



Leading Parent Partnership Award (LPPA) Verification Report

School name: Mersey Vale Primary School

School address and postcode: Valley Road, Heaton Mersey, Stockport SK4 2BZ

School telephone: 0161 442 7535

School website: <http://www.merseyvale.stockport.sch.uk/>

Head teacher: Mrs Jayne Mullane

Head teacher's email: jayne.mullane@merseyvale.stockport.sch.uk

LPPA coordinator (if different): Claire Varetto

LPPA coordinator's email: claire.varetto@merseyvale.stockport.sch.uk

Date of verification: 12th November 2018

Award verifier: Jill Tordoff

Award advisor (if applicable):

The school's last Ofsted inspection was in 2010 where it was judged to be Outstanding for overall effectiveness. Over 50% of pupils have English as an Additional Language (EAL), approximately 20% of pupils are in receipt of the pupil premium grant and many pupils start school with low baseline measures. However, there is evidence of excellent pupil progress and attainment. The 2018 results for progress in Reading (+4.1) and for progress in Mathematics (+5.2), from the end of KS1 to KS2, places the school in the top 5% for schools nationally in both subjects. End of KS2 results in 2018 also demonstrate the school is exceeding nationally expected standards in Reading, Writing, Maths, Grammar and combined Reading, Writing and Maths. The verifier was provided with a rich source of evidence through a tour of the school and gained the perspective of members of the SLT, governors, parents, staff and pupils. The school provided a thorough, well organised portfolio of evidence which demonstrated the range and scope of work with parents over the LPPA period.

Commentary on the evidence provided in the portfolio:

Objectives 1&2

There has been clear strategic engagement and management of the award led by an effective LPPA co-ordinator with active involvement of the head teacher. The senior leadership team (SLT) and governors have a clear vision for developing an effective partnership with parents and the LPPA process is recognised as important in helping the school achieve its aim. The School Improvement Plan (SIP) included parent partnership as a key priority since 2016-17 and it identified the target: To raise achievement of all children through developing relationships with parent/carers/families and work together to achieve the LPPA. This target was shared with all stakeholders and has increased a sense of ownership in the award. Information about the LPPA is shared with staff, parents, governors and partner agencies on an ongoing basis, for example, meetings, head teacher's report, parent's leaflets, displays on notice boards, newsletters, Class Dojo, Mersey Vale and individual class



Twitter and the school website. A Working Party comprises of members of the SLT, parents, staff, a governor and this group and all teachers regularly monitor and evaluate the action plan.

Objective 3

The school vision was clearly displayed in the entrance, on parent noticeboards and on the website. The office staff were very welcoming and the entrance provided an open plan area with seating, parent leaflets and a range of information on a parent noticeboard. All other entrances used by parents display curriculum and lunch information and each class displays the range of languages spoken in the class. The school has a calm atmosphere and there was evidence of very attractive displays throughout the school both in classrooms and corridors. A wide range of communication methods are used to inform parents about school life including Reading record books, newsletters, the website, use of Parent Pay, whole school text messaging, Class Dojo, Twitter and an annual school calendar. Communication by email is also in development. There is also an 'open door' policy and parents stated that all staff are very approachable. The breakfast club also provides an opportunity to have an informal conversation with parents, particularly with the school's Learning Mentor.

Objectives 4

There was evidence of a wide range of activities to help parents support children's learning. Parents were very positive about Early Work in Nursery, Reception and Year 1 where parents and grandparents have the opportunity to do joint activities with their child between 8.45-8.55, e.g. reading, completing a sentence or a problem solving activity. Parents in all other year groups can access support from class teachers during the same time slot. In Year 1 all children, in turn, have the opportunity to take 'Modge' or 'Max' toy dogs home and to encourages parental engagement and also writing skills, each child records, in text or pictures, what they have done with the puppy. Portfolio evidence captures the wide range of parent workshops that have taken place over a number of years, for example, We are Writers, Careers Week, Fabulous Families, Phonics, Promoting Outdoor Learning, Maths demonstrating that practice is embedded. All workshop information is placed on the website and additional website resource links, practical activities for a parent and child to do jointly are also suggested. Further information is provided e.g. an app linked to Reading Cloud to support reading at home. The head teacher monitors, on a half term basis, information shared with parents to ensure consistency across the school. Evaluation takes place after all workshops.

