



Leading Parent Partnership Award

Final Verification Report

School	Altrincham CE Aided Primary School
Address	Townfield Road Altrincham Cheshire WA14 4DS
Headteacher	Jim Inglis
LPPA Co-ordinator (if different)	Jim Inglis
Date of Assessment	8 November 2010
Verifier	Margaret Booth

Commentary On The Portfolio of Evidence

Objectives 1 and 2: There was clear evidence of the involvement of all key partners throughout the LPPA process, including effective links with a number of external organisations. The LPPA Working Group was very representative, and the minutes, plus additional record sheets produced by the Head/LPPA Coordinator, indicated close monitoring and evaluation of progress.

Objective 3: A walk around the school demonstrated a clean, tidy, well cared for and welcoming physical environment with excellent displays of pupils' work and a range of other materials. There was evidence of effective communication systems with parents through both traditional routes and ICT, including texting, emailing and use of the school website.

Objective 4 + 5: There was strong evidence of a long-standing commitment to providing learning opportunities for parents, particularly to enable them to support their children's learning. A range of opportunities for joint parent and child activities was also evidenced. Excellent photographs illustrated activities under both Objectives 4 and 5, and the involvement and enjoyment of parents and pupils was evident.

Objective 6: A clear induction process for nursery and reception parents was evidenced. This included a well-written handbook of guidance. Evaluative feedback from parents was very positive.

Objective 7: Examples of information provided for parents through letters, newsletters and the school website were included in the portfolio. School reports are of a high standard and provide a wealth of information for parents, plus an opportunity for parental comment. It was reported that there are three opportunities for individual consultation with parents during the year, and samples of the half-termly information letters from class teachers to parents were provided.

Objective 8: Key policy documents were in place, and there was a range of evidence to indicate that parents are not only involved in regular consultation, but play an active part in progressing developments in school, such as the School Travel Plan and implementation of the flexible nursery offer.

Objective 9: The portfolio contained some evidence of transition support for parents. This was supplemented through discussion with staff and parents, which highlighted the one-to-one support offered to families during what could be a difficult decision-making time for them in a complex local authority-wide situation.

Objective 10: A range of evaluation evidence was provided that highlighted aspects of LPPA development in the school. The school's own questionnaire for parents provided a great deal of useful feedback, and ample evidence of parents' confidence in the school.

Overall the portfolio was of a high standard, and gave a very clear picture of the development of parent partnership.

Ovrall Strengths Identified During Final Verification

- The Head's/LPPA Coordinator's commitment to further developing parent partnership, and the support he had received from the LPPA Working Group, had ensured very effective leadership and management of the LPPA process, giving all key partners the opportunity to become involved.
- The linkage between LPPA development and Investors in People was particularly positive, as were links with a number of other partners in the local area, including the school's three churches.
- The extent and variety of support provided by parent volunteers was exceptional, and was welcomed by the Head and the school staff. Volunteers were making a real contribution to pupils' learning, as well as contributing to major projects and fund raising. New developments in the work of the PTA were felt to be particularly positive.
- A strong concern on the part of all key partners to ensure that the school adopted an inclusive approach in relation to all its families, particularly those new to the school and those with varied cultural and linguistic backgrounds. The one-to-one care and support provided for all parents and children with particular needs at a given time was much appreciated by parents.
- The welcoming physical environment, including the reception area. Parents also described the school as being very open, and indicated that they felt able to approach staff informally and would always receive a helpful response.
- Pupil representatives had a thorough understanding of their parents' involvement with the school and why this was important.
- The provision of learning opportunities and activities that enabled parents to support their children's learning was well established, with high levels of take-up.
- The commitment of all the key partners to further progress their work in parent partnership. The achievement of the LPPA was seen as a staging post, not an end in itself.

Areas For Further Development

In the course of the discussion that took place during Final Verification day, the Head/LPPA Coordinator, staff, parents and governors all had suggestions for the further development of parent partnership:

- Continued development of the PTA, particularly the 'parent buddies' scheme. (staff and parents)
- The continued involvement of parents in focus groups to address specific issues or development areas. (parents)
- Support for families with English as an Additional Language and the on-going development of inclusive practices. (Head, staff and governors)
- Increased celebration of, and information for parents about, the school's and pupils' successes and other good news. (Head and parents)
- The continuation of the LPPA Working Group. (governors)
- The provision of curriculum information sheets on a regular basis in KS2. (parents)
- Continued development of home-school communication, building on recent positive steps. (parents)
- Continuing to increase the involvement of Key Stage 2 parents (head)

The Verifier agreed with the above, and also suggested:

- Making parental contribution a greater feature of displays around the school – particularly the use of photographs.
- Reviewing homework, with a view to providing some home learning especially designed for joint adult/child activity.
- Improving the half-termly curriculum information and guidance letters provided to parents, and adopting a 'house style' for these. A small staff and parent focus group to discuss the most helpful style and content may be a good starting point.

Recommendation By The Team

That the school should be awarded the LPPA for a period of three years.

Headteacher Comment

The LPPA Award has provided an excellent framework in ensuring full engagement of parents / carers in school, whilst securing the review and evaluation process. The school encourages parents as active partners, identifies precisely how parents can contribute, and evaluates the impact of initiatives. Very good induction arrangements for pupils are essential in engaging parents successfully. Parenting support, and improved communications between home and school have developed further increasing parent participation. Parents and Altrincham C.E. Aided Primary School act together in a collaborative partnership.

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