



# Leading Parent Partnership Award (LPPA)

## Reassessment Report

<b>School name:</b>	Queensgate
<b>School address and postcode:</b>	Albany Road Bramhall Stockport SK7 1NE
<b>School telephone:</b>	0161 439 3330
<b>School website:</b>	www.queensgate.stockport.sch.uk
<b>Head teacher:</b>	Nerys Hitchcock
<b>Award coordinator:</b>	Nerys Hitchcock
<b>Award verifier:</b>	Kathryn Kirby
<b>Date of reassessment:</b>	19 <sup>th</sup> June 2019

### Commentary on the mini-portfolio of evidence:

The Co-ordinator provided a well organised, detailed portfolio of evidence which clearly showed how the school have progressed in developing parent partnership including :-

- A continuing commitment to parent partnership. The new Headteacher joined the school in September 2018 and has taken the lead for parent partnership since then. Parent Partnership is included in the School Development Plan, reports to Governors and the new Staff Handbook.
- The school has a new vision statement 'Inspiring a love for life and learning' and values statement 'The Queensgate family works together to be respectful, responsible and reflective' which were agreed by the whole school community.
- Links with external agencies have been developed, enabling parents to access support from the School Age Plus worker, behaviour support and the Healthy Young Minds 24 hour helpline.
- In response to parents' requests, on- line communication has been developed as texts, emails and Twitter have been introduced and parents can now book appointments for parents' consultations on line. The website has been redesigned making it more up to date and user friendly.
- In addition to curriculum workshops for parents, new activities have been trialled e.g. Forest School workshop which was very popular with parents and gave them a better understanding of the learning children gain from Forest School. Parents were invited into the classroom to share activities with their child after class assemblies. Parent feedback is gathered, analysed and actions shared with parents, ensuring provision continues to meet parents' needs and enhance children's learning.



- The induction system has been reviewed and a new school Prospectus prepared for this year's induction. Separate meetings for Nursery and Reception parents introduced. Welcome information is bright and colourful with photos of the learning environment. Reception will have four stations for parents to gain information on school uniform, behaviour, lunches and the curriculum in small groups and view a video of the current Reception children talking about their experiences.
- Policies and procedures have been reviewed. New policies on Attendance, Parent Partnership, Volunteer and Visitor Protocol have been introduced. Parents were involved in reviewing the Behaviour Policy and a new behaviour and rewards system were launched in January. The Parent Participation Group meet each month, parents' suggestions are included on the agenda.
- Home learning is being developed. Knowledge Organisers are being introduced, end of year expectation leaflets produced, annual report forms streamlined and children's feedback form developed to share children's view of their learning with parents. Class pages on the website include information to support home learning.
- The school has a resource centre for 10 SEND pupils, these parents are actively engaged in their children's learning and have regular coffee mornings to support each other and see their children's work. The one-page pupil profile and SEND annual report have been redesigned to make them clear and concise for parents and staff.
- The objective 9 evidence record was thoroughly completed and gave details of plans for further development of work with parents.

#### **Commentary on the tour of the school:**

Queensgate Primary is a friendly and welcoming school. There is new seating in the entrance area, photos of the school staff, photos of children who are Restorative Ambassadors and the School Parliament MPs, plus a beautiful display of a whole school writing and home learning project 'The Match Box Diary'. Internally the school is well signed with labels on all the doors. The school values are displayed and each class has a Recognition Board celebrating children's achievements and parents have been contributing WOW cards of children's learning at home for the WOW board in Early Years. There are parents' notices boards in Nursery and Reception and information for parents on classroom window so parents can see this when they collect their children. The school library is situated in the middle of the school and provides a calm, comfortable space for children to enjoy reading and classes to use.

The school has a calm atmosphere conducive to children's learning and development.

#### **Commentary on discussions with stakeholders:**

##### **Staff**

Staff felt that communication with parents has been streamlined and is now more consistent and effective. The twitter feed has been very effective in communicating with parents and celebrating and sharing the work of the school. Home School diaries have been re-launched with clear information on how they can be used effectively, which has been helpful, staff are encouraging parents to use them and have received feedback on activities started in school and taken home e.g. growing sunflowers. Y6 have taken a focussed approach to involve parents, concentrating on involving parents in curriculum workshops which support parent to help their children with home learning.

The format of class assemblies has changed to enable parents to engage in learning activities with their children. TAs feel that they are becoming more involved in discussing children's learning with parents.

Staff feel that the parents are very supportive of children's learning, are very generous and have the best interest of the children at heart. They contribute the school via Parent Partnership Meetings, volunteering and the PTA which is exceptional and organises very successful events for parents, children and staff which raise considerable funds providing additional resources for the school. Staff work closely with parents of children in the resource centre, good communication is particularly important for these parents as their children struggle with telling parents about school.

