



Leading Parent Partnership Award (LPPA)

Verification Report

School name:	Meadowbank Primary School
School address and postcode:	Councillor Lane, Cheadle, SK8 2LE
School telephone:	0161 428 6286
School website:	https://meadowbankprimary.com/contact
Head teacher:	Mrs J. Appleton
Head teacher's email:	headteacher@meadowbankprimary.com
LPPA coordinators:	Miss K. Carrington Mrs C. Ball
Award verifier:	Jill Tordoff
Award adviser (if applicable):	
Date of verification:	20 th June 2024

Commentary on the evidence provided:

The school has fully committed to the process of the Award and has an excellent positive partnership with parent/carers. The LPPA co-ordinators have ensured a whole school approach has been adopted and presented a well organised and substantial portfolio. There is extensive evidence of gaining the perspective of parents and carers to identify the school's strengths and to inform next steps. Information to parents on the vision statement, range of communication, curriculum areas and the Positive Relationships policy use visual prompts and are user friendly to ensure ease of access. Monitoring and evaluation of all KPI's takes place on a regular basis, with active involvement of staff, governors and parents 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 leaders and Governors, supported by all staff, has ensured the school has a trusting relationship with parents and an inclusive positive ethos. Parent engagement is therefore a key priority across

the school and is integral to the School Development Plan. Termly leader's reports share the LPPA journey with governors. The Head teacher reported 'the governor board is not passive' and governors are actively involved in school monitoring and evaluation.

The LPPA Co-ordinators work in close collaboration with all members of staff and an LPPA working group comprises of a cross section of staff, a governor and parents. The co-ordinator said 'the involvement of the parent governor, who is also a parent, has been invaluable' and there has been a collaborative approach developing the LPPA action plan. She reported that RAG rating the action plan 'became food for thought and drove the next steps of the journey.' The senior leadership team, informed by the working party, ensures there is ongoing staff development to maintain high levels of understanding, knowledge and skills.

The school policies are on the website and parents helped review the positive relationship and attendance policies to ensure they were parent friendly. The school has also developed diagrams to promote the school mission statement, communication systems and protected characteristics to ensure all stakeholders are well informed. Communication with parents is wide ranging and includes newsletters, parent mail, class dojo, curriculum letters, twitter, telephone calls, individual meetings, parents evenings, SEND reviews and the website. Parents were very positive about class dojo describing how it allowed parents to see what their child was doing in class and 'we can also upload what we do out of school to share with the teacher.' Attendance at parent evenings is high with 98% of parents attending in Autumn 2023 and 97% in the Spring term. If parents cannot attend these meetings alternative arrangements are made to ensure all parents are informed about their child's wellbeing, attendance and progress.

The school has an open door and staff reported 'partnerships with parents starts as soon as they start school' and parents reported the school is very 'welcoming', 'they always come up with the best solution for you' and they 'bend over backwards to help.'

The school places a priority on listening to pupils and parents and is a strength of the school. Pupils reported they enjoyed school and 'enjoyed learning new things' and 'making friends.' They valued careers week where they heard parents talk about their job roles as well as opportunities to share activities with their parents, for example, the maths participation morning where parents complete three tasks together. Parents reported that maths and reading sessions were 'very beneficial' and 'it's useful to see tools I can use at home.' Regular parent surveys on a wide range of areas take place and parent feedback is very positive. However, the school is always striving to improve, and parents perspective is used to inform practice, for example introducing parent participation events to enable them to know more about their child's learning. Workshops on reading, literacy, and e-safety have been offered and presentations, videos and other information is shared on class dojo. Numerous other community events are organised on different days and start times for these events offer flexibility so all parents have opportunities to attend.

The school has a strong pastoral system to support all pupils and their families and this enables an early identification of need. Every teacher meets parents of SEND pupils three times a year to develop a SEND support plan and a discussion also includes a focus on

strategies to use at home. There are extensive links with a wide range of external agencies to ensure families have access to support and information.

The Trust has developed a Primary Outreach Programme which employs two workers to support families and children in the transition to secondary school. The Trust also co-ordinates 'Communities of Practice' to conduct research school impact projects and one of the focuses this academic year has been on supporting EAL pupils and their families.

There are well developed systems for induction with parents and children meeting the teacher prior to starting school and phased starting dates in September. Parents said induction is 'really useful and addressed everything' and 'they made you feel relaxed.' New parents receive a Welcome pack and are invited to look around the school. Transition for children with SEND is 'bespoke to the child and considered on a case by case basis. Staff work closely with the family, with any previous settings and other involved agencies to ensure strategies and information provides a smooth transition. There are also well developed links with secondary schools and information is shared with other schools if pupils move schools.

Impact:

- *Helped the school reflect on whether parent partnership practice is as strong as pre covid
- *Improved attendance and punctuality
- *Increased pupil outcomes because of a greater understanding with parents
- *Supported professional development
- *Celebrates success and helps identify next steps

Areas for development:

- * Review and streamline communication with parents on the website
- * Review key documentation with parents, for example, the teaching and learning policy
- * Share positive parental feedback with all stakeholders, for example, in newsletters, at induction meetings, in videos, on the website
- *Share effective practice in developing parent partnership across the Trust using the coaching model

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

Head teacher comments:

As a school, we value the partnerships that we have with our families very highly. We understand that it is essential that we are able to work closely with parents, who are the experts in their children, in order to enable children to achieve their best both academically and as fulfilled individuals. The LPPA process has been an important tool to evaluate how we engender strong partnerships and identify further engagements.