of the website, social media and texting was discussed at the audit and the school is keen to develop the use of social media to engage with parents more widely.

KPI	ISSEF Level FA, PA, MMDN	Current achievements and action to be taken	Who will deliver and monitor the action to be taken?	When will the action be taken?
1.	MMDN	<b>Action:</b> <ul style="list-style-type: none"> <li>• The school to ensure that their vision is visible to all visitors and parents. There are various areas around the school where parents gather at pick up times that could be utilised.</li> </ul>	HT	February 2016
2.	PA	<b>Achieved:</b> <ul style="list-style-type: none"> <li>• External signage is clear and directs visitors to the entrance.</li> </ul> <b>Action:</b> <ul style="list-style-type: none"> <li>• There is some internal signage however this isn't consistent across the school.</li> <li>• Signage on classrooms identifies the name of the class but not the year group.</li> <li>• The school would benefit from a small focus group of parents completing a tour of the school identifying areas for improvement as part of the process.</li> </ul>	Site manager/LPPA co-ord  Gov	December 2015  March 2015
3.	PA	<b>Achieved:</b> <ul style="list-style-type: none"> <li>• High quality displays can be seen within the classrooms.</li> </ul> <b>Action:</b> <ul style="list-style-type: none"> <li>• Many display boards throughout the school were blank.</li> <li>• The school has various areas outside where parents gather that could be used to display children's work effectively.</li> <li>• Photographs of displays could be shared on social media/website.</li> </ul>	LPPA  IT manager	November 2015  O/G

4.	PA	<p><b>Achieved:</b></p> <ul style="list-style-type: none"> <li>• Reception staff are friendly and helpful from assessors experience at the audit.</li> </ul> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Identify an easier way of parents being able to see reception staff and access help and information by moving forward with plans to create a hatch.</li> <li>• Create drop off areas for letters and forgotten school items</li> <li>• Use the parent focus group at 3.2 to suggest ways in which the reception area can be improved.</li> </ul>	Office manager  Gov	September 2016  November 2016
5.	FA	<p><b>Achieved:</b></p> <ul style="list-style-type: none"> <li>• SLT members are readily available for parents and teachers are happy to make appointments to see parents.</li> <li>• texting system has been recently introduced.</li> <li>• 1:1 conversations are held with parents whose children have SEN and/or are the most vulnerable.</li> <li>• Parents are telephoned as required with regard to behaviour, illness or injury.</li> <li>• Office staff are pro-active about contacting individual parents as required.</li> </ul>		
6.	PA	<p><b>Achieved:</b></p> <ul style="list-style-type: none"> <li>• Weekly newsletters are produced and can be accessed on the website, via e mail, on the noticeboards and as a paper version on request.</li> <li>• The website has a dedicated member of staff to keep it updated and the school is striving to have all information available within 2 <i>clicks</i></li> <li>• Facebook page is used to give updates and reminders</li> </ul> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Develop social media further to include twitter</li> <li>• Make use of the plasma screen in the entrance</li> <li>• Ensure that all noticeboards display good quality and up to date information including learning messages</li> </ul>	IT manager  LPPA co-ord	December 2015

7.	MMDN	<p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Develop systems to gain parental views in relation to welcome, and the quality of two way and general information which is received from school</li> </ul> <p><i>Examples of gaining this information could be through:</i> Pupils carrying out surveys with their parents at home, Post-it notes and speech bubbles, questionnaires, using Parent Governors to play a key role in consultation activities. <b>(For more guidance see P52 Achieving LPPA: Practical Guidance and Pro formas document.)</b></p>	<p>LPPA to co-ord</p> <p>School Council Lead Governor</p>	<p>December 2015</p> <p>O/G</p>
8.	MMDN	<p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Analyse feedback provided from 3.7 above and report back to parents using a range of media. This could be done by using the “We asked – you said – we did” principle.</li> <li>• Carry out appropriate action identified through the analysis.</li> </ul>	LPPA co-ord	O/G

**Objective 3: The school is a welcoming, communicative and friendly place for parents**

***Some evidence will be observed during walks around the school by the LPPA Adviser/Trainer/Verifier.***

1. The vision statement and/or aims of the school are prominently displayed.	Vision statement or aims displayed in the main school reception area as a minimum. <i>Walk round evidence.</i>  (Vision statement or aims may also be displayed in other areas of the school, included in homework diaries, presented on the website etc.)
2. Clear internal and external location/direction signs and symbols meet the needs of parents when visiting the school.	External and internal signage that provides information for parents (and other visitors) is clearly displayed. <i>Walk round evidence.</i>
3. The school's physical environment is welcoming, including high-quality display of pupils'/students' work and other materials throughout.	<i>Walk round evidence.</i>  (In addition, photographs of particularly interesting displays that will be removed before the next LPPA Adviser/Trainer/Verifier visit could be included in the portfolio.)
4. The school's reception arrangements are well-organised and welcoming for parents.	<i>Walk round evidence plus LPPA Adviser's/Trainer's/Verifier's own experience of welcome. Discussion with parents at Final Verification.</i>
5. Two-way home-school communication systems meet the needs of <i>individual</i> parents: one-to-one discussion, individual letter writing, telephoning, emailing, texting, the virtual learning environment.	Either: copy of existing information provided for parents. Or: brief notes describing how each aspect of communication with parents is managed in the school. <i>Discussion with parents at Final Verification.</i> <b>Optional pro forma P4</b>

<p>6. High quality <i>general</i> information is provided for parents using a range of media such as: notice boards, plasma screens, letters, newsletters, emails, texts, the school website, the virtual learning environment.</p>	<p>Samples of a range of information provided are included in portfolio. <i>Walk round evidence.</i></p>
<p>7. EVALUATION: 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>Evidence of how and when data has been gathered during the LPPA period. For example, questions on parents' annual questionnaire, reception desk response slip, record of telephone survey. <b>Guidance notes G3 and Optional pro forma P1</b></p>
<p>8. EVALUATION: Parents' responses are analysed, feedback is provided through a range of media, and appropriate follow up action is taken.</p>	<p>Written summary of parents' responses. Evidence of how feedback was provided, such as newsletter article, web page, parents' notice board. Note of follow-up actions taken. <b>Guidance notes G3 and Optional pro forma P1</b></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**

**Key Performance Indicators**

1. Training and development opportunities available include courses and/or activities to help parents support their children's learning. **(Guidance notes G7 and Optional pro forma P5)**
2. Training and development opportunities available include courses and/or activities that support parents in developing their own learning. **(Guidance notes G7 and Optional pro forma P5)**
3. The school actively and effectively promotes the attendance of parents at courses and/or activities, both in school and in the community, using a range of media.
4. The school helps to facilitate parents' involvement in these courses and/or activities through providing, for example, child care, free or low cost places, transport, flexible timing, a range of locations. **(Optional pro forma P6)**
5. The school recognises and celebrates parents' success in supporting their children's learning and in developing their own learning.
6. **EVALUATION:** 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.
7. **EVALUATION:** Parents' responses to KPI 6 are analysed, feedback is provided through a range of media, and appropriate follow up action is taken.
8. **EVALUATION:** 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.
9. **EVALUATION:** The school acts upon its KPI 8 findings in order to make its work more inclusive of all groups of parents. (EVALUATION KPIs: **Guidance notes G3 and Optional pro forma P1)**

**Adviser's comments on the school's achievements**

The school is keen to create opportunities for parents to become involved in learning. They have a good relationship with the Children's Centre situated adjacent to the school and they will be key partners in developing the offer further.

