



## Leading Parent Partnership Award (LPPA)

# Verification Report

School name:	Gatley Primary School
School address and postcode:	Hawthorn Road, Gatley, Cheadle Cheshire SK8 4NB
School telephone:	0161 428 6180
School website:	<a href="https://www.gatleyprimary.com/our-school/about-gatley-primary-school">https://www.gatleyprimary.com/our-school/about-gatley-primary-school</a>
Head teacher:	Gemma Norman
Head teacher's email:	<a href="mailto:gnorman@gatleyprimary.com">gnorman@gatleyprimary.com</a>
LPPA coordinator:	Claire Coleman and Rachel Clair
LPPA coordinator's email:	<a href="mailto:rclair@gatleyprimary.com">rclair@gatleyprimary.com</a> <a href="mailto:ccoleman@gatleyprimary.com">ccoleman@gatleyprimary.com</a>
Award verifier:	Jill Tordoff
Award adviser (if applicable):	
Date of verification:	13 <sup>th</sup> March 2023

### Commentary on the evidence provided:

The school has fully committed to the process of the Award and it is clear the school has developed a strong positive partnership with parents. The LPPA co-ordinators provide strong leadership and gave a clear overview of the school's journey to achieve the LPPA award. They provided a well organised and substantial e-portfolio. There is evidence of gaining the perspective of parents, staff and pupils and the children spoke with pride about what the school offered. Monitoring and evaluation of all KPI's takes place on a regular basis, with active involvement of governors, and this has enabled the school to celebrate its achievements as well as identifying areas of further development.

**Strengths identified during verification:**

Effective strong leadership and management from the head teacher, the LPPA leads and governors have ensured the school has a very inclusive positive ethos which promotes parent engagement as a key priority across the school. Parental engagement is integral and interwoven in the School Improvement Plan and the head teacher reported that 'work with parents is part of our culture.' All staff therefore take responsibility for engaging and supporting parents and this is impacting on the provision of high quality care and education at the school.

A LPPA working group comprising a cross section of staff and governors 'is important because it captures all perspectives' to inform practice. The governors have a clear commitment to the award and are actively involved in school monitoring and evaluation, for example joining members of SLT in deep dives, jointly report writing and evaluating the use of class dojo. The head teachers termly reports keep governors and the wider Education Learning Trust informed.

The school has an open door policy. Parents have reported they feel the school gives 'a sense of community' and they appreciate the regular contact that staff had with parents during lockdowns. A wide variety of other communication strategies are used and these include termly newsletters, class dojo, Parent mail, telephone calls, individual meetings, the website, parents evenings, end of year reports, curriculum boards and guidance for parents to help their child's learning.

Gaining the perspective of parents is important to the school and the parent working party has informed areas such as homework, transition and enrichment. As a result of parent feedback homework now includes a core and additional challenge task and the introduction of homework books helps parents to 'know where the work is.' Parent mail is RAG rated to highlight key information and Eventbrite has been introduced to make the booking of extra-curricular activities easier for parents. Consultation from parents on the RSE, behaviour and home school communication policies has taken place and policies include appendices which are 'go to documents' to ensure ease of access. Workshops on topics such as phonics, maths and e-safety also help increase parent understanding and knowledge to help support their child.

The school places a high priority on providing pupil leadership roles and gaining their perspective to inform the curriculum and wider school life. As a result there are a wide range of pupil councils for maths, reading, the curriculum, the environment, well-being, Gatley village partnerships and a school council. Pupil representatives from the well-being council described how 'it is a really good and happy school' and they clearly explained how an emotion and learning cycle was used. They were excited about sharing their ideas with other pupils and parents at the Great Debate which is part of the Rights Respecting School Award.

Staff were very enthusiastic about working at the school and reported that they had regular contact with parents at the beginning and end of each day plus workshops and other informal gatherings such as class picnics. At the October class meeting school expectations and the curriculum are shared with parents and pupils enjoy sharing their learning on Bring a Parent to School Today days. Pupil voice is used to inform curriculum content and pupils are asked to suggest areas of interest. These ideas are then incorporated into different topics and subjects and shared with parents. They are then encouraged to bring items into school to enrich the curriculum. A Central London University research programme, focusing on selected pupils in year 3,4 and 5, will involve parents and will inform future pupil decision making.

The parents' perspective demonstrates the value they place on positive staff and parent communication and personalised support. Pupil reviews with the school pastoral lead, class teachers and external agencies ensure parent and pupil voice is a high priority.

Effective links have been established with secondary schools to ensure a smooth transition and relevant information is shared by the pastoral lead, LAC and Safeguarding leads as appropriate. There is also a well- developed induction programme to reception. Parents commented: ' I was surprised and reassured that transition doesn't stop at reception and takes place at the end of each year.'

#### Impact:

- \*Enabled the school , post covid, to capitalise on a renewed interest by parents on school life and to open up a dialogue with parents
- \*Encouraged the use of a range of questionnaires to evaluate parent feedback to inform future developments
- \*Increased opportunities for parents to be involved in their child's learning
- \*The LPPA framework goes beyond the Ofsted framework and helps the school to broaden its perspective and range of activities

#### Areas for development:

- \*SLT and governors conduct a deep dive on parent participation to support learning and well-being
- \*Monitor and evaluate the impact of OPAL
- \*Further develop a menu of homework activities
- \*Increase links with the local community for example Gatley Partnership
- \*Audit parent skills to enrich the curriculum and other areas of school life
- \*Share learning from LPPA process with partner school in the Trust and with other schools

#### Verifier recommendation:

I am delighted to recommend that Gatley Primary School be awarded the LPPA Award for a period of three years.

#### Head teacher comments:

Thank you for this report and for the comments made regarding our school and the progress towards this award. We are very proud of this award as it marks and recognises the success of this important partnership between home and school and how this will only be of benefit to the children. Thank you to Mrs Clair and Mrs Coleman for their hard work and commitment compiling the portfolio and for their consultative approach in supporting the school in the reaccreditation of this award.



Leading Parent  
Partnership Award

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