Objective 5

The school has a very good, thorough induction process into both Nursery and Reception which includes welcome meetings, stay and play sessions, home visits and individual discussion with parents. There are clear, comprehensive information packs provided. In school transitions are supported by 'Meet the Teacher' sessions for each class at the start of the year which parents are encouraged to attend. Parent feedback on the induction process is very positive.

Objective 6

Curriculum information is provided with comprehensive guidance to help parents support their child's learning and user friendly information for each class is on the website. On-going information is included in regular newsletters and parent noticeboards. Parents stated that the information provided in reports is "excellent", with a section to give their perspective, and they reported all responses were always considered. Parent's evenings and the annual open/ report sharing afternoon are very well attended and there are clear procedures for following up those few parents who are unable to attend. Celebration of children's achievements include Class Dojo points which a child and their parent/carer can also access, celebration assemblies, trips out of school, individual rewards, displays in school and photos on the website and on Twitter. The Parent Partnership

meetings also provide an opportunity for parents to suggest three areas for development within the curriculum e.g. “to create a better system for children to change reading books and encourage them to choose more challenging and varied books.” The identified areas then become priorities alongside the identified school improvement priorities. A parent working party on Sex and Relationship Education was held in February 2015 to reflect on curriculum content and following parent comments the curriculum has been adapted. Parents have been invited to review this again and a working party will meet early in the Spring term 2019.

Objective 7

All school policies are on the website in a clear and easy to understand format. Attendance is closely monitored and the behaviour policy has recently been reviewed with parent suggestions. All children clearly articulated the Class Dojo point system with plus and minus points if placed in Rainbow, Cloud and Storm categories. They explained that if they were in the cloud category they completed a Think Sheet where they reflected on their behaviour. This sheet was also shared with their parent/carer. Children through their School Council have also contributed to reviewing the range of activities included in Golden Time and parents commented on how this had increased children’s motivation and encouraged positive behaviour. Parent volunteers are involved in a range of activities for example reading with children and supporting children new to the school who have English as an additional language. Parents, who are Friends of Mersey Vale, actively support fundraising events such as author visits, book purchases and help organise larger events such as a Christmas Fayre.

Objective 8

The school sees itself as a key resource within the local community and there is a strong positive community ethos. Children move on to a range of secondary schools but the majority of children go on to Priestnall High School. The school effectively shares information about individual pupils to ensure each child’s needs are met as soon as they start their new school. Extensive information concerning transition is shared with all parents and support, if required, is provided to parents for admission form filling. The SENCO and Learning Mentor supports families of children with additional needs. ‘Meet the Teacher’ sessions held in September each year help to establish positive relationships with parents and explain routines and expectations.

Objective 9

The objective 9 evidence record was completed detailing the key outcomes achieved and plans the school has to further develop parent partnership.

Strengths identified in the review:

*The Headteacher and LPPA Coordinator, (who is deputy and class teacher (0.6)), have a clear vision of the importance of developing effective partnerships between home and school to support pupil learning and well-being. They are confident this strong partnership leads to improved outcomes for all pupils and therefore parent engagement is a key element in the school improvement plan. The governor reported the governing body has recently increased accountability and has a focus on identifying the impact of interventions. The LPPA has supported strategic planning linked to the School improvement Plan.

*A child friendly version of the School Improvement Plan is in a postcard format and this ensures increased ownership by all stakeholders. Individual targets are on the reverse side of the postcard and this is then sent home. Posters with school targets are displayed in each classroom and are shared in the entrance and hall.