There is a need to create a strategic approach to creating the opportunities in order to coincide with school priorities and the SDP. We discussed targeting parents especially those whose children are receiving interventions for learning.

KPI	ISSEF Level  FA, PA, MMDN	Current achievements and action to be taken	Who will deliver and monitor the action to be taken?	When will the action be taken?
1.	PA	<p><b>Achieved:</b></p> <ul style="list-style-type: none"> <li>• Various workshops are held on an ad-hoc basis e.g phonics, maths etc</li> </ul> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• School to develop a strategic plan for delivering adult learning that supports pupil learning e.g. target parents linked to interventions, use pupils to deliver key learning messages during assemblies, within school productions, create annual calendar etc.</li> <li>• Make use of existing youtube videos or create videos to be displayed on the website</li> <li>• Encourage parents to invite a friend to attend the course/session with them, which will boost numbers and may encourage them to attend.</li> <li>• Challenge parents asking why they don't attend, which may support the school in facilitating attendance for future sessions.</li> <li>• Consult parents to determine times/day of events which would be more convenient for them to attend.</li> </ul>	<p>LPPA co-ord SENCO</p> <p>Subject leads</p> <p>Gov/parent rep</p> <p>HT</p>	<p>August 2016</p> <p>February 2016</p> <p>O/G</p> <p>O/G</p>

2.	PA	<p><b>Achieved:</b></p> <ul style="list-style-type: none"> <li>• Parents can be signposted to Children’s Centre on site for a range of opportunities.</li> <li>• ESOL classes are held.</li> <li>• Local family support workers signpost families to local opportunities.</li> </ul> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Develop the use of the website to include signposting.</li> <li>• Develop the schools relationship with training providers locally e.g adult education centre</li> <li>• Consider putting the dates for the sessions in the diary early so that teachers at ‘Meet the teacher’ parents’ meeting in September could distribute dates and encourage parents.</li> <li>• Encourage parents to invite a friend to attend the course/session with them, which will boost numbers and may encourage them to attend.</li> <li>• Challenge parents asking why they don’t attend, which may support the school in facilitating attendance for future sessions.</li> <li>• Consult parents to determine times/day of events which would be more convenient for them to attend.</li> </ul>	<p>DW – It manager HT</p> <p>HT/ Office manager</p> <p>HT</p>	<p>O/G March 2016</p> <p>July 2016</p> <p>O/G</p>
3.	PA	<p><b>Achieved:</b></p> <ul style="list-style-type: none"> <li>• Publicity is included on noticeboard posters.</li> <li>• Information is sometimes e-mailed when appropriate.</li> <li>• School newsletter is used.</li> </ul> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• School to develop an information strategy using a range of media for each event e.g. all events are advertised on the newsletter, website, posters and via social media. Targeting will increase the uptake of places and the school strategy should include this. (A checklist was shared with staff at audit).</li> </ul>	<p>LPPA co-ord</p>	<p>December 2015 onwards</p>
4.	FA	<p><b>Achieved:</b></p> <ul style="list-style-type: none"> <li>• All training places are free or low cost.</li> <li>• Childcare is provided by the Children’s Centre or by After School Club staff if and when necessary</li> <li>• Training organisations are offered free use of school facilities</li> </ul>		

5.	MMDN	<p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Planning of events should include how the event will be celebrated. The school could consider: <ul style="list-style-type: none"> <li>- Certificates for parents</li> <li>- Special presentations within assembly</li> <li>- Press/newsletter/website coverage</li> <li>- Parents writing about their experiences for the above to promote further participation</li> </ul> </li> </ul>	HT	O/G as events occur
6.	MMDN	<p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Develop mechanisms to record feedback from parents in relation to the quality and support they receive – when planning an event decide how you are going to evaluate it, try to use a variety of methods which will encourage parents to provide feedback <b>(See the LPPA guidance and pro formas booklet for ideas).</b></li> </ul>	LPPA co-ord	O/G
7.	MMDN	<p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• When the systems for 4.6 are developed, ensure that someone is responsible for analysing the feedback, identifying any actions that need to be taken and feeding this back to the parents. <b>(Proforma P1 page 57 is a useful document to use for pulling together this information.)</b></li> </ul>	Ht/LPPA co-ord	O/G
8.	MMDN	<p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Record attendance at sessions</li> <li>• Set up a spread sheet that enables you to analyse the take-up of opportunities in relation to groups present in the community e.g. by the age of children, parents genders, family ethnicity, home location and free school meals/ pupil premium.</li> </ul>	Parent rep LPPA co-ord	O/G
9.	MMDN	<p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Use the system of record keeping to identify and engage parents, with little or no involvement in learning, particularly groups of parents who are under-represented.</li> </ul>		

**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**

1. Training and development opportunities available include courses and/or activities to help parents support their children's learning.

List of the key activities that have taken place during the LPPA period, with dates of delivery and numbers of parents involved.

For a minimum of two and a maximum of four activities, copies of attendance lists, course or activity programs and photographs of the courses or activities taking place.

**Guidance notes G7 and Optional pro forma P5**

2. Training and development opportunities available include courses and/or activities that support parents in developing their own learning.

List of the key activities that have taken place during the LPPA period, with dates of delivery and numbers of parents involved.

For a minimum of two and a maximum of four activities, copies of attendance lists, course or activity programmes and photographs of the courses or activities taking place.

**Guidance notes G7 and Optional pro forma P5**

3. The school actively and effectively promotes the attendance of parents at courses and/or activities, both in school and in the community, using a range of media.

Samples of adverts and promotional materials, for example, letters, fliers, posters, web pages.

4. The school helps to facilitate parents' involvement in these courses and/or activities through, for example providing, child care, free or low cost places, transport, flexible timing, a range of locations.

Brief note of strategies adopted and any that were particularly effective.

**Optional pro forma P6**

5. The school recognises and celebrates parents' success in supporting their children's learning and in developing their own learning.

Evidence of strategies used such as certificates, photos on display, newsletter or webpage articles, invitations to celebratory events, newspaper articles.

