



Leading Parent Partnership Award

Reassessment Report

School	Banks Lane Junior School
Address	Hempshaw Lane Offerton Stockport SK1 4PR
Telephone:	0161 480 2330
Headteacher	Mr E Milner
Person responsible for parent partnership	Gill Collins
Date of Reassessment Visit	20 th April 2017
LPPA Verifier	Kathryn Kirby

Commentary on the Mini-portfolio of Evidence

- The co-ordinator provided a thorough, well organised portfolio of evidence to show the progression in parent partnership since the Final Verification in January 2014:-
- Evidence of continuity of management of parent partnerships, the Headteacher, Mr Milner and the Business Manager, Mrs. Collins the person responsible for parent partnership, continue to lead this area work and information on LPPA is included in the induction process for new staff and new governors under Leadership and Management and is monitored by the governors.
- Good evidence of ongoing communication of the award with parents, informing them of progress, thanking them for their support and inviting them to participate in the re-assessment process.
- The School Development Plan includes parent partnership.
- The school signage inside and outside the school is very clear, the vision statement is clearly displayed and there are attractive, informative displays throughout the school. Parents have very positive views on the welcome they receive in school with over 98% of parents stating this view on the annual questionnaire.
- Very good evidence to show the a range of mechanisms used to communicate with parents

including; texts, email, the school newsletter, the school website and app, letters and one to one appointments.

- The school have held activities and events for parents to help them support their children's learning and develop their own skills, to enjoy learning together, to celebrate traditional folk arts and to raise funds for the school and for charity e.g. Internet safety, Reading mornings, Y6 SATS information evening, a Christmas Market organised by the Friends of Bank Lane, concerts in school and in the local church, a family games evening and a transition evening for Y6 parents.
- The school have a very thorough induction process and have developed close links with the feeder infant school on the same site. The induction pack was very informative with a wealth of information for new parents on all aspects of school life: the school prospectus a very child and parent friendly 'Welcome to Year 3' booklet with plenty of photographs, information on home learning and the Home School Diary. New parents are shown around the school by members of the School Council which is very popular with parents. Parents' views on induction are gathered and indicate that parents are very happy with the process, suggestions and comments are used to improve the process for the following year.
- The school produces comprehensive information for parents and all literature reminds parents that they can talk to staff about any issues that may concern them. End of Year Expectation booklets for each year group provide information for parents on the key developments related to the National Curriculum. The Report pro-forma is clear and easy to understand and includes space for parent and child comments.
- The school has had a focus on Home School Learning; parents were consulted on this topic and their views taken into account when the new Home Learning Policy was developed. Home Learning Challenges aim to involve the family, siblings, parents and grandparents, the children chose a task from a menu of options which enables parents to fit this work in with family life e.g. writing about a family activity done at the weekend. Parent feedback was also gathered after the new systems were introduced, feedback was analysed and the results shared with parents, fully responding to parents comments by explaining how and why the system operates. Guidance booklets for parents e.g. SATS, RSE and Maths.
- All school policies are on the website the RSE, Home School Learning and Anti-Bulling Policy have been recently reviewed. There is information on bullying throughout the school and clear guide lines for the whole school community via the Restorative Approach. The five questions are displayed in each classroom, carried by staff and there are restorative areas for children to use inside the school and in the playground.
- The transition to high school is well organised, the children transfer to a range of high schools to facilitate the process parents are informed in the newsletter ROAR of open evenings, deadlines for applications and invited to use school computers for the online application. Parents can request visits to high school during the school day in order to gain information of how the high school operate. There are clear procedures in place for parents of children who leave during the school year.
- The school has identified next steps in parent partnership e.g. to gather formal feedback from current Y6 parents on the transition to high school; to analyse data to gain information on targeted groups of parents accessing information and activities and to increase the scope of learning activities and events for parents
- Good evidence of ongoing communication of the award with parents, informing them of progress, thanking them for their support and inviting them to participate in the re-assessment process.

