



Leading Parent Partnership Award (LPPA)

Verification Report

School name:	Bredbury Green Primary School
School address and postcode:	Clapgate, Romiley SK6 3DG
School telephone:	0161 430 3078
School website:	https://bredburygreenprimary.com/
Head teacher:	Helen Moorcroft
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LPPA coordinator:	Sarah Gomersall
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Award verifier:	Jill Tordoff
Award adviser (if applicable):	
Date of verification:	22 nd April 2021

Commentary on the evidence provided:

The LPPA co-ordinator, who is also the senior phase leader, had placed evidence in the portfolio. Evidence was well organised, varied and clearly presented for all the KPI's. It included workshop content, visual displays, and examples of communication with stakeholders, transition information, policies and evidence of impact on pupil progress. There was extensive evidence of gaining the perspective of parents, staff and children to inform practice and well-established links with external partners. Evidence presented demonstrated there was monitoring and evaluation of all KPI's taking place on a regular basis to reflect on achievements and to identify areas of further development.

Strengths identified during verification:

Bedbury Green is part of a multi-academy trust 'Education Learning Trust' and each of the five schools has its own governing body who then feed into the Trust Board. The head teacher reported that the LPPA award has been used as a strategic vehicle 'because working with parents is an important part of our journey that we needed to go on.' The governors have a clear commitment to

placing a high priority on this area and agreed to award a one year TLR point to the LPPA co-ordinator. Parent engagement is integrated into the SDP and information about the LPPA is included in the headteacher's report. The LPPA working group includes a cross section of staff, they review the action plan regularly and feedback is provided to parents, governors and staff. There are clear systems to gain parent/carer perspectives including use of the LPPA and school questionnaires.

Parent engagement in activities is strong and the school is keen to resume community activities post lockdown. The headteacher leads an assembly via teams every week and parents are invited to attend. This provides a regular update to 'let parents know what is happening at school and in the community' and 'provides an insight into learning.' At these assemblies children also receive certificates for Star of the Week and good attendance. Virtual parents evenings have proved a success with 61% of parents attending on the scheduled evenings in March 2021, an increase of 5% from 2019. Many parents who did not attend have since had follow up calls from class teachers so actual attendance will be significantly higher. These evenings are now held three times a year. A parent commented "We have regular parent's evenings and school reports to keep us updated with how are children are progressing."

In January 2019 feedback from parents indicated 'communication needs to be better' and 'it would be beneficial if the teachers listened to worried parents.' There is now a marked change with an open door policy and many positive comments. A parent noted 'I have definitely felt a change in the atmosphere at school and the staff are all approachable and willing to help', 'I now feel part of the school community' and 'parents and school work closely together so any concerns with learning can be addressed and plans put in place.' A new parent commented 'I am absolutely thrilled with the school, we have had a very warm welcome and compared to the last school there is a lot more of a personalised touch.' They were also appreciative of support with remote learning in lockdown stating 'they did a fantastic job' and 'an impersonal computer screen can be a barrier but they did a great job making sure all children were engaged and teachers prepared really interesting lessons.'

The school uses a wide variety of methods of communicating including face-to-face meetings, parent mail, class dojo, the school website, texts, letters, twitter, newsletters and use of Microsoft teams for meetings. A parent stated 'parent mail helps us know the systems as a new parent', the 'school always responds very quickly' and 'class dojo is brilliant, it's hot in keeping us informed.' The LPPA lead reported 'different forms of technology are helping us reach more parents.'

Prior to lockdown there were drop in sessions and workshops for parents run by school staff and parents were encouraged to work alongside their children with normal curriculum activities. Staff said 'parents enjoyed valued working alongside their children.' During lockdown 'we developed really strong relationships' and 'having live lessons on teams and using class dojo has meant I have been able to involve parents more.' Staff noted that communication with parents was a lot more open and they felt 'more able to talk about things.'

Parents have been actively involved in writing user friendly policies such as the Positive Relationships Policy and in January 2020 following feedback from parents the policy was amended to allow children to move up and down the traffic light system. This was because 'parents wanted children to be able to put a wrong right.' Parents also played a big part in reviewing the Covid safety guidelines to include six key aspects.

The school sees itself as an important community resource and there is signposting to a range of support agencies. Since 2019, the school has been part of the Werneth Brinnington Enhanced Integration project which promotes integrated work across a range of services. This involves the link

with a social worker for one day a week and the LPPA lead stated ‘the immediacy of this service helps provide support and has had a direct impact on our children and their families.’

Effective transition arrangements are in place and post lockdown children had increasing amounts of time in school using outside spaces and Forest school which meant ‘children had more time in school and this was very well received by staff and parents.’ Reception and nursery have a comprehensive induction programme and following feedback from parents phased entry has been reduced to 2.5 days. All nursery children receive a home visit from a key worker and an activity is left with the family to bring when the child starts nursery. The school effectively shares information about individual pupils at transition to secondary schools and the website includes filmed videos and guidance for parents ‘so the children have a friendly face.’

Impact:

Positive trusting relationships have been established between staff and parents and feedback demonstrates that parents are appreciative for the quality of education and support their child receives. They described the school as ‘amazing, unique, supportive and improving.’

Data in summer 2020 for pupil progress, punctuality, attendance and behaviour has significantly improved since 2019

There has been an increase in the use of a wide range of media to improve communication

Parent’s opinions are constantly sought to strengthen school practice and they have developed user-friendly school policies

The LPPA process and framework has provided a useful structure to support self –evaluation, monitoring and evaluation and it has ‘made the school look at things with a new perspective.’

Areas for development:

Consult with parents about social media preferences

Develop clips of lessons/joint activities with child and parents

Increase the visibility of Parent Champions and ask parents what skills they can offer to support the curriculum and other school and community activities

Reflect on strategies introduced during lockdown to determine if some practice should be retained and further developed in order to increase parental engagement, particularly for those who are ‘harder to reach.’

Verifier recommendation:

That Bredbury Green Primary School has been successfully assessed for the LPPA for a period of three years.



Head teacher comments:

Since the start of the process of working towards achieving the LPPA, we have developed the partnership with our parent community. We recognised that as part of our journey of improvement as a school this was going to be a priority.

The LPPA work over the past two years has helped us to concentrate on building stronger relationships and given us a structure to do this. We have improved our systems of listening and responding to parents, increasing engagement and made it easier and more comfortable for all parents to feel welcome and valued. We see our parents as an important resource to support and enhance teaching and learning in school and at home. We now pride ourselves on being a welcoming school with all stakeholders committed to the success of all learners.

We know that our parents always wanted the best outcomes and experiences for their children and all the staff at the school are committed to this same aim. We see the crucial role the school can play in building community cohesion and want to take this forward. Partnerships with parents is now part of the culture at Bredbury Green Primary and is something the Education Learning Trust is very proud of.

Achieving the LPPA celebrates the hard work and commitment of everyone at the school and the areas for further development that have been identified will help us to continue this journey.

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