### Parents

Parents feel that communication is good, any issues are very quickly addressed, staff including the headteacher are accessible and available for parents to talk to. They feel comfortable to ask teachers questions.

The Inclusion Manger is helpful and supports parent to address issues in school and family life. Home school communication books enable daily communication with school and keep parents in touch with their children's progress.

Parents appreciate the opportunities to be involved in the parent partnership meetings, to be able to express their views and think about what will work practice.

Staff enable parents to support their children's learning at home, they explain the terminology used helping parents to understand their children's learning. They have found workshops on the curriculum and on- line safety useful.

Parents feel they are actively involved in school and have a high level of confidence in the school.

The school listens to them and responds to their views, they think the revised rewards system reflects the school's core values and encourages the children's positive behaviour. Both parents and children love receiving praise postcards!

### Children

The children had a really good knowledge of how their parents are involved in school life They were aware of Y6 workshops for parents on the curriculum, so parents could help their children with homework. Y4 children enjoyed showing their parents what they had been learning in their topic work. They explained about the class blogs and how parents can find homework topics on the website as well as newsletters. They were very impressed by the PTA and said that they had raised money for lots of new iPads and a box of mini iPads.

The children really liked the new rewards especially praise postcards and the Recognition Boards.

They thought their school was really good, enjoyed doing fun learning activities like forest school, and said that they feel safe. They think their school is like a big family and a friendly place; so they want to come to school every day. The children were very polite, articulate and proud of their school.

### Strengths identified during reassessment:

The new headteacher has revitalised parent engagement and raised the profile of parent partnership with the whole school community. She will continue to lead parent partnership and include the LPPA in future School Development Plans

Communication with parents has been updated, texts, email, twitter have been introduced facilitating more effective communication and giving parents a better insight into their children's learning

New school vision and values statements have been devised and shared with the whole school community, clarifying the school values for staff, parents and children.

The school has an active Parent Participation Group who meet monthly and contribute to the review of policies and procedures and ensure the parent voice is heard and responded to.

The revised behaviour system reflects the school's vision and values and is clearly understood by parents and children.

Liaison with external agencies has enabled parents to gain additional support for family life.

The school are gathering parent feedback and responding to parent views on a range of issues. Parents have been consulted on communication, the rewards system, the behaviour policy and reading books to take home. Systems put into place take account of parents' views and reflect the school's vision and values statements.

Revisions in the induction process will give new parents the opportunity to meet the class teacher and visit the classroom. The smaller group approach will make it easier for parents to ask questions and get to know each other.

The updated Prospectus and Welcome Packs give parents clear and concise information about the school with plenty of photographs of the environment and equipment their children will use, which they can share with their children as part of the transition to Nursery and Reception.

Class assemblies are now being used as a gateway for staff to share children's learning and parents to join with in children's learning in the classroom.

The process of inviting parents to share their knowledge and skills with children has made a very encouraging start with parents coming into school to share information about Diwali, Judaism, designing a comic strip and Eat Fit, Keep Fit week.

The school has started to host community activities in the school holidays raising awareness of the school in the local community and providing local activities for children. Football coaching sessions for children run by Stockport County were very well received in May and will run again for two weeks during the summer holidays.

A new home learning system is being developed which will link with the Knowledge Organisers, clarify home learning activities and help parents support their children's learning at home.

The school have started a Parent Partnership book to record information from Parent Partnership Meetings, celebrate events and share parents' views.

#### Impact:

The process of re-accreditation gave a purpose for parental engagement and a frame work to identify next steps.

Up to date policies and procedures have been put in place in consultation with parents.

**Areas for development:**

Continue to liaise with external agencies to support parents, remind parents in the newsletter and on the website that they can access the School age plus worker and Behaviour support

Arrange new signage for the outside of school

Consider how the entrance to school can be made more accessible for people with disabilities

Monitor the website to ensure it is meeting the parents' needs

Develop a questionnaire for parents on the welcome they receive in school

Introduce "Mystery readers" scheme

Have the new annual cycle of events for Parental Engagement ready for September

Share the impact of parental engagement with all parents maybe by having a focus on particular activities in each newsletter e.g. Parent Partnership Group, Workshops, Policy reviews etc.

Introduce end of year expectation leaflets and Knowledge Organisers for Y1 to 6

Give parents access to EYFS on line Learning Journey

Review the Home Learning Policy in consultation with parents

Develop a flow chart of the process when children join or leave school mid-year indicating how families are supported

Develop videos of children learning for the website to show parents the strategies used in class

Keep parents informed of the possible school extension

**Verifier recommendation:**

That Queensgate Primary School be awarded the Leading Parent Partnership Award for a period of three years

**Head teacher comments:**

We are delighted to be re-accredited with this award as I strongly believe that positive parent/school relationships are at the heart of a happy and successful school.