

Leading Parent Partnership Award (LPPA)

Reassessment Report

School name:	Banks Lane Junior School
School address and postcode:	Hempshaw Lane Stockport
School telephone:	0161 4802330
School website:	bankslane-jun.stockport.sch.uk
Head teacher:	Ed Milner
Award coordinator:	Gill Collins
Award verifier:	Kathryn Kirby
Date of reassessment:	27 th April 2022

Commentary on the mini-portfolio of evidence:

The co-ordinator provided an interesting mini portfolio which clearly showed the developments in parent partnership since the last re-accreditation including:-

Consistent leadership of parent partnership by the Business Manager, Headteacher and governors. The LPPA is embedded in to the SIP, school policies and procedures. The school have strong links with outside agencies to support families and have developed a SEND Forum to engage and support parents of children with additional needs, giving them the opportunity to discuss issues, share information and learn techniques to support their children's learning and development, the Forum meetings continued virtually during the pandemic.

The school have a new vision 'Believe to Achieve' and five new learning powers, communication, collaboration, curiosity, resilience and reflection, which are displayed around the school.

The school have developed digital communication with parents e.g. the weekly newsletter Roar is now emailed to parents, the school have introduced class dojo and parents can communicate with teachers by email. The school now have the CPOMS system which enables them to gather and share data with staff and produce valuable reports easily.

Parents and children were very well supported during lockdowns, comprehensive records of contact with families were kept e.g. phone calls, support visits, vouchers and devises provided, this resulted in good attendance during lockdowns. When children returned to school they completed a survey with their parents, the results were analysed and data used to inform provision of catch-up tutoring, wellbeing, reading, maths and English intervention groups to meet pupils individual learning and

emotional needs. Parent feedback on remote learning was very positive parents found it easy to access google classroom and felt well supported by school. Virtual parent consultations were successful and clear links to resources and home learning activities valued by parents. The lockdown FAQ sheet was useful for addressing issues and concerns raised by parents, all parents feedback is analysed, summarised and resulting actions shared in the Roar newsletter.

Induction was done virtually in 2020 and in a covid safe manner in 2021. The school prospectus is on the website and provides parents with comprehensive information, the school values and ethos are clearly explained as are the school's policies on uniform, attendance and punctuality, the restorative approach to behaviour management, pastoral care and safeguarding. New Welcome packs for year two have been developed and welcome video links for each year group made by teachers providing transition information for parents posted on the website. Parent feedback on induction is very positive, the introduction of individual family tours was very popular with parents and helpful for staff to start to build relationships with families so will be included in induction for 2022/2023.

There is a wealth of curriculum information for parents on the website including leaflets on the school's culture and ethos, specialist teaching areas, music, PE, Forest School, residential visits and how the learning powers are used in school. Report formats are clear and easy for parents to understand.

The school have good links with local high schools and parents appreciate the support they receive during transition to high school and feel that their children are well prepared for the next stage in their education.

Commentary on the tour of the school:

Banks Lane Juniors is a very welcoming school, the entrance area is spacious and the whole school is very clean and tidy with a calm atmosphere. The reading centre has been refurbished and a new office has been made for the SENDCo there are break out areas throughout the school for small group or individual learning interventions, which have increased since the pandemic. There are interesting, colourful displays of school activities, children's work and celebrations of learning and achievement e.g. weekly awards, Dojo champions, wall of fame, masters of multiplication, Forest school, masters of multiplication, zones of regulation, the five learning powers, school council, project play and inspirational quotes.

The emotional well-being of pupils and staff is a high priority in school and displays reflect this priority as well as the school ethos and values. All classrooms have a zones of regulation board, information on British Values, Maths, English, Topic and learning powers. New touch screen white boards have been installed in every classroom.

The conference room is used for parent workshops and since Easter parent reading mornings have been re-introduced with 46 parents attending on the day of the re-accreditation.

The outside space is very well equipped with marked play areas, large play equipment and a restorative area.