Commentary on the tour of the school

Since the Final Verification the school has significantly improved the entrance area, there is now a large, bright, secure waiting area with chairs and an accessible toilet for parents and visitors. Parents can wait here when collecting children from after-school activities. The office now has large glass windows and it is easy for parents to communicate with office staff. There is also a new medical room next to the office with

a de-fib machine which all the staff and year 6 children have been trained to use.

There is an electronic gate into the school site and all internal doors are opened by key fobs, to ensure the safety and wellbeing of the children. The school is working very hard on training children to be safe; all children are trained in first aid and the school recently held a Lock Down practice drill to teach the children and staff how to re-act in an emergency.

Internal and external signage is very clear, the school is very clean and tidy and has instigated a rolling programme of re-decoration taking place during school holidays to ensure the building is bright, attractive and provides a stimulating environment in which to learn and work.

The school library has been re-decorated in school colours, the inside restorative approach area is situated in the library and home learning projects are on display. The school has inspirational quotes painted on the walls of the library and on the corridors, the children have designed Growth Mindset Superheroes with super learning powers which are displayed in each classroom and throughout the school.

The excellent displays reflect the school motto 'Believe to Achieve' e.g. photographs of Fosbrook events, concerts, literacy displays 'The Romans and The Vikings' in school, the trees of dreams, where the children's aspirations for the year to come are hung, merit boards and times table rock stars. The school make the most of opportunities to engage with the community e.g. Megan Gilia the Paralympian, who the school met by accident when her dog was found on the school playground, has been into school to take an assembly, speaking about her journey of achievement.

The classrooms are large and airy and have consistent displays including:- working walls with very informative maths and English terminology, the five restorative questions, behaviour expectations traffic lights and class rules. The school has re-organised internal space to make a larger music room, where they host the Fosbrook project, and a children's kitchen used by children and an after school club. The school also host the Morris Men and local childminders use the school for their weekly meetings on Thursdays.

The school site is large with extensive outside space. The playgrounds are equipped with two big, wooden climbing frames and outdoor play equipment is stored in a shed for use at lunch time. There are wigwams, chosen by the children on artificial grass and a calm seated area for the restorative approach. The woodland area is used for Forest Schools which is an ongoing development project and there is a large playing field which is used for family events during the summer term.

Commentary on discussions with staff, governors, parents and pupils/students

Staff

The school staff are very well aware of the vital role of parents in children's education. They ensure that parents feel comfortable and welcome in school, share the ethos of the school i.e. the growth mindset, Believe to Achieve, emphasise the importance of using positive language with children and encourage them to try their best.

Staff are supporting parents with the new curriculum by providing thorough parent friendly information. The new home school learning approach is designed to encourage parents to work with the children and spend time with them in activities at home. The school provides Home Learning Clubs for families who need this support. Staff make full use of the children's reading logs to communicate with parents. Parents of children with additional needs receive weekly summaries of their children's progress and a specialist worker liaises with parents by telephone on a regular basis to ensure the families' needs are met. Staff listen to parents feedback on parents meetings and respond to their comments.

Governors

The governors continue to be very supportive of parent partnership. Governors are in school frequently, attend and help at school events e.g. FOBL Fun day and Fosbrook concerts. They attend parents meetings and go to residential stays with the school. The governors feel that communication with parents is very good, the weekly newsletter ROAR is very popular, the use of text messages has improved communication, the website is very informative and staff are approachable.

The transition from KS1 to KS2 is working really well and parents enjoy the tours lead by the school council children. Parents were consulted before and after the new Home School Learning system was instigated and their views taken into account.

Parents

The parents feel that the school is a friendly and welcoming place for themselves and their children. They think the school has a very community focussed approach and that the ethos of working together, the Restorative Approach, is carried over into outside activities by the children. Staff support school events, dress up for topic days and join in with families on fun days. Parents are aware of the rewards systems used in school, they like the weekly ROAR, appreciate that it is emailed to both parents and find texts and emails a convenient method of communication, especially when children are out of school on visits or residential visits.