<p>6. EVALUATION: 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>Evaluative evidence gathered following the four to eight sample activities used in KPI 4.1 and 4.2 above, including comments from parents on how they have supported their own and/or their children's learning. <b>Guidance notes G3 and Optional pro forma P1</b></p>
<p>7. EVALUATION: Parents' responses to KPI 6 are analysed, feedback is provided through a range of media, and appropriate follow up action is taken.</p>	<p>Written summary of parents' responses. Evidence of how feedback was provided, such as newsletter article, webpage, parents' notice board. Note of follow-up actions taken. <b>Guidance notes G3 and Optional pro forma P1</b></p>
<p>8. EVALUATION: 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>Analysis of take-up of the activities listed under KPIs 4.1 and 4.2 above. <b>Guidance notes G3 and Optional pro forma P1</b></p>
<p>9. EVALUATION: The school acts upon its KPI 8 findings in order to make its work more inclusive of all groups of parents.</p>	<p>Brief description of key actions taken and any impact these have had in attracting a wider range of parents. <b>Guidance notes G3 and Optional pro forma P1</b></p>

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

### Key Performance Indicators

1. A program of enrichment opportunities and events is available that encourages parents and children to enjoy learning together e.g. home-school learning; family learning; parent participation in school curriculum events and educational visits. (Guidance notes G7 and Optional pro forma P7)
2. Community and cultural diversity is celebrated and reflected within the enrichment program. (Optional pro forma P7)
3. The school actively and effectively promotes the attendance of parents and pupils/students at enrichment opportunities and events both in school and in the community, using a range of media.
4. The school helps to facilitate parents' and pupils'/students' involvement in these enrichment opportunities and events through providing, for example, child care, free or low cost places, transport, flexible timing, a range of locations. (Optional pro forma P8)
5. The school recognises and celebrates parents' and pupils'/students' success while participating in joint enrichment opportunities and events.
6. **EVALUATION:** 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.
7. **EVALUATION:** 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.
8. **EVALUATION:** 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.
9. **EVALUATION:** The school acts upon the findings in KPI 8 above in order to make its work more inclusive of all groups of parents and pupils/students. (**EVALUATION KPIs: Guidance notes P3 and Optional pro forma P1**)

#### Adviser's comments on the school's achievements

The school has an ad-hoc approach to creating family learning opportunities and where they are delivered they are mostly within the Early Years. The school would benefit from building on this practice and to create events throughout the school throughout the school year. It would be useful to address what can be delivered within the whole school staff meeting and in the first instance to have at least one event per year group in the diary so that parents can be made aware of dates etc. The guidance notes will provide a list of events that the school may like to consider.

KPI	ISSEF Level  FA, PA, MMDN	Current achievements and action to be taken	Who will deliver and monitor the action to be taken?	When will the action be taken?
1.	PA	<p><b>Achieved:</b></p> <ul style="list-style-type: none"> <li>• EYFS hold various events that encourage parents into the classroom. (Busy fingers, reading etc.)</li> <li>• Exhibition days are held to share children's learning.</li> <li>• School plays, sports days and debate events are attended by parents.</li> </ul> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Create a range of learning events that children and their parents can share e.g. work alongside where parents are invited in in small numbers to work with their child during key subjects, art and craft lessons are shared by parents, make use of mothers and father's day by inviting parents in for lunch and the afternoon session etc.</li> <li>• Develop a systematic approach to developing opportunities e.g. in the first instance get every year group to organise one event and then develop over time.</li> <li>• Invite parents when outside agencies come into school to deliver learning e.g. poets during book week, theatre companies, music workshops etc.</li> </ul>	LPPA co-ord/HT	Spring term onwards
2.	MMDN	<p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Make use of opportunities included in the curriculum to create family learning especially within RE and Geography.</li> <li>• When developing activities within Obj. 5 create some events that address local community and cultures.</li> <li>• Consider a focused cultural awareness week with a range of activities on offer.</li> </ul>	LPPA co-ord	O/G

3.	PA	<p><b>Achieved:</b></p> <ul style="list-style-type: none"> <li>• Newsletters are used to promote attendance at the activities that are run.</li> </ul> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Create area of the website and use other social media to advertise opportunities.</li> <li>• Use targeted invites when applicable.</li> <li>• Develop the use of noticeboards and plasma screen.</li> <li>• Make use of events where there is a high attendance to share learning.</li> </ul>	DW/IT manager SLT	December 2015
4.	MMDN	<p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Create systems whereby childcare, transport, funding, location and timing is considered as part of the organisational process.</li> </ul>	SLT	January 2016
5.	MMDN	<p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Create systems whereby the school celebrates, shares and recognises families successes and participation in family learning as part of the organisational process.</li> </ul>	LPPA co-ord	April 2016
6.	MMDN	<p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Develop mechanisms to record feedback from parents in relation to the quality and range of events they take part in – when planning an event decide how you are going to evaluate it, try to use a variety of methods which will encourage parents to provide feedback (See the LPPA guidance and pro formas booklet for ideas).</li> </ul>	LPPA	By end of Autumn term 2015
7.	MMDN	<p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• When the systems for 5.6 are developed, ensure that someone is responsible for analysing the feedback, identifying any actions that need to be taken and feeding this back to the parents. <b>(Proforma P1 page 57 is a useful document to use for pulling together this information.)</b></li> </ul>	HT	O/G
8.	MMDN	<p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Record attendance at sessions</li> <li>• Set up a spread sheet that enables you to analyse the take-up of opportunities in relation to groups present in the community e.g. by the age of children, parents genders, family ethnicity, home location and free school meals/ pupil premium.</li> </ul>	Parent Rep LPPA co-ord	O/G

9.	MMDN	<b>Action:</b> <ul style="list-style-type: none"><li>• Use the system of record keeping to identify and engage parents with little or no involvement in learning, particularly groups of parents who are under-represented.</li></ul>		O/G
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**Objective 5: The school holds and actively promotes enrichment opportunities and events for joint parent and child participation**

<p>1. A program of enrichment opportunities and events is available that encourages parents and children to enjoy learning together e.g. home-school learning; family learning; parent participation in school curriculum events and educational visits.</p>	<p>List of the key activities that have taken place during the LPPA period, with dates of delivery and numbers of parents involved.</p> <p>For a minimum of two and a maximum of four activities, copies of attendance lists, course or activity programs and photographs of the courses or activities taking place.</p> <p><b>Guidance notes G7 and Optional pro forma P7</b></p>
<p>2. Community and cultural diversity is celebrated and reflected within the enrichment program.</p>	<p>Highlight the key activities that have taken place during the LPPA period on the KPI 1 list. <b>Optional pro forma P7</b></p> <p>For a minimum of one and a maximum of two activities, copies of attendance lists, course or activity programs and photographs of the courses or activities taking place.</p>
<p>3. The school actively and effectively promotes the attendance of parents and pupils/students at enrichment opportunities and events both in school and in the community, using a range of media.</p>	<p>Samples of adverts and promotional materials, for example, letters, fliers, posters, web pages.</p>
<p>4. The school helps to facilitate parents' and pupils'/students' involvement in these enrichment opportunities and events through providing, for example, child care, free or low cost places, transport, flexible timing, a range of locations.</p>	<p>Brief note of strategies adopted and any that were particularly effective.</p> <p><b>Optional pro forma P8</b></p>
<p>5. The school recognises and celebrates parents' and pupils'/students' success while participating in joint enrichment opportunities and events.</p>	<p>Evidence of strategies used such as certificates, photos on display, newsletter or web page articles, invitations to celebratory events, newspaper articles.</p>

