



# LPPA Virtual Verification

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BREDBURY GREEN PRIMARY SCHOOL

22.4.21

# Why LPPA?

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Autumn 2019

- Parental engagement was at an all time low after a period of turbulence within the school and poor leadership.
- BGPS was rated 'Inadequate' by Ofsted in Dec 2017 and became an Academy as part of the Education Learning Trust in Sep 2018. Few parents responded to the Ofsted questionnaire.
- Parents were uneasy about all of the changes that had happened quite suddenly.
- Leading Parent Partnership Award had been completed by another primary school within the trust and was recommended as a good place to start afresh with our parents.

# January 2019 – Parent Feedback

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## **1. The school is welcoming to parents.**

‘Communication needs to be better, it has improved slightly since Christmas with the newsletters but a bit more teacher to parent contact would be better.’

## **2. The school is good at communicating with parents.**

‘The teachers only communicate when they have to, they don’t come out and engage with parents.’

## **3. The school helps me support my child’s learning.**

‘It would be beneficial if the teachers listened to worried parents.’

## **5. The school helps me enjoy learning together with my child.**

‘We need more invites into school both during the day and after school to be able to do activities with the children.’

## **7. The school provides helpful information on supporting my child’s learning.**

‘We need to know where our children are academically not just numbers. Reports aren’t great as they contain very little details.’

# Our Progress

Statement	Start	Mid- point	End
1 The school is welcoming for parents.			
2. The school is good at communicating with parents.			
3. The school helps me to support my child's learning.			
4. The school helps me develop my own learning.			
5. The school helps me enjoy learning together with my child.			
6. The school is supportive for new parents.			
7. The school provides helpful information on supporting my child's learning.			
8. The schools policies are easy to read and understand.			
9. I know where to find information about the school's policies			
10. The school supports parents as children move through or leave the school.			
11. The leaders of the school encourage parents to be involved.			

# How we have embedded LPPA within Bredbury Green Primary School.

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Half termly Parent Voice Meetings

Variety of professionals and outside agencies working alongside us.

Questionnaires

CPOMs

Nursery and Reception Induction Programmes

Transition Meetings from year to year

Parents evening 3 times a year

Joining and leaving mid year processes

Parent Workshops

Parents contributing to policy making.

Family Events

Variety of methods of communicating

- Face to face
- Parent Mail
- Class Dojo
- School Website
- Letters/newsletters
- Use of Microsoft Teams for meetings

Website

Open door for parents

# Impact of LPPA

*Increasing parental participation in school life leads to improved pupil progress, punctuality, attendance and behaviour.*

14 out of 66 are Below National Standard				7 out of 66 are National Standard					0 out of 66 are of Greater Depth Standard				
		W- (92)	W (93-94)	W+ (95-97)	N- (98-99)	N (102-103)	N+ (104-105)	A- (106-107)	A (108-109)	A+ (110-112)	M- (113-114)	M (115-117)	M+ (118-120)
Not graded													
MID (WTS- 98 )		Mete Mikail											

*“In any instances where I’ve had concerns over areas of learning the school have always been supportive and have provided tools and guidance to assist. In some instances they’ve agreed that intervention lessons would be of use.”*

