

Reassessment Report



School Name	Dorridge Primary School
School Address (including postcode)	Station Rd Dorridge Solihull B93 8EU
School Telephone	<u>01564 772836</u>
School Website	http://www.dorridge.solihull.sch.uk
Head Teacher	Mrs Ros Ashe
Person responsible for parent partnership	Mrs Lucy Webb
Date of Reassessment Visit	16 July 2018
LPPA Verifier	Malcolm Weaver

Commentary on the School's Portfolio of Evidence

All Objectives and Key Performance Indicators that build upon the developments of the Award criteria have been met, and are supported by a wealth of good evidence of parental engagement.



Commentary on the tour of the school

The school is welcoming with displays that are bright and engaging for pupils. Reception staff provide a warm welcome to school visitors. The outdoor areas are excellent. The playing field is extensive and there is a high quality soft surface to the large Early Years playground. A good range of outdoor resources, including the Forest School, make excellent provision for pupils' learning and safety.

Refurbishment work to the infant canteen was being undertaken during this assessment, which meant that infants visited the Junior building more frequently than normal, enhancing the integration of pupils in Junior and Infant departments.

The Infant school reception lobby is bright and airy with the school vision statement clearly displayed. The Junior school reception area, although smaller, provides adequate space for visitors, with opportunities for staff and parents to use a separate room for private discussion where required. Some soft seating is available for parents and visitors waiting to be seen.

The school has a wide range of good quality displays, including celebration of pupils' work, curricular themes and photographs of a residential property in Shropshire to which annual visits are made.

Good use is made of the large classrooms and other internal areas for practical activities, whilst other areas are set aside for individual pupil and small group support. The SEN room is very bright and airy and offers parents and pupils good opportunity in which to work and hold private discussion.

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

LPPA co-ordinator/Head Teacher/DeputyHT:

The leadership given to enhancing the quality of relationships and involvement of parents has continued to effectively develop the earlier good quality home/school links. Effective leadership has been provided by the co-ordinator, deputy HT and LPPA working group. Teachers hold regular consultations with parents and provide curricular workshops. These have been successful in engaging with parents for their own and their children's development, except for e-safety where only twenty parents attended: the school is to review and revise its presentation to ensure more parents understand the significant implications of safeguarding and become more knowledgeable in the support and protection of their children using the Internet and social media. The school will be introducing 'Safer Schools' to ensure fully up-to-date information is given to parents regarding any changes in national safeguarding initiatives. Family learning is supported well, particularly in English, by website video and other web-linked learning sites across curriculum areas.

The Parent Council is seen as a strength of the school and acts as a forum for parents to contribute their ideas and challenge provision where appropriate. The Council enhances the relationship between school and home and gives parents an effective voice in school. Very good support is regularly given by volunteers in school, with the junior library alone having 14 volunteers each week, in addition to other parents fulfilling a variety of functions throughout the school.

The school has an open-door policy where teachers and members of the SMT are readily available to parents. Effective use is made of emails and texting by parents to contact staff, with the knowledge that staff will reply to the parents within one hour.

Parent/teacher consultation meetings ensure that parents are kept fully aware of how their children are achieving in their work, how they can improve, and how they are developing personally and socially.

Extensive records have been developed of activities undertaken in the school to meet the LPPA criteria to ensure parental engagement, and these plans have proved to be successful. Analyses of the very substantial parental responses to school questionnaires clearly indicate parents' involvement and that they are highly supportive of the work of the school.

The school believes that LPPA has enabled it to:

- Increase staff awareness in seeking parents as partners and to help parents engage more fully in their children's development;

- Ensure that parents feel welcome and receive good quality, relevant communication;
- Become more evaluative of its actions;
- Judge where provision for parents needs amending and what future outcomes may look like;
- Become more questioning as to its perceived work by drawing upon parents' feedback;
- Refine what is to be achieved and provide qualitative feedback of its provision.

Parents:

Those interviewed were very positive about the school's initiatives and the opportunities provided for them to be involved in their children's learning. They state that staff are fully accessible to them at the start and end of the day for drop-in discussion as the need arises, together with the pre-planned teacher surgeries. Parents are also pleased that governors are evident in the work of the school, being 'visible' in a variety of school functions, including celebrations and the school summer fair.