<p>6. EVALUATION: 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>Evaluative evidence gathered following the sample activities used in KPI 5.1 and 5.2 above, including comments from parents and pupils/students on how their learning was supported. Guidance notes G3 and <b>Optional pro forma P1</b></p>
<p>7. EVALUATION: 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>Written summary of parents' and pupils'/students' responses. Evidence of how feedback was provided, such as newsletter article, web page, parents' noticeboard. <b>Guidance notes G3 and Optional pro forma P1</b></p>
<p>8. EVALUATION: 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>Analysis of take-up of the activities listed under KPIs 5.1 and 5.2 above. <b>Guidance notes G3 and Optional pro forma P1</b></p>
<p>9. EVALUATION: 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>Brief description of key actions taken and any impact these have had on attracting a wider range of parents and pupils/students. <b>Guidance notes G3 and Optional pro forma P1</b></p>

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

### Key Performance Indicators

1. Induction meetings and/or events are held for groups of parents when their children are new to the school. These should support parents in: building relationships with staff; getting to know the school site; meeting other parents; addressing practical issues; getting to know what the school has to offer to parents as well as to their children. **(Optional pro forma P9)**
2. Induction meetings and/or events are arranged with sensitivity to parents' availability. **(Optional pro forma P9)**
3. Accessible induction information is produced and distributed. It is made available through translation/interpretation where appropriate.
4. The Home-School Agreement (or equivalent) is clear and in a format that is easy for parents to understand. It is shared with parents as a key part of the induction process.
5. The school analyses attendance at induction events and follows up those parents who do not attend.
6. Clear procedures are in place for parents of children joining during the school year, including those entering the country for the first time, or having other additional needs.
7. EVALUATION: 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.
8. EVALUATION: Parents' responses are analysed, feedback is provided through a range of media, and appropriate follow up action is taken.
9. **(EVALUATION KPIs: Guidance notes P3 and Optional pro forma P1)**

#### Adviser's comments on the school's achievements

Parents are given a range of opportunities to see around the school and come in to meet school staff on a 1:1 basis. An evening event is held when parents are given a range of information and are able to visit the classroom. Although the school operates a staggered start for new pupils they are flexible if parents find the staggered start difficult through work commitments. The school has identified that procedures for in year entrants into the school could be improved upon.

The home school agreement, although signed by all every year has a low profile within the school. This was discussed at audit and the school is keen to look at ways in which the HSA can be reviewed and given a higher profile possibly in the home school book.

KPI	ISSEF Level  FA, PA, MMDN	Current achievements and action to be taken	Who will deliver and monitor the action to be taken?	When will the action be taken?
1.	PA	<p><b>Achieved:</b></p> <ul style="list-style-type: none"> <li>• School is open for 'walk arounds' to introduce parents to the school during which questions can be asked and answered. These are well attended.</li> <li>• 1:1 meetings are held in school with the parent and the child during which there are some activities for the pupil.</li> <li>• There is a formal meeting held in the evening when a presentation is made regarding school life and parents are given information regarding, uniform, school dinners etc</li> </ul> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• School is interested in reinstating home visits and to look at how that can be done at the beginning of Term 1 (As part of the evaluation the school should ask current EYFS parents if they would have liked a home visit).</li> <li>• Any presentation materials could be made available on the website and/or e-mailed</li> </ul>	<p>EY lead</p> <p>IT manager</p>	<p>September 2016</p> <p>O/G</p>
2.	FA	<p><b>Achieved:</b></p> <ul style="list-style-type: none"> <li>• 1:1 meetings are held by appointment.</li> <li>• School will be flexible in their approach to induction meetings e.g. walk rounds can be organised for families unable to attend main event etc.</li> </ul>		
3.	FA	<p><b>Achieved:</b></p> <ul style="list-style-type: none"> <li>• Parents are given a full range of information regarding the school life.</li> <li>• Google translate is available and individual parents would be supported as required where English is a second language</li> </ul>		
4.	PA	<p><b>Achieved:</b></p> <ul style="list-style-type: none"> <li>• A home school agreement is signed by parents/school and pupils annually.</li> </ul> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• School to review the HSA and raise it's profile. Discussed having the HSA within the home/school record book for example.</li> </ul>	HT	July 2016

5.	FA	<b>Achieved:</b> <ul style="list-style-type: none"> <li>• School ensures that all parents are contacted at entry into school</li> </ul>		
6.	MMDN	<b>Action:</b> <ul style="list-style-type: none"> <li>• School to consider the procedures for families entering the school after reception year. Consider 1:1 meetings in the same format as at 6.1. It can be useful to introduce to other families already in the area/school and consider a courtesy phone call after a term to answer any queries.</li> </ul>	HT	September 2016
7.	MMDN	<b>Action:</b> <ul style="list-style-type: none"> <li>• Survey parents re induction and quality of information provided; this could take place in Term 1 or any other event early in the school year. (Informal conversations can gather this information and written up as a report using pro forma 1 for evidence purposes)</li> </ul>	LPPA co-ord	February 2016
8.	MMDN	<b>Action:</b> <ul style="list-style-type: none"> <li>• Analyse feedback and report back to parents through a range of media, with appropriate follow up action taken where necessary.</li> </ul>	Ht/LPPA	O/G

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

<p>1. Induction meetings and/or events are held for groups of parents when their children are new to the school. These should support parents in: building relationships with staff; getting to know the school site; meeting other parents; addressing practical issues; getting to know what the school has to offer to parents as well as to their children.</p>	<p>List of meetings and/or events. Copies of invitations to parents. Optional pro forma P9</p> <p>(In addition, photographs of meetings and/or events could be included.)</p>
<p>2. Induction meetings and/or events are arranged with sensitivity to parents' availability.</p>	<p>Note on timings of events and how these are designed to meet parents' needs.</p> <p>Note of how alternative provision is made if parents are unable to attend. Optional pro forma P9</p>
<p>3. Accessible induction information is produced and distributed. It is made available through translation/interpretation where appropriate.</p>	<p>Copy of the school prospectus and other key induction documentation. Samples of translated information, as appropriate. Note of any interpretation services provided, as appropriate.</p>
<p>4. The Home-School Agreement (or equivalent) is clear and in a format that is easy for parents to understand. It is shared with parents as a key part of the induction process.</p>	<p>Copy of Home-School Agreement (or equivalent). Note of how this is shared with parents.</p>
<p>5. The school analyses attendance at induction events and follows up those parents who do not attend.</p>	<p>Attendance lists for key induction events. Two mini case studies (5 – 10 lines) indicating how parental non-attendance was identified and what follow-up action was taken.</p>

