



Leading Parent Partnership Award Final Verification Report

School	Longford Park School
Address	74 Cromwell Road Stretford Manchester M32 8QJ
Headteacher	Mr Andrew Taylor
LPPA Co-ordinator	Mrs Helen Bonsall
Date Of Assessment	29.9.16
Verifier	Mrs Eileen Stubbs

Commentary on the Progress Made and Evidence Provided Since the Interim Assessment

The portfolio was well organised and comprehensive, evidence cross referenced where relevant.

Obj 1 : The evidence shows that the school has informed all school partners of their commitment to achieving the LPPA, the letter to parents / carers is very clear and comprehensive as is the list of community partners informed.

Obj 2: The action plan is particularly detailed. Achievement of LPPA is a priority in the SIP. Both the SIP and LPPA action plan have been monitored and evaluated regularly and all school partners informed of progress. The portfolio also includes minutes from the working group and parent group meetings.

Obj 3: The vision statement is clearly displayed around school and on the new website. The portfolio contains a wide range of samples of both individual and general communications: letters, emails, parent meeting presentation, photos of the parent noticeboard, tweets and home / school book. The completed parental questionnaire and analysis are included.

Obj 4 and 5: The portfolio comments on the overlap between objectives 4 and 5. Evidence lists what the school does in relation to adult learning which is mostly on an individual basis e.g. support with EHC forms, home visits, but includes ICT workshops and Maths workshops. The school PE coordinator also runs coaching courses which enable parents to be help in clubs in the

community. A schedule of events, a varied selection of sample invitations to adult and family learning and enrichment events and activities, feedback from parents, photos and attendance lists provide comprehensive evidence of the school's.

The school makes it easier for parents to attend by offering transport to events and child care whenever possible.

Obj 6: Because of the nature of the school, induction is very much an individual and personalised process. However, there are strict procedures to follow eg a timescale. Parents / carers are supported throughout the process, eg with completing forms, home visits. Case studies are included in the portfolio to illustrate this. The prospectus is clear and accessible.

Obj 7: Parents receive frequent information about what their children are learning and the progress they are making, as evidenced by curriculum information, IEPs, review documents, reports, home school books and daily target sheets. Examples of certificates and praise letters demonstrate how parents are included in achievements and successes.

Obj 8: The school produces family friendly policies which include an easy to read guidance sheet. Rewards and celebration are closely linked to the behaviour policy: the portfolio includes samples of the certificates and tokens and information about the Headteacher's party. The school encourages parents / carers to volunteers who are supported by an Volunteer policy and procedures. Minutes of the parent meetings and analyses of questionnaires show how families are consulted on policies and procedures.

Obj 9: As with induction, transition is individual and personalised, which is illustrated by completed programs, samples of review documents, letters to parents and case studies. A transition survey is included in the evidence.

Obj 10: The evaluation summaries are reflective and comprehensive, with clear next steps.

Strengths Identified In The Review

- The award process was led effectively by an enthusiastic and committed LPPA coordinator, supported by an equally committed Headteacher, SLT and Governors. The high quality action plan, which clearly identified the school's priorities, was regularly monitored and evaluated by the working group.
- The whole school commitment to the award has led to significant improvement in parent partnership and parental involvement over the award period. The new logo showing partnership at the centre, came out of the LPPA process.
- The school knows its community well. Both staff and governors feel that the LPPA framework has enabled them understand their families' needs better and to build on existing good practice: meetings with families are more relaxed; there are more opportunities for families to talk to staff and to come into school; communication meets the needs of individual families.
- The school is warm and welcoming: the entrance area is comfortable and the efficient reception arrangements are carried out by friendly staff. The school's vision statement, which highlights the school's ethos and commitment to partnership, is clearly displayed. The school environment is calm and well organised with high quality displays.
- In discussion parents and carers said they feel welcome in the school, that they are treated as individuals, never made to feel uncomfortable and that this is a very caring school.
- Communication is now more open: staff are accessible and approachable and are available for informal discussion with staff at drop off and pick up. However there are also excellent communication channels for the many families whose children are brought to school by bus / taxi e.g. speedy response to phone calls, texts, emails, home school books and daily target sheets.

Staff also contact families regularly by phone.

- Noticeboards, texts, letters and the website ensure that parents are kept well informed about what is happening in school. Policies and documents posted on the website are generally easy to read.
- The school provides families with a significant level of support. This can be anything from help with accessing different agencies, form filling, training in relation to their children's needs, therapies, but also just being a sympathetic ear! Those in the discussion groups feel that the school is like a family. Staff quickly recognise when a family is struggling and offer support. The newly appointed Youth Engagement Workers will enhance this support for families. Families are also encouraged to and given opportunities to support each other.
- Attendance at events / meetings has improved. More parents / carers are now coming into school. Many families have had difficult and negative experiences of school and other agencies before arriving at Longford Park, resulting in them feeling intimidated and disengaged. The positive, non judgemental attitude of staff at Longford Park fosters trust and confidence in the school, families become more engaged. This is done by purposefully building up relationships, often starting with 1:1 situations and progressing to larger group, class and Key Stage activities.
- A review of parents' consultations has proved popular, they now meet the needs of individual parents much more e.g. Reception Class parents are invited to afternoon tea and the summer parents' evening now follows Sports day. Home visits, phone calls or local off site meetings are arranged for those families who cannot get into school.
- There are now more opportunities for adult learning e.g. ICT, Maths workshops and training. The school also works well with partner agencies e.g. the Educational Psychologist, to help parents understand their children's needs, encouraging a more positive approach.
- Parents / carers feel that the school values their views. The regular parent meetings enable them to voice concerns, offer suggestions and comment on policies and procedures. The meetings are popular and have encouraged more fathers to come into school.
- Rewards and celebration are an important and integral part of the school ethos 'positive participation in all we do'. Based on the school behaviour policy, there is a clear and transparent system of awards, which are shared with parents via certificates, postcards and assemblies. Rewards also include £5 vouchers and the Headteacher's party.
- Sports and arts play a vital role in the school. Sports day and performances are well attended. The school is used for Saturday clubs which are open to the local community. Adult sports courses also enable parents to gain coaching qualifications, they can then lead clubs in both school and the community.
- The school encourages volunteers and has effective induction procedures and protocols.

Both induction and transition are highly structured and personalised. Each child and family receive the support they need to ensure they settle quickly and make a happy transition to their next

Areas For Development

The school has already identified their next steps which are mainly to continue to:

- embed consultation with parents e.g. parents' meetings, brief single focus surveys. (Ensure responses are analysed and reported back to parents. This could be done as a summary each term / half term on the noticeboards, newsletters, website 'we asked, you said, we did' and should include evaluative feedback on any events/ activities.)

develop family / adult learning and enrichment opportunities. These could be included in teachers' plans, e.g. one opportunity to involve parents / families each term for each class, and included on school calendar.

Recommendation By Verifier

That Longford Park School should be awarded the Leading Parent Partnership Award for three years.

Headteacher Comment

We are all so proud to achieve this award. The whole process has challenged us to think deeply about what we have done previously, what we are doing now and what improvements we can continue to make in the future. The process is extremely rigorous but we firmly believe this provided the platform for such far reaching improvements

May we use your comments on our website and/or publicity material?

Yes/No