Commentary on discussions with stakeholders:

Governors

Governors take an active part in school life and take time to get to know parents. Governors are involved in the induction process and join with parents in tours of the school, there are governors present at all school events and they regularly come into school. During the pandemic governors felt they lost touch with parents so have developed governor profiles posted in the website to re-introduce themselves and have been involved in a transition quiz. All governors take part in governor drop-in days and some of the governors attend the school residentials, they attend parents' consultation evenings speak to parents and conduct the parents exit survey. All these activities give governors the opportunity to get to know the families in school and find out their views of the school.

Governors feel that communication with parents has improved by, access to teacher via email, Roar being sent by email and use of text messages. They think that recognition of the role of parents in school and valuing their opinions in Roar gives parents a boost.

Governors listen to parents, make sure that they can access the information they need and parents know that governors will take action when approached, which makes for effective partnerships between governors and parents. Governors feel that staff work as a team to meet the needs of families and that they are very skilled in discerning and meeting the wellbeing needs of families. Governors recognise the importance of effective parent partnerships to the children's learning and development and support this work in any way they can.

Staff

The headteacher and staff took a very proactive approach to supporting families during the pandemic. Systems were created to log all contacts with parents and identify the support they needed with home learning and wellbeing. Attendance was monitored and parent contacted to offer support as needed. Staff were involved in home learning and teaching in school so were able to keep up links with parents whose children were in school. Staff provided food vouchers, food parcels, iPads and laptops. This approach was very much appreciated by parents as reflected in the survey done after lockdown and has resulted in stronger links with parents and more targeted support for children and parents.

The new SEND forum has developed stronger links with these parents, The SENDCo contacted each parent to invite them to attend the meetings. Agendas at meetings reflect the parents' needs, enable the school to signpost parents to additional support and facilitate parents to share information and experiences reducing feelings of isolation and powerlessness.

Staff have observed that children's emotional needs have increased since the pandemic and there is little support locally to meet these needs so wellbeing groups have been established. These are run by TAs with small groups of children and focus on resilience and self-esteem. The Wellbeing lead liaises with parents gathers their opinions and experiences and uses this information to provide appropriate interventions. Staff are always approachable for parents, listen to parents, invite them to meetings to discuss issues and look for solutions to enable parents to support their children effectively.

Communication with parents is a priority and the school have set up a year group email system with is checked daily, this has opened up communication lines between parents and teachers and ensured that teachers and office staff work well together in communicating with parents. Staff are supportive of each other and feel well supported by school, supervision is available each week and the SLT are very supportive towards staff.

Staff felt that they built up trust with parents during the pandemic which has led to enhanced relationships with parents and lowered barriers to communication with school. This is reflected in parents attending reading mornings who have not previously attended events in school. Staff are looking forward to returning to more in person events and activities in school for parents and families e.g. Jubilee day celebrations, sports days, family learning etc. They are also mindful of the impact of the cost of fuel and rising inflation so not asking parent to spend money and providing free breakfast club places, help with uniform and wellbeing support to parents.

Parents

Parents hold the school in high regard and feel that they are well supported by school, especially when they are experiencing difficulties such as ill health, family crisis or have children with additional needs.

Parents really appreciated the contact during lockdowns and the provision of laptops to help children access home learning. School staff provided practical support to help parents access benefits, food vouchers and a listening ear for parents which eased stress and left parents better able to cope with the situations they were experiencing.

Parents also feel that the staff are very caring and provide a safe environment for their children. They felt that the wellbeing groups were really beneficial for their children and that they staff were very good at responding to parents and helping parents to find solutions to their problems.

Parents like the Roar newsletter which is very informative and celebrates the children’s achievements. They also felt that children are well prepared for high school, making the transitions process seamless.