<p>6. Clear procedures are in place for parents of children joining during the school year, including those entering the country for the first time, or having other additional needs.</p>	<p>Copy of procedure or flowchart indicating the step-by-step provision that is made for parents, and who takes responsibility for delivery at each stage.</p>
<p>7. EVALUATION: 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>Evaluative evidence gathered including:</p> <ul style="list-style-type: none"> <li>- feedback from parents on key induction meetings and/or events</li> <li>- one or two mini case study(ies) (5 – 10 lines) of feedback from parents new to the school during the year.</li> <li>- Feedback from parents on key information documentation provided</li> </ul> <p>Guidance notes G3 and Optional pro forma P1</p>
<p>8. EVALUATION: Parents' responses are analysed, feedback is provided through a range of media, and appropriate follow up action is taken.</p>	<p>Brief description of key actions taken and any impact these have had on improving induction procedures and information.</p> <p>Guidance notes G3 and Optional pro forma P1</p>

**Objective 7: The school provides parents with relevant and user-friendly guidance and information to help them support their children's learning**

**Key Performance Indicators**

1. General curriculum information is provided for parents at each Key Stage on a regular basis and at least once a term.
2. Parents are provided with comprehensive information about their own children's learning and progress, for example through: parents' consultation events; school reports; individual pupil/student reviews; targeting and tracking information. (Optional pro forma P10)
3. There is a high level of parental involvement where home-school dialogue is encouraged about their own children's learning and progress. (Optional pro forma P11)
4. Parents are actively involved in, and given the opportunity to feed back on, home-school learning.
5. Parents are provided with appropriate and relevant guidance to help them to support their children's learning and development, such as: guidance booklets; website references; materials posted on the virtual learning environment; home learning and revision guides; subject specialists' guidance.
6. Parents are actively involved in the celebration of the school's and their own children's success. (Optional pro forma P12)
7. EVALUATION: The school gathers evaluative feedback from parents in relation to the quality and relevance of the information and guidance they receive.
8. EVALUATION: Parents' responses are analysed, feedback is provided through a range of media, and appropriate follow up action is taken.  
(EVALUATION KPIs: Guidance notes P3 and Optional pro forma P1)

**Adviser's comments on the school's achievements**

There is some curriculum information available however this appears to be on an ad hoc and inconsistent basis. The LPPA should be used to review how the school can improve the curriculum information and also needs to improve the way in which the website is used. Class pages are ideal for sharing this information but there needs to be a consistent high quality approach.

Regular opportunities for parents to see and share their child's work could be considered as this will increase parents knowledge regarding current curriculum and learning practise.

Outside areas where parents congregate could be utilised to give up to date curriculum information and ideas.

KPI	ISSEF Level  FA, PA, MMDN	Current achievements and action to be taken	Who will deliver and monitor the action to be taken?	When will the action be taken?
1.	PA	<p><b>Achieved:</b></p> <ul style="list-style-type: none"> <li>• Some curriculum information is provided and is included on the school's website.</li> </ul> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Create a consistent approach to providing curriculum information to all year groups in a format that parents get used to.</li> <li>• Use the website and social media to distribute information</li> <li>• Consider adding a section on the information which details how parents can support their child's learning. E.g. Parents can help by....., links to useful websites.</li> <li>• Review the usefulness of the information with parents.</li> </ul>	LPPA co-ord/S leads	O/G
2.	PA	<p><b>Achieved:</b></p> <ul style="list-style-type: none"> <li>• Family conferencing is held three times a year during which pupils progress is discussed.</li> <li>• Parents are sent a report annually.</li> <li>• SEN and EHC reviews are held as required with targeted parents.</li> </ul> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Increase the attendance at family conferencing to over 60%. Consider targeting invites in line with progress. It can also help to produce a list of questions for parents to choose from to create a basis for discussion.</li> <li>• 'Walk in Wednesday' was discussed at audit. This would provide a weekly informal opportunity for parents to see their child's work and begin to understand progress monitoring, marking etc. through regularly looking at books.</li> </ul>	HT  LPPA co-ord	April 2016  June 2016
3.	PA	<p><b>Achieved:</b></p> <ul style="list-style-type: none"> <li>• Teachers are flexible and will offer 1:1 appointments to parents on request to speak to parents about their child's learning and progress</li> </ul> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• By reviewing systems increase the percentage of parents taking part in home/school dialogue either 1:1 or at family conferencing.</li> </ul>	LPPA co-ord	O/G

4.	PA	<p><b>Achieved:</b></p> <ul style="list-style-type: none"> <li>• Home school journals are used in EYFS</li> <li>• Reading record books are used throughout the school.</li> </ul> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Consider 'Walk in Wednesday' (As at 7.2).</li> <li>• Investigate different types of home/school books re content and embed a consistent approach to their use.</li> <li>• Consider the use of e mail between teacher/parent to encourage parents to ask questions regarding home/school learning</li> <li>• Review the homework policy to ensure maximum participation and opportunity for parents to feedback on home learning.</li> <li>• Staff to monitor which children/parents are not participating and to make contact with these families – Red Amber Green rating as suggested at audit.</li> </ul>	SLT  HT  KS leads	September 2016  May 2016  O/G
5.	PA	<p><b>Achieved:</b></p> <ul style="list-style-type: none"> <li>• Some classes provide information on the class pages of the website.</li> </ul> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Information to be provided for parents consistently through: maths booklets, hand-outs, leaflets, phonic information (including link on the website) and curriculum information.</li> <li>• Exemplar pieces of writing from each year group could be displayed on notice boards for parents to see as they walk into school or waiting areas.</li> <li>• When using website and class pages, consider what useful links and information should be accessible e.g. power point presentations of meetings, a member of staff demonstrating the phonemes, exemplars of quality writing, etc.</li> </ul>	KS lead  SLT  LPPA co-ord/ ICT SL	O/G  April 2016  O/G
6.	PA	<p><b>Achieved:</b></p> <ul style="list-style-type: none"> <li>• Exhibitions are regularly held throughout the year.</li> <li>• Termly sharing assemblies are held and parents invited.</li> <li>• Newsletters are used to celebrate school events</li> </ul> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Introduce positive postcards sent home to individual parents to celebrate their child's achievements.</li> <li>• Create celebratory displays and share them on social media.</li> <li>• Develop the use of twitter/facebook to promote good pieces of work</li> </ul>	IT manager/SL	O/G