Parents really valued the school's induction process, which has been tailored to meet the needs of individual families, enabling children to have the support they need to make a smooth transition. They felt that staff and the Headteacher are very approachable and supportive.

A parent whose child had been seriously ill spoke of how supportive the whole school staff were to her family, helped her older child to manage the situation, communicated effectively with the whole family and organised a phased return to school for her younger child, making a very difficult situation much more bearable.

Parents feel that their views are listened to, any issues which may arise are dealt with promptly and that their children are well prepared for high school. They appreciate the opportunities to come into school and enjoy the Reading mornings.

Overall the parents spoken to thought that the vast majority of parents are really confident in the school.

Children

The children had a sound knowledge of how school communicates with their parents. They mentioned:- parents surveys, ROAR, information on the school website, booklets for parents on children's topics, SATS and the curriculum. The explained that parents receive letters about school visits and there is a system for parents to pay in instalments and pay on line for visits.

The children were aware of the role parents can play in school e.g. coming on school visits, helping the teachers and attending reading mornings.

The children were enthusiastic about the home learning activities, stated they had had three assemblies on home learning and that it is fun learning not 'work'. They enjoyed doing activities with their family and like getting rewards for completing tasks.

Children on the school council really enjoyed conducting tours of the school for new parents and felt that this helped them build up confidence in meeting new people.

Strengths Identified In The Review

- Parent partnership is embedded in the school it is item number three of the school vision statement
- The Headteacher, SLT and staff are very committed to parental involvement to ensure that their children gain the maximum benefit from their time at Banks Lane Junior School
- The governors are very supportive of parent partnership and actively involved in school life
- FOBL is very active in organising events for families and raising funds for school e.g. equipment for the playground
- The school is very involved with the local community, they are a host school for Fosbrook Trust, Morris Men and the local childminders meet weekly in the school hall. The school promotes events, courses and activities in the community and works with Stockport Families to support vulnerable families
- The school have excellent home school learning systems, the Home School Learning Policy was reviewed in consultation with parents and joint family learning activities now form a key part of

home learning, clear information for parents is provided on home learning tasks, parent feedback has been gathered on the new home learning systems, analysed, shared with parents providing a thorough response to their comments

- There is a very good range of information for parents using a variety of media including:- booklets on end of year expectations, Maths, information on the school website and the weekly newsletter
- The school induction process is excellent, the school have developed good working relationships with the feeder infant school, produced clear parent friendly induction information and developed tailored induction packages for parents of children with SEND
- The school gathers feedback from parents on activities and events which is analysed and shared with parents, giving details of how parents' comments and suggestions have been answered or acted upon
- The children are well aware of how parents gain information about school life and how parents can be involved
- Parents feel that the school is a friendly and welcoming place, staff are available and approachable, respond to their views and address issues that may arise promptly
- Communication with parents is very good, staff are available on the playground before and after school to talk to parents and parents confidence in the school is high

Areas For Development

- Continue to gain parent feedback, analyse this and share with parents, consider using alternative methods to gather parent feedback e.g. recording feedback on iPads, using counters, smiley faces or target boards to gather instant feedback at large scale events
- Gain feedback from parents on the transition to high school
- Continue to work with the most vulnerable families in partnership with Stockport TASC to offer the support they need
- Interrogate data to discover more about the involvement of parents of children in receipt of pupil premium and parents whose first language is not English and target activities to further engage these parents
- Continue to develop good relationships with the feeder infant school and local high schools to ensure the high level of satisfaction with transition is maintained

Recommendation by the Adviser

That Banks Lane Junior School be awarded the LPPA for a further three years

Headteacher Comment

It was a pleasure to meet Kathryn on the re-assessment morning. We have made many improvements in the last 3 years since the last report. The achievements involving our parents/carers have been recognised and celebrated. We look forward to continuing to work in partnership with our parents/carers and improve this further over the next three years.

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