

Reassessment Report

School name:	Gatley Primary School
School address and postcode:	Hawthorn Road, Gatley, Cheadle Cheshire SK8 4NB
School telephone:	0161 428 6180
School website:	https://gatleyprimary.com/
Headteacher:	Gemma Norman
Award coordinator:	Rachel Clair
Award verifier:	Jill Tordoff
Date of reassessment:	21st May 2026

Commentary on the mini-portfolio of evidence:

The LPPA lead provided a clear overview and thorough summary of the school's journey, focusing on the key development areas, to achieve the reassessment of the LPPA award. There is a detailed LPPA reassessment overview for each area in the e-portfolio plus extensive additional evidence. Evidence demonstrated how the award is a whole school approach and has helped the school work in partnership with all parents and carers. It is clear there is regular monitoring and evaluation by the headteacher, the co-ordinator, other members of the SLT and governors to identify effective practice and to capture areas for future development.

Commentary on the tour of the school:

The tour of the school shows there is evidence of clear signage to different areas of the school. The school values are prominently displayed as well as pupils work which celebrates different curriculum areas and projects such as the Global Citizenship project, Aspirations week and the Pupils Parliament. A unique approach called We Move Like Champs is displayed on corridors to encourage good pupil movement around the school. Each classroom includes displays of a visual timetable, stages of learning, a self-regulation scale and sticky knowledge ensuring there is a consistent approach in all classrooms.

Commentary on discussions with stakeholders

Following discussion with the associate headteacher, LPPA lead and staff it is clear they all have considerable knowledge, understanding and expertise on how to promote different ways of developing an effective partnership with parents. This aspect is integral to both the SDP and school self-evaluation process and senior leadership meeting schedules ensure adequate time is given to reviewing progress towards the award. The LPPA lead provides strong leadership promoting the award as a whole school approach and she also provides regular updates on the award to the governor meetings.

Staff spoke about how they valued professional development opportunities. They said this was 'always purposeful' and they valued coaching where 'we pair up with different staff and share practice.' They also reported that parents were always 'very keen to engage' and; 'parents are so supportive and appreciative what we put on.' Staff said there was a 'strong team effort.'

A governor described how governors meet regularly with school leaders to monitor and evaluate the SDP and this includes learning walks and book looks. She described how governors also regularly attend school for a wide range of events and for parent consultation events such as the Great Debate. Termly headteacher reports and presentations by different staff provide an update to governors.

Pupils spoke with confidence and pride about different activities they had been involved in such as Sports Enrichment which led to the introduction of the Stride and Shine week. They described how there were a wide range of opportunities for parents to come into school including book look, parents evenings, class productions and joint parent/child activities. Pupils said school was 'a safe place with lots of friends', 'it had lots of different learning opportunities' and 'staff were always helpful and friendly.'

Parents reported 'parents come into school a lot for different events' and they said that after every event they are asked to provide feedback. They valued Book looks and Bring a Parent to School Mornings and said that if parents can't attend events then a member of staff will contact a parent. They found the class dojo app where they could send messages to the class teacher 'very useful' and the teacher 'was always very responsive.' They also found the school has a 'very open door approach to parents' and said 'we're fans of the school!'

Strengths identified during reassessment:

The LLPA co-ordinator, with support from the headteacher and governors, has provided strong leadership to focus on the identified development areas arising from the previous verification as well as ensuring all aspects of the LPPA framework have been addressed.

The development areas identified in the previous verification and strengths identified during reassessment are as follows:

It is clear the school is constantly striving to further improve parent engagement as well as all aspects of school life. This has resulted in Ofsted, in July 2024, judging the schools

overall effectiveness and all other areas as Outstanding. The LPPA co-ordinator stated 'we are conscious of being a community school and want to listen to what children and parents want.' As a result, a Parent Voice termly newsletter feedbacks parents perspective and informs school strategy.

Following parent feedback the school has introduced 'Bring your Parent to School' mornings where children can show off their sticky knowledge and share learning from a range of their topic lessons. Parents learn alongside their child and the teachers picks tasks which help parents see the approach the school teaches for example, with grammar, reading, maths and phonics. Parents report these 'activities bring the curriculum to life and show the connectivity.' A calendar of events for these mornings, Book Drop Ins and other events is published well in advance and as a result there is a high level of parental attendance.