7.	MMDN	<b>Action:</b> <ul style="list-style-type: none"> <li>• Introduce consistent systems to gather evaluative feedback from parents in relation to quality and relevance of information and guidance they receive e.g. review curriculum information sent home and parents consultation events.</li> </ul>	LPPA co-ord	May 2016
8.	MMDN	<b>Action:</b> <ul style="list-style-type: none"> <li>• Analyse feedback from KPI 7.7, use the information gathered to enable any developments necessary and feedback to parents on the changes made on the basis of consultation.</li> </ul>	HT/LPPA co-ord	O/G

Objective 7: The school provides parents with relevant and user-friendly guidance and information to help them support their children's learning	
1. General curriculum information is provided for parents at each Key Stage on a regular basis and at least once a term.	Samples of curriculum information covering each year group in the school. The format will depend on the school's approach, but could include curriculum newsletters, web pages, information posted on notice boards for parents who attend school daily.
2. Parents are provided with comprehensive information about their own children's learning and progress, for example through: parents' consultation events; school reports; individual pupil/student reviews; targeting and tracking information.	List of meetings held by the school. Copy of school annual report pro forma. Copies of any tracking information pro formas provided for parents between annual reports. Copies of any daily or weekly feedback sheets used in early years.  (Other items may be included as appropriate to the school's systems.) Optional pro forma P10
3. There is a high level of parental involvement where home-school dialogue is encouraged about their own children's learning and progress.	Percentage record of attendance at parents' evenings/review meetings or equivalent events. Optional pro forma P11
4. Parents are actively involved in, and given the opportunity to feed back on, home-school learning.	Samples of appropriate materials appropriate to the school that demonstrate parental involvement, such as completed sections in homework diaries, examples of completed family-friendly homework materials, parental responses to questionnaires about home-school learning.
5. Parents are provided with appropriate and relevant guidance to help them to support their children's learning and development, such as: guidance booklets; website references; materials posted on the virtual learning environment; home learning and revision guides; subject specialists' guidance.	Samples of material appropriate to the school. Some items in 7.2 above may include guidance to parents as well as curriculum information, and could be cross-referenced.

<p>6. Parents are actively involved in the celebration of the school's and their own children's success.</p>	<p>List of celebratory activities such as assemblies, presentation evenings, school concerts, plays, sports events.  Samples of celebratory materials sent to parents such as congratulatory letters, certificates.  Photographs of celebratory displays (or the opportunity to view these around the school). Optional pro forma P12</p>
<p>7. EVALUATION: The school gathers evaluative feedback from parents in relation to the quality and relevance of the information and guidance they receive.</p>	<p>Evaluative evidence gathered from parents, including feedback on the usefulness of the information provided and the extent to which it enabled them to support their children's learning. (If appropriate focus on two or three specific areas that the school is developing, such as new school reports, new approaches to parents' evenings, developing family-friendly homework, increasing the use of the website/VLE to provide curriculum information and guidance.)  Guidance notes G3 and Optional pro forma P1</p>
<p>8. EVALUATION: Parents' responses are analysed, feedback is provided through a range of media, and appropriate follow up action is taken.</p>	<p>Written summary of parents' and pupils'/students' responses.  Evidence of how feedback was provided, such as newsletter article, web page, parents' notice board.  Note of follow-up actions taken.  Guidance notes G3 and Optional pro forma P1</p>

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

**Key Performance Indicators**

1. The following essential school policies are provided for parents in a form that is easy to read, free of jargon and translated where appropriate: homework or home-school learning; behaviour, including anti-bullying; attendance and punctuality.
2. Guidance is provided for parents on the steps they can take to help achieve these key school policies.
3. The school provides a parent partnership policy, handbook or guide for parents, which is easy for parents to read, and sets out the key arrangements for home-school links. (Essential policy information – KPI 1 and 2 above may be included within this.)
4. The school has effective mechanisms to promote and reward good attendance, punctuality, behaviour, progress and positive participation in school which have been shared with parents and governors. **(Optional pro forma P13)**
5. The school has an agreed protocol for parents volunteering in school and CRB checks are carried out appropriately.
6. The school encourages parent volunteers to contribute to a range of activities such as: classroom support; supporting educational visits; contributing to parents' groups or fundraising; support with practical activities. **(Optional pro forma P14)**
7. The school regularly seeks, values and acts upon parents' views on policies, procedures and developments using a range of consultation strategies such as: a parents' forum; focus groups; annual and single-issue questionnaires; one-to-one discussion; website or VLE surveys. **(Optional pro forma P15)**
8. **EVALUATION:** 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.
9. **EVALUATION:** Parents' responses are analysed, feedback is provided through a range of media and appropriate follow up action is taken. (EVALUATION KPIs: **Guidance notes 3 and Optional pro forma 1**)

**Adviser's comments on the school's achievements**

The school does have key policies in place and although the behaviour policy has been recently reviewed engagement with parents in its development was limited. The school should now use the LPPA to create opportunities for parents to have a say in any future developments of these key policies and create simplified versions that parents can easily access and give parents ideas on how they can help implement the policy. At audit we discussed a range of ways this can be achieved by using pupils or parent forum (jury service).

KPI	ISSEF Level  FA, PA, MMDN	Current achievements and action to be taken	Who will deliver and monitor the action to be taken?	When will the action be taken?
1.	PA	<p><b>Achieved:</b></p> <ul style="list-style-type: none"> <li>All key policies are in place.</li> </ul> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>Review the policies and create more parent friendly versions. The School Council or a small parent focus group are a good way to get these achieved.</li> </ul>	HT	O/G
2.	MMDN	<p><b>Action:</b></p> <ul style="list-style-type: none"> <li>Include guidance on how parents can help the school achieve these policies when reviewing at 8.1</li> </ul>	HT	O/G
3.	PA	<p><b>Achieved:</b></p> <ul style="list-style-type: none"> <li>Some information is included on the website.</li> </ul> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>To develop a parent handbook containing all key information for parents and make it available through a range of media. (Good example can be found on Kingsnorth Primary website Ashford Kent)</li> <li>Develop the school policy for working with parents. (Some examples are available on request)</li> </ul>	LPPA co-ord  Governor rep	July 2016  March 2016
4.	PA	<p><b>Achieved:</b></p> <ul style="list-style-type: none"> <li>Reward certificates are given for attendance.</li> <li>Certificates and stickers are given for good behaviour and work and taken home for parents to see.</li> <li>Newsletter celebrates a range of successes including reading, attendance and head teacher awards.</li> <li>Governors monitor behaviour and attendance.</li> </ul> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>School to consider developing individual opportunities to celebrate with parents e.g. texts, twitter, positive postcards etc.</li> </ul>	LPPA co-ord	June 2016

