



# Leading Parent Partnership Award (LPPA) Verification Report

School name:	Sharples Primary School
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Date of verification:	Monday 29 <sup>th</sup> January 2024

## Commentary on the evidence provided:

### Objectives 1 & 2

Clear evidence of the school's commitment to achieving the LPPA was provided, e.g the Deputy Headteacher was appointed to be the award coordinator, a working party was established and members' roles and responsibilities clearly defined, all stakeholders and partners were kept informed about the LPPA via meetings, emails and an LPPA section on the school website. The LPPA action plan was RAG rated, regularly monitored and updated to show progression and identify next steps. Clear systems were identified to gather and collate evidence, gather, analyse and act upon parent feedback to enhance provision

### Objective 3

The school vision and values were redeveloped after the pandemic to encapsulate the school ethos the strapline is now 'Stronger Together'. The vision and values are informed by research, involve the whole school community and are reflected in the children' learning, parental partnership, school policies and procedures.

Sharples Primary is a very welcoming school, there is a comfortable entrance for parents and visitors, the school is extremely clean and well presented, inside and outside. The displays in the corridors and classrooms have a clear purpose and focus on celebrating the children's learning, school activities and the diverse nature of the school population. The school includes a nine-place unit for children with Visual Impairment, who are integrated into mainstream lessons where ever possible. The school is very well signed and all internal signs are in English and Braille. The school values characters and displays reflect the diversity of the school.

The school have developed home school communication over the last year, they now use the Weduc app, which is easy to access for both parents and staff and has increased parental involvement. The website has been redesigned to make it bright, colourful, informative and easy for parents to navigate and it has the facility to translate information into home languages.

In response to parent feedback a weekly one-page newsletter has been introduced in addition to the monthly newsletter, to highlight learning via weekly 'snap shots' and remind parents of upcoming events and activities in school

The school also use social media to promote events and celebrate success, which can be shared with wider family members and friends.

#### **Objective 4**

The school have a wide range of opportunities for parents to support their children's learning and develop their own skills. The parent learning programme is designed in consultation with parents to meet their needs. Workshops run in school include: - English as an additional language, phonics, Maths, e-safety, Stay and Play in Early Years. 'Stay and Learn' for years 1-6 has been introduced this year. There is a focus on reading, with Reading Breakfasts for parents and children to read together and the school library is open each Wednesday after school for parents to bring their children to choose a book to take home, stay and read together and enjoy some quiet parent and child time.

The school have developed an annual calendar of events to give parents advances warning of dates to enable them to plan their attendance, but also have a system of reminders to promote attendance. There are also opportunities for parents to attend class assemblies, take part in learning quizzes and watch their children at performances.

The school has links to adult learning at Bolton College on the website and information on parenting courses and sessions for parents with children with SEND.

Feedback indicates that more parents are attending learning events in school, parents particularly enjoy learning with their children and doing quizzes, they have learned a great deal about how their children are taught and feel more confident in supporting learning at home.

There is a culture of celebration at the school, shared in the weekly newsletters, on social media, the school app and letters to parents.

#### **Objective 5**

The school has developed a very strong induction process for parents of children joining Nursery Reception and midyear. Open days are held during the day, in the evening and at weekends, each family are given an individual tour of the school. Once their child is offered a place, parents are invited to welcome meetings, Stay and Play sessions and a Teddy Bears picnic with their child, home visits are arranged and staff visit preschool settings to ensure that transition is as smooth as possible. Bespoke transition is arranged for parents of children in the VI unit and those of children with additional needs.

The school have recently commissioned new induction materials for parents including: - a new prospectus with parents' comments on the school included, reading books on life in nursery and

reception for parents to share with their children, the illustrations are based on the real school environment, and guidance for parents on how to prepare your child for school.

Some staff in school are bilingual and support parents with interpretation, established parents also support new parents with interpretation and BSL interpreters have been provided for the family of a child in school. Staff in the VI unit have written clear guidance to help parents understand how their children learn through Braille which has been shared with other schools.

This term the school have started a community parent and toddler group, to introduce families to the school, provide opportunities for parents to make friends and reduce social isolation.

Families are offered ongoing support according to their needs once their children join the school e.g. Early Help, referral to external agencies and meetings with school staff.

### **Objective 6**

There is a wide range of curriculum information on the school website showing how the school values relate to children's learning. Parents are sent termly planning information and half termly knowledge organisers. There are class pages on the website and weekly updates on learning in the newsletters. In the VI unit staff have daily communication with parents via communication sheets which log children's activities and make regular phone calls home as many on the parents do not live locally.

School and home learning goals and expectations are shared with parents. The display of My Sharples Journey – learning for life is prominently displayed in school and there is clear information for parents on how they can support their children with reading and home learning.

Parents have two parents' evenings per year and comprehensive reports on their children's progress. Celebration of learning and meeting the school values is built into the reward system, is shared with parents and takes place on a daily basis.

Feedback indicates that parents feel well informed about their children's learning, supported by school, that their children are encouraged to do their best and they are happy in school.