## Current Y6 Attainment in Maths Snapshot.

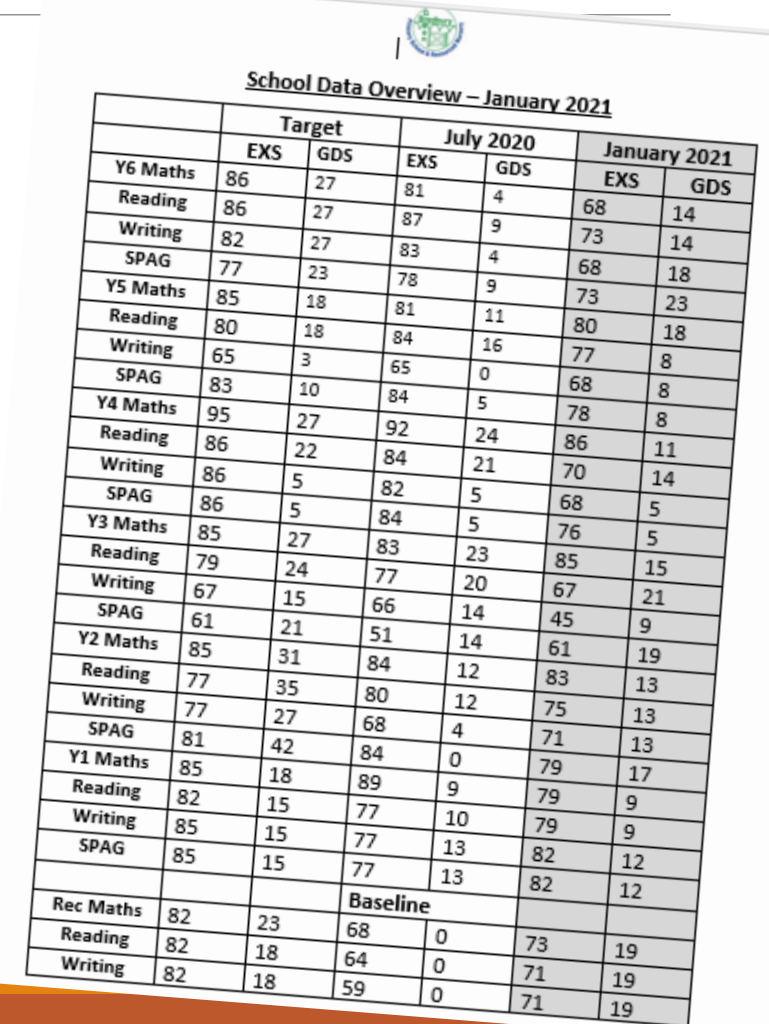
6 out of 21 are Below National Standard				12 out of 21 are National Standard					3 out of 21 are of Greater Depth Standard				
		W- (92)	W (93-94)	W+ (95-97)	N- (98-99)	N (102-103)	N+ (104-105)	A- (106-107)	A (108-109)	A+ (110-112)	M- (113-114)	M (115-117)	M+ (118-120)
Not graded													

# Impact of LPPA

*Increasing parental participation in school life leads to improved pupil progress, punctuality, attendance and behaviour.*

Parents now have a real understanding of where their children are working in relation to age related expectations.

*“We have been welcomed by all the staff who have shown us how to imbed as a family, how to support our children in their learning and most importantly how to communicate with our children the standards expected of our children, when they go to school.”*



The table, titled 'School Data Overview – January 2021', provides a detailed comparison of student performance across various subjects and year groups. It includes columns for 'Target' (EXS, GDS), 'July 2020' (EXS, GDS), and 'January 2021' (EXS, GDS). The data is organized by year group (Y6 to Y1) and subject (Maths, Reading, Writing, SPAG). A 'Baseline' section at the bottom shows performance relative to a baseline. The table is presented at an angle, with a small school logo at the top right.

	Target		July 2020		January 2021	
	EXS	GDS	EXS	GDS	EXS	GDS
Y6 Maths	86	27	81	4	68	14
Reading	86	27	87	9	73	14
Writing	82	27	83	4	68	18
SPAG	77	23	78	9	73	23
Y5 Maths	85	18	81	11	80	18
Reading	80	18	84	16	77	8
Writing	65	3	65	0	68	8
SPAG	83	10	84	5	78	8
Y4 Maths	95	27	92	24	86	11
Reading	86	22	84	21	70	14
Writing	86	5	82	5	68	5
SPAG	86	5	84	5	76	5
Y3 Maths	85	27	83	23	85	15
Reading	79	24	77	20	67	21
Writing	67	15	66	14	45	9
SPAG	61	21	51	14	61	19
Y2 Maths	85	31	84	12	83	13
Reading	77	35	80	12	75	13
Writing	77	27	68	4	71	13
SPAG	81	42	84	0	79	17
Y1 Maths	85	18	89	9	79	9
Reading	82	15	77	10	79	9
Writing	85	15	77	13	82	12
SPAG	85	15	77	13	82	12
Baseline						
Rec Maths	82	23	68	0	73	19
Reading	82	18	64	0	71	19
Writing	82	18	59	0	71	19

# Impact of LPPA

*Increasing parental participation in school life leads to improved pupil progress, punctuality, attendance and behaviour.*

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# Impact of LPPA

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Event	Date Held	% Attendance
Parents Evening	Feb 6 <sup>th</sup> 2019	56%
Parents Evening	June 19 <sup>th</sup> 2019	32%
Parents Evening	October 16 <sup>th</sup> /17 <sup>th</sup> 2019	39%
Parents Drop- in	January 17 <sup>th</sup> 2020	30%
Parents Evening	April 1 <sup>st</sup> /2 <sup>nd</sup> 2020	Postcards sent home due to COVID
Virtual / Telephone call Parents Evening	October 21 <sup>st</sup> /22 <sup>nd</sup>	55%
Virtual Parents Evening	March 24 <sup>th</sup> /25 <sup>th</sup> 2020	61%