5.	FA	<p><b>Achieved:</b></p> <ul style="list-style-type: none"> <li>• Volunteer protocols and guidelines are in place.</li> <li>• Systems are in place to complete DBS checks</li> </ul>		
6.	PA	<p><b>Achieved:</b></p> <ul style="list-style-type: none"> <li>• Parents volunteer throughout the year for reading, visits etc</li> </ul> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Increase the number of volunteers - look at make and mend for example that will create an informal opportunity for parents to meet and help in school.</li> <li>• Create formal ways in which to thank all volunteers and celebrate through a range of media. e.g Certificates of thanks, thank you letters, special tea party at the end of the year, special assembly, newsletter coverage.</li> </ul>	LPPA co-ord  LPPA co-ord	October 2016  July 2016
7.	PA	<p><b>Achieved:</b></p> <ul style="list-style-type: none"> <li>• Parent Governors contribute to policy development process.</li> <li>• There have been questionnaires in the past and some consultation regarding homework policy.</li> </ul> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop consultation strategies in order to seek, value and act upon parental views on policies, procedures and general developments in school. The school could consider developing parent forums by individually inviting targeted parents in to discuss key policies.</li> </ul>	HT	O/G
8.	MMDN	<p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Provide evidence of evaluative feedback gathered from parents in relation to key consultation listed in KPI 8.7 above.</li> </ul>	LPPA co-ord	O/G
9.	MMDN	<p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Provide a written summary of parents' responses and evidence of how feedback was provided.</li> </ul>		

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

<p>1. The following essential school policies are provided for parents in a form that is easy to read, free of jargon and translated where appropriate: homework or home-school learning; behaviour, including anti-bullying; attendance and punctuality.</p>	<p>Copies of policies. Copies of translated policies, where appropriate.</p>
<p>2. Guidance is provided for parents on the steps they can take to help achieve these key school policies.</p>	<p>Information provided for parents in the format chosen by the school. This could include, for example: a guidance section in the policy documents themselves (<b>cross-reference in 8.1 above</b>); information in the guide or handbook (<b>cross-reference 8.3 below</b>); guidance on the school website.</p>
<p>3. The school provides a parent partnership policy, handbook or guide for parents, which is easy for parents to read, and sets out the key arrangements for home-school links. (Essential policy information – KPI 1 and 2 above may be included within this.)</p>	<p>Copy of handbook or guide. Copy of translated handbook or guide, where appropriate.</p>
<p>4. The school has effective mechanisms to promote and reward good attendance, punctuality, behaviour, progress and positive participation in school which have been shared with parents and governors.</p>	<p>Brief description of the approaches used. Sample materials such as certificates, praise postcards. If appropriate, photos of school displays (or evidence of these during walk round the school). <b>Optional pro forma 13</b></p>
<p>5. The school has an agreed protocol for parents volunteering in school and CRB checks are carried out appropriately.</p>	<p>Copy of protocol for volunteering. Record of CRB checks carried out.</p>
<p>6. The school encourages parent volunteers to contribute to a range of activities such as: classroom support; supporting educational visits; contributing to parents' groups or fundraising; support with practical activities.</p>	<p>List of regular school volunteers with a note of the contribution made by each person. <b>Optional pro forma 14</b></p>

<p>7. The school regularly seeks, values and acts upon parents' views on policies, procedures and developments using a range of consultation strategies such as: a parents' forum; focus groups; annual and single-issue questionnaires; one-to-one discussion; website or VLE surveys.</p>	<p>List of key consultations that have taken place during or just before the LPPA period, with note of consultation strategies used.  <b>Optional pro forma 15</b></p>
<p>8. EVALUATION: 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>Evidence of evaluative feedback gathered from parents in relation to <i>three</i> of the key consultation listed in KPI 8.7 above.  <b>Guidance notes G3 and Optional pro forma P1</b></p>
<p>9. EVALUATION: Parents' responses are analysed, feedback is provided through a range of media and appropriate follow up action is taken.</p>	<p>Written summary of parents' and responses.  Evidence of how feedback was provided, such as newsletter article, webpage, parents' notice board.  Note of follow-up actions taken.  <b>Guidance notes G3 and Optional pro forma P1</b></p>

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

### **Key Performance Indicators**

1. In partnership with receiving schools and/or organisations (and local authorities, when involved), meetings and events are held for parents during the transition period when their children move on to the next provider of education, employment or training. (Optional pro forma P16)
2. Meetings and events are arranged with sensitivity to parents' availability. **(Optional pro forma P16)**
3. In partnership with receiving schools and/or organisations (and local authorities, when involved), impartial transition information, advice and guidance is produced, distributed and made accessible through translation/interpretation where appropriate.
4. Additional support and guidance are provided during transition for parents of children with special educational needs, or who are vulnerable.
5. The school follows up those parents who are not participating in their children's move to the next stage of education, employment or training.
6. Clear procedures are in place to support parents whose children leave during the school year, including those who have recently entered the country, or have other additional needs.
7. Appropriate opportunities are provided for parents to be involved in 'in-school' induction as their children move through a school, for example from nursery to reception, Key Stage 2 to 3 or Key Stage 3 to 4. **(Optional pro forma P17)**
8. **EVALUATION:** 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).
9. **EVALUATION:** Parents' responses are analysed, feedback is provided through a range of media, and appropriate follow up action is taken.  
**(EVALUATION KPIs: Guidance notes P3 and Optional pro forma P1)**

Currently the KS3 transition arrangements are led by the Secondary Schools in the area. The school has identified a need to be more proactive in their actions to support parents at all key stage transitions and to review their current systems as part of the LPPA.

KPI	ISSEF Level FA, PA, MMDN	Current achievements and action to be taken	Who will deliver and monitor the action to be taken?	When will the action be taken?
1.	PA	<p><b>Achieved:</b></p> <ul style="list-style-type: none"> <li>• Parents are informed regarding taster mornings and aptitude tests taking part at local secondary schools.</li> <li>• Opportunities are held in school for parents to get information on how the process works.</li> </ul> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• School to consider if KS3 transition process is sufficiently useful for KS2 parents.</li> </ul>	SLT	October 2016
2.	PA	<p><b>Achieved:</b></p> <ul style="list-style-type: none"> <li>• Parents opportunities are held at the end of the school day to coincide with school pick up times.</li> </ul> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Give some consideration to the best timing of events when planning at 9.1</li> </ul>	LPPA co-ord	O/G
3.	FA	<p><b>Achieved:</b></p> <ul style="list-style-type: none"> <li>• A 'moving on' booklet is provided by the local authority.</li> </ul>		
4.	PA	<p><b>Achieved:</b></p> <ul style="list-style-type: none"> <li>• Adult from local school works across transition and creates opportunities for parents to become involved.</li> </ul> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Review the additional support given to parents of SEN and/or vulnerable children at transition. (The school could consider YR6 TA taking responsibility for this or if appointed a FLO or Parent Support Officer)</li> </ul>	SENCO	October 2016
5.	PA	<p><b>Achieved:</b></p> <ul style="list-style-type: none"> <li>• Parents are followed up if LA inform the school that they are not engaged.</li> </ul> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Create a more pro-active approach with parents by opening a dialogue with them throughout the process and identifying those that may need extra support.</li> </ul>	HT	November 2016