Children

Children from the School Council were very clear how parents are involved in school life, they also explained how the school council works and how project play has improved the school playground. They mentioned the school website, Roar, as information sources for parents and said that teacher send emails to parents about lots of things e.g. STATs which parents prefer to paper information. They explained that parents come into school on reading mornings to read with their child and do task like spelling, crosswords and comprehensions. Children enjoy showing their parents their classrooms. They knew that parent consultations were done by phone during lockdown and that at the end of Y3 their parents are told which class their child will move to for Y4. They think that events for parents and family fun nights are a good idea and that parents get to meet other people and make friends with other children’s parents.

The children in Y6 were really looking forward to the Lakeside residential as they had missed out on residential in Y4 and Y5 due to the pandemic.

The children were really polite and had a positive attitude towards school.

Strengths identified during reassessment:

- There is a high level of commitment to parent partnership from the Headteacher, SLT, governors and staff
- Staff work effectively as a team to exchange information and ideas to build positive working relationships with parents
- Staff are very approachable and welcoming to parents and visitors. There are systems in place for parents to contact staff in person, by text, email or phone call.

- There are excellent communication mechanisms between parents and school, use of digital communication e.g google forms, email, class Dojo and the new school website has improved communication and made it easier for parents to access and respond to information. Use of spreadsheets and has CPOMS enabled school to keep clear records of contacts and interventions with parents and families. The school are using lessons learned during the pandemic to develop positive ongoing relationships with parents
- Parents of children with SEND or vulnerable parents are extremely well supported by the schools caring approach e.g. SEND forum, wellbeing session, one to one meetings with the Learning Mentor and key staff.
- Parents value the welcome and ongoing support given by staff, particularly during the pandemic
- There was a systematic approach to delivering, recording and monitoring online learning during the pandemic. Parents were supported in a range of ways according to their needs and weekly or more frequent phone calls supported parent and child wellbeing
- A comprehensive system to monitor attendance at on line learning enabled school to contact parents and support them to engage their children in learning at home and at school during the pandemic
- School ethos and values are promoted and shared with parents
- There is clear information on school policies and procedures in induction information and on the website
- Good systems are in place to gather parent feedback e.g. google forms, parent forum meetings, parent consultations. Feedback is analysed and results and actions shared with parents via Roar
- The school has strong links with the feeder infant school to ensure a smooth transition to KS2
- Comprehensive information on in school transition is available on the website and shared with parents
- The school works with feeder high schools to ensure a smooth transition to high school especially for parents of SEND children and vulnerable families
- Parents hold the school in high regard and value the support and education provided for their children and themselves
- The children have a clear understanding of how their parents and involved in school life

Impact:

- The award maintains parent partnership as a high priority in school
- Staff are kept well informed of the benefits of parent partnership
- Having parent actively involved in their children’s learning benefits children’s progress and emotional wellbeing
- Building trusting relationships with parents enables them to be more involved with their children’s learning e.g. Reading mornings
- Parents feel listened to and value communication from school, especially during residential

Areas for development:

- To return to in person activities in school for parents and families e.g. Family Fun Days, performances, sports days, parent workshops
- To encourage parent volunteers in school, conduct a parent skills audit to identify skills parents could share with children e.g. reading, gardening, cooking, sewing, sports, talk about their jobs or hobbies and use this information to develop parent- child activities

- Continue to survey parents and gather their opinions on school activities, policies and procedures using google forms for ease of access. Analyse results and share actions with parents in Roar
- Continue to develop the SEND parent forum
- Continue to share information with parents about the school curriculum, home learning, wellbeing and behaviour management. Consider running courses or workshops with parents to share this information and encourage them to use these strategies at home as appropriate
- Consider how social media could be used to enhance parent partnership

Verifier recommendation:

That Banks Lane Junior School be awarded the Leading Parent Partnership for a further period of three years

Head teacher comments:

Thank you Kathryn for this report.

We are delighted with the outcome of this assessment. We work closely with our fantastic pupils and their families. We look forward to strengthening this partnership when we re-introduce family events in school.

May we use your comment for website/marketing purposes? **Yes**