### **Objective 7**

All key policies are on the school website, they are written in a clear consistent format and include clear guidelines for parents on how they can support the policy aims. The Parent Partnership Policy is clear and concise and states how school works with parents to enable the best outcomes for children.

Good attendance is a high priority in school, ongoing attendance information is shared with parents and action taken to support parents to improve children's attendance and punctuality. In partnership with Bolton Mental Health Service, the school have invested in an Education Mental Health Practitioner, who works with children and families providing one to one and group interventions to meet identified needs.

There is a process to support volunteers in school. Parent have been Mystery Readers and will be involved with the Aspiration Curriculum sharing information about their career.

Past pupils volunteer in school as part of their Duke of Edinburgh Award. The school have an active PTA who organise activities and fundraising events.

The school have provided intensive support to a parent whose child passed away when he was a pupil at Sharples Primary. Contact with his mum is ongoing and his memory is honoured in school in many ways.

Parents have been consulted on the RSE policy and understand how this area of the curriculum benefits their children.

**Objective 8**

The school has strong links with the local high school. They work in partnerships with teachers from the high school delivering lessons and after school clubs at Sharples Primary and children and families visiting the high school for a range of activities.

Information on transition to high school is shared with parents and if needed parents are supported to complete the online application process in school.

There is bespoke transition for families of children with SEND or who are vulnerable to support parents choose the best high school for their child and ensure the transition process is as smooth as possible.

**Objective 9**

The school closely monitored their LPPA journey, identified changes needed, implemented new systems and procedures, sought feedback from parents to inform future provision. They have identified next steps to further develop parent partnership.

**Strengths identified during verification:**

- There is a high level of commitment to parent partnership from the Headteacher, coordinator and SLT, supported by governors', staff and key partners
- The school have a clear vision of how the LPPA can support outcomes for children and families which is aligned to the school vision and values
- Parent partnership is embedded into school practices and procedures, e.g. policies, communication and learning
- The school vision and values were redeveloped in consultation with the school community to reflect the school priorities and aspirations after the pandemic
- Sharples is a very friendly and welcoming school, it is extremely well presented with interesting displays of children's work, school activities and the curriculum which reflect the school's vision and values
- There is a consistency of approach throughout school reflecting good teamwork and ensuring the best outcomes for children and families
- The school have developed high quality resources to support parents with induction, home learning and communication with school, which are specific to Sharples Primary and reflect the diverse school community
- The school is home to a Visual Impairment Unit for nine children, parents are given extensive support to understand their children's learning and meet their needs, children are included in classroom learning whenever possible and the whole school is enriched by their presence
- Communication with parents has been enhanced by introducing the Weduc app, redesigning the school website and introducing weekly newsletters.
- Parents appreciate the presence of the Headteacher and Deputy Head at the school gate each morning, greeting children and parents and giving parents the opportunity to mention any concerns that may have arisen
- All staff understand the importance of working partnership with parents, building trusting relationships with parents that facilitate engagement and help parents to support their children's learning

- The school have strong links with local agencies to support parents and advocate on their behalf e.g. Early Help, EMHP. A joined up, team work approach with other agencies is valued by parents, who prefer meetings to be held in school.
- There is extensive bespoke support for families of children with SEND, social and emotional needs, looked after children and those who are new to the UK.
- Parent workshops and learning activities are tailored to meet parents' needs, parent feedback is used to inform future provision e.g. introduction of Stay and Learn in response to parents' desire to learn with their children
- There is a wealth of support for home school learning, via Weduc app, links on the website and after school clubs
- School policies are clear, consistent and concise and key policies outline the responsibilities of parents
- The school has a strong partnership with the local high school with opportunities for high school staff to get to know parents and children and families to experience learning and activities at the high school
- Parents are very supportive of the school, feel that communication is good, that they are well supported and that the school has improved since the pandemic
- Staff feel that parents are now more engaged with school, attendance at events has increased, more parents are engaging with their children's learning and parents have a greater understanding of learning activities
- Children have a sound knowledge of how school communicates with their parents, reasons why parents come into school and are very positive about attending Sharples Primary

**Impact:**

- There has been an increase in parent engagement and participation in whole school and class activities
- Home School communication has improved, parents are more aware of how their children learn and the curriculum they follow
- Weblinks to adult learning, parenting courses and SEND support parents
- Through developing relationships with parents, staff have a greater awareness of their needs and parents are more open with staff and will raise issues of concern
- Induction and transition processes are more closely meeting families' needs reflecting the 'Stronger Together' approach

**Areas for development:**

- To involve parents in the aspirational curriculum to strengthen home school links
- To analyse attendance at events to identify individual parents and groups of parents who are not attending, to identify any barriers to attendance and take steps to reduce these barriers and ensure events are accessible to as many parents as possible



- To further develop and expand Stay and Learn

**Verifier recommendation:**

That Sharples Primary School be awarded the Leading Parent Partnership Award for a period of three years

**Head teacher comments:**

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