The homework policy was reviewed to make it as supportive as possible and to focus on retrieval practice which supports the retention of pupils knowledge. Parents are provided with curriculum information which details the learning of the week, home learning opportunities and also ways in which parents can support at home. Parents are also provided with videos and website links which support parents and pupils with homework. In addition, the Inclusion Team offers additional support by encouraging the parents of SEND pupils to meet at coffee mornings to share a more personalised approach. These sessions are also open to any parent who wishes to attend and allows parents to connect with each other.

The school has worked hard to increase communication with parents and links with the local community for example Gatley Partnership. Parents reported they valued information shared on Class Dojo which includes each terms overview of learning and reminders of trips, enrichment days, school productions and other school and local events. Following feedback from parents information is now colour coded as urgent, class related or general information. They also found the website accessible and policies are 'user friendly'. Since the last assessment the school has adapted the Mental Health, Attendance, RSHE curriculum and Assessment Blue print policies to make them user friendly. The school also has an open door policy and signposts parents to a wide range of support both at school and in the community. The link with the Stockport Mental Health Support Team has 'already had a massive impact on children and families and parents know there is support.'

There are extensive links with the local community with activities such as children singing on Gatley Green, at St James's church and at Cheadle Royal for Age UK, donating to Gatley food bank, creating artwork for a local railway bridge, taking part in Gatley festival and inviting the local MP and a local author into school. The school is exploring how they can make the school more environmentally friendly and have found that if messages come from 'the children it is more powerful.' They have therefore being effective in promoting a Walking Bus. This is led by staff and it provides an 'opportunity to meet parents and is supported by older pupils from Kingway.'

The school has conducted an audit of parent skills to enrich the curriculum and other areas of school life. For example, a parent who is a chef brought a smoothie bike and made pizza's with the pupils. The school also held a STEM week and parents came to talk about their own jobs such as physiotherapy and dentistry. In the EYFS parents become Secret Readers and surprise their child by coming into school to read books to the class.

The school is part of the Education Learning Trust. They have worked collaboratively with other schools in the Trust to promote the Rights Respecting award and the Inclusion Quality Mark. Schools in the Trust have also jointly used the Rosenshine's 'Principles of Instruction'

to consider different aspects of metacognition and children's understanding. This joint approach provides a strong foundation to extend further work with parents and to support other schools with the LPPA award.

Impact:

- * Increased positive relationships with families as demonstrated by the high percentage of responses on class Dojo and parent feedback from stakeholder evaluations
- * Increased parent engagement at workshops and Bring Your Parent to school mornings. Registers indicate almost 100 percentage by a family member and 50% attendance at drop ins
- * The pupil parliament is involved in communicating key messages to parents, for example on Internet safety
- * Increased the strategic oversight of communication to parents, for example, providing a format for teachers to include key Information for parents ensuring a consistent whole school approach
- * The LPPA framework is a useful reflective tool to monitor and evaluate practice

Areas for development

- * Evaluate level of engagement and feedback for Bring a Parent to School events and virtual recorded workshops
- * Evaluate parent engagement by pupil group to involve any targeted support
- * To reflect on changing national initiatives to ensure the school offer reflects these in meeting the needs of parents
- * To explore how the school promotes itself within the Trust and wider community.

Verifier recommendation

I am delighted that Gatley Primary School is awarded the LPPA Award for a further period of three years.

Headteacher comments

The journey towards achieving the LPPA Award has had a profoundly positive impact on our school community. Through a sustained focus on strengthening partnerships with parents and carers, we have developed more meaningful, open and collaborative relationships that place families at the heart of school life. Our engagement with the award has enabled us to review and enhance our communication systems, create more opportunities for parental involvement and ensure that parent voice actively informs school development. The LPPA process has embedded a culture of



Leading Parent
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partnership that will continue to shape our practice, ensuring that parental engagement remains a key driver in our school's ongoing improvement and success.

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