Parents value the high quality and frequent newsletters, web information and general letters that the school provides, and feel that they are well supported by the school in providing good information in timely manner. Parents previously commented about the quality of the website being insufficient to meet their needs and this feedback to school has resulted in an improved website being launched in September 2017. The current website is clear and concise, and is easily navigated due to drop-down headers containing good quality content.

Parents value their children having roles of responsibility, such as ECO council members and house captains, which support their personal development.

Induction and transition are seen as high priority by parents. Procedures are very thorough and their effectiveness is valued highly; parents comment that their children feel at ease in moving between classes and year groups, that they settle in quickly, and make good transition to the next stage of their education.

Parents engage with their children through a range of initiatives, including reading, homework, using website tips and videos, such as how to use phonics in practice, Dads' and Mums' Days and curricular workshops. Good attendance by a large number of parents is seen at the workshops except for e-safety. Overall, parents are extremely pleased with the school and its provision and state that Dorridge Primary gives strong pastoral care and a good education to their children.

Staff and Governors:

Governors interviewed are fully aware of and engaged with the initiatives provided for parents. An annual programme of events is in place, including curriculum-based workshops, joint learning projects and outdoor visits for pupils occasionally



accompanied by parents who work with staff as co-educators of the pupils involved. The school will be seeking to increase parental involvement on visits to off-site places of interest from the autumn term. Governors closely monitor and support the school's strategic direction and review policies and objectives; all policies have been improved, ensuring that they are jargon free and accessible for all parents.

Governors cited the high parental involvement with the community life of the school and identified, as a measure of this, the very substantial financial support given by parents for charities and for providing and upgrading specific school resources. These resources are of high quality and contribute very well to children's learning. Governors mentioned the Parent Association and Council as effective mechanisms for gaining parents' views and support.

Pre-induction, induction and transfer of pupils between year groups in moving to the next stage of education are well planned and seen to be valued by parents.

Close social links between the local community and school are very evident in enabling regular contact between members of staff and parents. This has become a strength of the school in that good interaction is held on both social and academic bases.

Pupils:

No pupils were presented for interview.

Strengths identified in the review

- The Headteacher, senior leadership and all teaching and non-teaching staff demonstrate a high commitment to sustaining and further developing the very effective parental partnership that is clearly evident in the school.
- The school is very welcoming for families. It is bright, very well organised and has good resources that contribute effectively to the learning environment.
- Parents value the school highly, with many volunteering during the school day. A good number of parents have been trained whilst volunteering and are now employed by the school.
- Attendance at the majority of workshops provided for parents is good and reflects the parental attitude toward their engagement with the school and their children's education.
- Very effective work is undertaken by the Parent Council that gives parents a voice in school, and by the Parent Teacher Association which raises high sums of money for the school resources.
- Effective analysis and evaluation systems are used to improve pupils' achievement and progress, and to establish parents' opinions. The school benefits from the high proportion of responses to parent questionnaires that give good insight into parents' views of the school provision.
- Communication between home and school is of high quality. Information is given through a range of media. The website is now very good and is easily accessed, and includes tips and links for learning. A few video clips give parents confidence in how to replicate school teaching practice. Communication overall ensures that parents are provided with the wide range of information and support they need.
- Induction and transfer systems and procedures are robust and well liked by parents, enabling smooth transition between all year groups and preparing Year 6 pupils to transfer into secondary education.
- Behaviour systems are very good and support the ethos of the school very well.

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Areas for development
<ul style="list-style-type: none">• Develop a database of skills that parents have to offer to seek to involve more parent involvement in the holistic learning of pupils across the curriculum.• Develop the planning of e-safety workshops to involve older pupils in the initial workshop presentation as a way of engaging parents more effectively.• Develop web-based video clips for teaching of mathematics that parents may use at home to increase their own understanding and thereby help their children more effectively.• Increase parental involvement in accompanying pupils to places of interest, helping them to develop their skills as co-educators of the pupils
Recommendation by the verifier
The school performance, systems and activities that are in place for enhancing parental engagement warrants that the school be awarded LPPA accreditation for a period of 3 years.
Head Teacher comment
We have found the reassessment process invaluable in reviewing our partnership work with parents. It has enabled us to consider our strengths and areas for development; giving us a new focus. The day itself allowed us to reflect on our practice and celebrate our strengths. It was extremely useful to discuss and present how we work in partnership with our parents, enhancing our curriculum delivery and experiences for our children.

May we use your comments on our website and/or publicity material? Yes No