*Systems to gain parent/carer perspectives are a strength of the school. Seven questions, some from the Ofsted questionnaire, are sent annually, in July to parents. This includes: What do we do best? and What can we do that makes it even better? This information is collated and in September a

Parent Partnership group then select three areas for the school to focus on for the next year. Subsequently, in February and June, the Parent Partnership group receives updates on progress and progress is also included in the head teacher report to governors. The group has reported a very positive response to Golden Behaviour badge and the revamping of Golden Time. In July, there is a feedback to all parents through the 'You Said We Did' document included in the annual report pack for parents.

*A further strength is the wide range of parent workshops which link to school improvement priorities. These are linked to half termly curriculum theme weeks which are monitored and evaluated by teachers and SLT. The dates for parent workshops are provided well in advance in a published annual calendar to encourage good attendance and since LLPA was introduced there is evidence of increased engagement. All resources from workshops and website and app links are communicated to parents. In Careers Week a selection of parents spoke about their jobs to different classes. The 'Fabulous Families' identity backpack homework activity in March 2017 encouraged parents and children to work together to identify items that were special to them. Six children then shared their thoughts each day and this provided a rich opportunity to highlight individual differences and value cultural diversity. The more informal Early Work sessions where children and family members work together in EYFS and KS1, for a short time at the start of the school day, is excellent practice to support early positive parental engagement. This early support helps sustain positive parent relationships in later key stages. The school has been asked to complete a case study to share their practice with other schools.

*The school has a strong partnership with the local authority Ethnic Diversity Service. The English subject leader and a member of the local authority Ethnic Diversity Service jointly delivered a Reading workshop and parents appreciated the information being shared in both English and Urdu.

Impact:

- * Greater whole school community cohesion
- * High outcomes for learners exceed National Expected Standards and Progress Measures and improved overall attendance
- * Wider involvement and engagement of parents in understanding the teaching and learning that takes place in school
- * Extended opportunities for parents to be involved in learning with children and with other parents
- * Parents feel more part of school life and have clearer means of communicating and contributing to school and their children's learning
- * Staff find it easier to communicate through a range of different methods, without it being time consuming or difficult
- * Very positive feedback and impact throughout the whole school community. Parents recognise that the school is very inclusive and works with the family to support individual children's needs
- * A residential trip to Kingswood takes place on an annual basis and the number of children who take part has increased from 20 to 41 children taking part. This demonstrates the high level of trust that parents have for the school staff to take good care of their children.

Areas for development:

- *To continue to develop the existing excellent practice in parental involvement.
- *To further develop the collation and analysis of parents' attendance and evaluations of workshops and Early Work by asking the co-ordinator/class teacher to monitor attendance by gender, PPG, SEND etc. The SLT to analyse the data to inform actions within the SIP and the allocation of resources.

*To identify proactive parents to share the existing effective whole school practice and to identify activities to encourage the engagement of fathers.

* To introduce a more formal system to gather evaluation feedback re. transition procedures from parents and respond to suggestions for improvement.

Verifier recommendation:

That Mersey Vale Primary School be awarded the LPPA for a period of three years.

Head teacher comments:

Since the start of the process of working towards achieving the LPPA we have further developed the partnership with our parent community. We recognised that we had an already strong basis of supportive involvement in events and that our parents always wanted the best outcomes and experience for their children. Through good communication systems and by evaluating parent views we realised the positive impact that engaging parents more in their children's learning journey could have.

The LPPA work over the past two years has helped us to build even stronger relationships. We have improved our systems of listening and responding to parents, increasing engagement and made it easier and more comfortable for all parents to feel welcome and valued. We see our parents as an important resource to support and enhance teaching and learning in school and at home. At the request of parents we are now providing more opportunities to support parent learning and to develop their knowledge and skills.

We pride ourselves on being a welcoming community with all stakeholders committed to the success of all learners. The LPPA has highlighted the important role that our parents play in this. Achieving the LPPA celebrates the hard work and commitment of everyone at Mersey Vale Primary School and the areas for further development which have been identified will help us to continue this journey.

May we use your comments on our website and/or publicity material? **Yes**