*“Bredbury Green Primary School parents evening have been not only informative but also revealing too. We have learnt more about our children's lives away from us, and thanks to the teachers we have learnt how they engage with the world away from their parents too. This is very comforting as a parent to know.”*

*“We have regular parents evenings and school reports to keep us updated with how are children are progressing.”*

# Impact of LPPA

*Increasing parental participation in school life leads to improved pupil progress, punctuality, attendance and behaviour.*

*“When attending meetings and events I always feel welcome, staff are always warm and friendly and there’s always a drink and snack on offer!”*



*“Before covid we were invited in to school on a very regular basis to learn with the children, eat with them and special events like mother’s day being celebrated. Since covid we have been invited to attend the class assembly via teams which is so lovely to watch.”*

# Moving Forwards

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# Pupil Feedback Summary

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## How does your school give information to your parents?

- 'The school uses Parent Mail and letters to pass on any information.'
- 'My Dad uses Class Dojo, he has it on his phone so he can check for updates. Sometimes he passes the information onto me.'
- 'The school uses letters, like first aid letters.'
- 'Sometimes my Mum gets a text, this week she had one about forest.'

## How do your parents contact the school to ask any questions – e.g. phone, e-mail, parentmail etc.?

- 'They can ask questions at the door in the morning or at the end of the day. Sometimes they ring the school.'
- 'My Mum sends emails.'
- 'My Mum goes straight to the office depending on the type of question.'

## Do they feel welcome when they visit the school?

- 'Yes, I think they do feel welcome because teachers always speak to them and give them positive feedback about us.'
- 'Yes, I remember when my Dad came to have a look around the school before I started and everyone was very welcoming and the displays were bright and colourful.'

## Do your parents come in to do activities with you? If so – how and what?

- 'Before COVID our parents came in and watched us learn, we were doing different tasks and they joined in when we played some games.'
- 'I feel like my parents are very involved, this week my parents joined a Parent Voice meeting on Zoom.'
- 'Sometimes parents are invited on class trips, they come to help and support us.'
- 'Parents come and watch sports day – I liked it when my Dad came because he is like a coach to me and encouraged me to do better.'
- 'Once we had a Mother's Day event with lots of cake and we helped set out the tables and chairs.'
- 'My Dad came into school to hear me read my reading book.'



# Pupil Feedback Summary

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Are parents invited to celebrate with you e.g. assemblies, performances and sports events?

- o 'Parents are invited to the star of the week assembly – they get to see your achievements and celebrate the school's success. Since doing star of the week on Teams it has helped my brother learn lots of new names.'
- o 'Parents are invited to assemblies, my sister was in a show about the underwater and my Mum came to watch.'
- o 'Class plays, they can see all of your achievements and it's nice to make them proud.'

How do your parents get to know about your progress e.g. reports, parents evenings – what information do they get?

- o 'Parents Evening, last time we did it on Teams but my parents didn't get to see my books. My Dad prefers it on Teams because both parents can attend as before one of them had to look after my brother – now they both get to see my progress.'
- o 'They get to see your progress in the Star of the Week assemblies.'
- o 'WOW certificates show that you have worked hard.'
- o 'Parents Evening, teachers talk about how you are doing and this helps us with work.'

Pretend to be your parents for a minute!! What one word would they use to describe your school?

- o 'Amazing'
- o 'Exciting – there are a lot of new changes and parents can be introduced to different ways to learn and help us.'
- o 'Unique, in other schools we don't get to say what we are thinking or what we want to change.'
- o 'Inspiring'
- o 'Supportive, every day I learn something new and if I find work a hard I am supported.'

# Parent Feedback Summary

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## 1. The school is welcoming to parents.

'I have definitely felt a change in the atmosphere at school and the staff are all approachable and willing to help.'

## 2. The school is good at communicating with parents.

'Communication has definitely improved over the years, we receive emails, text messages, letters home and for the last year or so we have had communication via Class Dojo.'

## 3. The school helps me support my child's learning.

'Parents and school work closely together so any concerns with learning can be addressed and plans put in place.'

## 5. The school helps me enjoy learning together with my child.

'Over the years I have lost count of the number of times we have been invited into school to learn alongside our children which has helped us to feel a part of our children's learning in school.'

## 7. The school provides helpful information on supporting my child's learning.

'Definitely, especially over the last 18 months with remote learning, the provision put in place by the school has supported my son and us as a family. Prior to this there was also regular communication from class teachers about homework or learning resources which could be accessed from home.'