6.	PA	<p><b>Achieved:</b></p> <ul style="list-style-type: none"> <li>Any relevant information is passed on to the receiving school.</li> </ul> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>School to consider ways in which they can support the transition process especially for EAL, those who are vulnerable, whose children have special needs or those with which the school has had a high level of engagement.</li> </ul>	SENCO	October 2016
7.	PA	<p><b>Achieved:</b></p> <ul style="list-style-type: none"> <li>Meet the Teacher events are held at the beginning of Term 1</li> </ul> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>Consider meet the teacher events to coincide with pupils class visit days and to share key aspects of each key stage and create further informal opportunities to meet the teacher during term 1.</li> <li>Key aspects of each key stage to be shared with parents through a range of media.</li> </ul>	September 2016	
8.	MMDN	<p><b>Action:</b></p> <ul style="list-style-type: none"> <li>Develop systems to gather evaluative feedback from parents in relation to the quality of the transition arrangements for moving to High School and for those pupils who arrive mid-year.</li> </ul>	HT	July 2016
9.	MMDN	<p><b>Action:</b></p> <ul style="list-style-type: none"> <li>Analyse information obtained for objective 9.8 then feedback to parents on the basis of appropriate action taken</li> </ul>	LPPA co-ord	O/G

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

1. In partnership with receiving schools and/or organisations (and local authorities, when involved), meetings and events are held for parents during the transition period when their children move on to the next provider of education, employment or training.

List of meetings and/or events. **Optional pro forma P16**  
Copies of invitations to parents.  
  
(Photographs of meetings and/or events could be included.)

<p>2. Meetings and events are arranged with sensitivity to parents' availability.</p>	<p>Note on timings of events and how they are designed to meet parents' needs.  <b>Optional pro forma P16</b></p> <p>Note of how alternative provision is made if parents are unable to attend.</p>
<p>3. In partnership with receiving schools and/or organisations (and local authorities, when involved), impartial transition information, advice and guidance is produced, distributed and made accessible through translation/interpretation where appropriate.</p>	<p>Copies of key documentation.  Samples of translated information, as appropriate.  Note of any interpretation services provided, as appropriate.</p>
<p>4. Additional support and guidance are provided during transition for parents of children with special educational needs, or who are vulnerable.</p>	<p>Two mini case studies (5 – 10 lines) indicating how additional support was provided to the parents of two vulnerable children or children with SEN.</p>
<p>5. The school follows up those parents who are not participating in their children's move to the next stage of education, employment or training.</p>	<p>Two mini case studies (5 – 10 lines) indicating how parental non-participation was identified and what follow-up action was taken.</p>
<p>6. Clear procedures are in place to support parents whose children leave during the school year, including those who have recently entered the country, or have other additional needs.</p>	<p>Copy of procedure indicating the step-by-step provision that is made for parents, and who takes responsibility for delivery at each stage.</p>
<p>7. Appropriate opportunities are provided for parents to be involved in 'in-school' induction as their children move through a school, for example from nursery to reception, Key Stage 2 to 3 or Key Stage 3 to 4.</p>	<p>List of 'in-school' induction events and the transition they relate to.  Optional pro forma 17  Copies of invitations to parents.</p>

<p>8. EVALUATION: 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>Evaluative evidence gathered including:</p> <ul style="list-style-type: none"> <li>- feedback from parents on key transition meetings and/or events</li> <li>- key items of evaluation documentation</li> <li>- one or two mini case study(ies) (5 – 10 lines) of feedback from parent leaving the school during the year.</li> </ul> <p><b>Guidance notes G3 and Optional pro forma P1</b></p>
<p>9. EVALUATION: Parents' responses are analysed, feedback is provided through a range of media, and appropriate follow up action is taken.</p>	<p>Brief description of key actions taken and any impact these have had on improving transition provision for parents.</p> <p><b>Guidance notes G3 and Optional pro forma P1</b></p>

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

**Key Performance Indicators**

1. The school has plans to ensure the effective leadership and management of parent partnership beyond the achievement of the LPPA and sets these out on the Objective 10 Evidence Record. **(Required pro forma R3)**
2. The school has identified its key evaluative findings under each of Objectives 3 to 9 using the Objective 10 Evidence Record. **(Required pro forma R3)**
3. The school has identified the next steps for future development under each of Objectives 3 to 9 using the Objective 10 Evidence Record. **(Required pro forma R3)**

**Adviser's comments on the school's achievements**

Advice will be given at the Interim Assessment about completing the required pro forma R3. I suggest that this objective is not completed until after the interim assessment.

KPI	ISSEF Level FA, PA, MMDN	Current achievements and action to be taken	Who will deliver and monitor the action to be taken?	When will the action be taken?
1.	MMDN	Action: <ul style="list-style-type: none"> <li>• The school will ensure that all KPIs are completed in Objectives 1 and 2 and appropriately reference these in Required Proforma R3 to ensure plans are place for management of parent partnerships throughout the process and beyond achievement of the LPPA.</li> </ul>		
2.	MMDN	Action: <ul style="list-style-type: none"> <li>• The school will ensure that:                Objective 3 – KPI 7                Objective 4 – KPI 6                Objective 5 – KPIs 6 and 8                Objective 6 – KPI 7                Objective 7 – KPI 7                Objective 8 – KPI 7; and                Objective 9 – KPI 8                Are all completed in order to identify key evaluative findings and that these are appropriate referenced in Required Proforma R3.</li> </ul>		
3.	MMDN	Action: <ul style="list-style-type: none"> <li>• The school will ensure that:                Objective 3 – KPI 8                Objective 4 – KPIs 7 and 9                Objective 5 – KPIs 7 and 9                Objective 6 – KPI 8                Objective 7 – KPI 8                Objective 8 – KPI 8; and                Objective 9 – KPI 9                Are all completed in order to identify the next steps for future development of parent partnerships and that these are appropriate referenced in Required Proforma R3.</li> </ul>		

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

1. The school has plans to ensure the effective leadership and management of parent partnership beyond the achievement of the LPPA and sets these out on the Objective 10 Evidence Record.

2. The school has identified its key evaluative findings under each of Objectives 3 to 9 using the Objective 10 Evidence Record.

3. The school has identified the next steps for future development under each of Objectives 3 to 9 using the Objective 10 Evidence Record.

Evidence for KPIs 10.1 – 10.3 is to be provided by completing Required pro forma 3: Objective 10 Evidence Record