



Leading Parent Partnership Award

Final Verification Report

School	St Thomas CE Primary School
Address	Hodnet Drive Ashton in Makerfield Wigan WN4 8PQ
Headteacher	Mrs Judith Jones
LPPA Co-ordinator (if different)	Mrs. Kath Crawley kcrawley@ashtonsaintthomas.wigan.sch.uk
Date Of Assessment	29.3.12
LPPA Adviser	Joann Hitchen
Verifier	Sue Fagg suefagg@btinternet.com

Commentary on the Progress Made and Evidence Provided Since the Interim Assessment

The school has a very good range of evidence.

Only a small amount of evidence was not available at the Interim Assessment. The LPPA Coordinator had systematically gathered the remaining materials required, and produced detailed explanatory notes including summative information that can usefully be built upon.

The portfolio now presents an up-to-date and comprehensive picture of parent partnership within the school and is well supported by the VLN.

The portfolio of evidence was supported by discussions with parents, pupils, staff and representation from the school community, PFA and Governing Body.

The headteacher and coordinator made a clear presentation about how they had utilised LPPA to evaluate their already strong parental links with insight into future potential development.

Strengths Identified In The Review

- The very positive leadership and management of the Headteacher and deputy (LPPA Coordinator) had enabled all key partners to contribute to the existing good parental engagement, using the LPPA framework as a tool to support the process of identifying opportunities to build upon this strength of the school.
- The wide range of communication strategies utilised by the school was praised by parents. The use of text and the VLN were seen as very positive developments. The open communication was praised and the 'big happy family atmosphere' was valued above everything. Parents clearly felt their child was fortunate in attending the school. Parents welcomed the information available about events well ahead allowing them to participate in activities. The school reported this often resulted in 100% attendance at parent consultations and at a recent Mothers' day celebration all pupils had someone there special for them.
- Consultation with parents about school practice and activities was ensuring that parents' views were being heard more than ever. Parents reported that action was taken very quickly to address any ideas or issues they raised. Staff, pupils and parents reported that the increased focus on sharing pupil targets helped understanding and support for learning.
- Pupil representatives had a clear understanding of how their own and other parents were involved in the school, and the importance of the contribution they were making in supporting their education and would strongly recommend other parents to seek placements for their children.
- Pupil representatives stated how much they enjoyed the range of activities specifically the opportunities for a residential outdoor experience. Pupils were also clearly fans of the VLN and discussion indicated this was well used. The physical environment of the school was very welcoming, with a pleasant reception area and displays that incorporated parents as well as community links. There was clear evidence of the support parents gave to the school to improve the environment and provide an exciting learning environment. Mosaics, wall paintings and learning equipment provided by parents were just some of the ways support was shown.
- Links with the church were strong. The church actively supporting school activities; one of the most popular of these was the monthly messy church after school session organised by members of the church community some of whom are school staff. These links gave additional opportunities for parents to chat with others involved in the school and the sessions attract many family members including fathers, siblings and grandparents.
- Liaison with the Children's Centre was close ensuring parents access learning opportunities there as well as continuing to use the services once children had started school. The close liaison with the centre allowed many children to know the school before they started their formal school life.
- An evaluative approach had been adopted throughout the LPPA period. The development of parent partnership was very much seen as enhancing school life through a very open approach where comments and ideas were sought from all involved and acted upon. The school was working on developing responses from agree to very strongly agree. One of these questions 'Most of the time my child is treated with respect by most other children resulted in 42% strongly agreeing & 55% agreeing so it has been decided to develop a 'Happy Lunchtime Project' in close liaison with other local schools as this is seen as a more vulnerable time for pupil interaction.
- Transition into school was thorough with pupils settling quickly after staff visited them in their pre school placements and parents had several opportunities to come into school. Transition to high school was supported by various staff from the 2 local high schools delivering aspects of the curriculum to Y5 & Y6. Pupils also participated in activities in the local high schools; this week Y3 & 4 had been involved in a dance project with Y7 pupils from the school. Pupils in Y5 & 6 were aware of secondary choices and were thoughtful about how school assisted their transfer with ideas for further possibilities.
- The PFA provided several activities for pupils as well as extended families to join in a range of activities including discos & bingo.

Areas For Development

The following areas were agreed between the Verifier, the Headteacher and the LPPA Coordinator to allow continuing development on existing good practice:

- Evaluate the impact of extending sharing learning targets with parents
- Provide further opportunities for parents to share in understanding their child's learning for example through letters and sounds training
- Continue to work with cluster schools on the 'Happy Lunchtime Project'.

Recommendation By Verifier

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

Headteacher Comment

Gaining the LPPA award has been a very rewarding experience for everyone in school. We have always believed partnership working to be crucial to the success of any school and that it is an on-going journey. Using the LPPA audits enabled us to identify next steps in this journey and to implement long-term change that benefits all the children in our school. The areas covered by the LPPA made sure that we analysed and improved on every aspect of partnership working and now feel confident to continue on this journey of improvement in the future.

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Yes