

# Leading Parent Partnership Award (LPPA)

## Verification Report

School name:	Goldwyn School
School address and postcode:	Godinton Lane, Great Chart, Ashford, Kent TN23 3BT
School telephone:	01303 221 350
School website:	<a href="http://www.goldwyn.kent.sch.uk">http://www.goldwyn.kent.sch.uk</a>
Head teacher:	Charlotte Lewis
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LPPA coordinator:	Alison Kane
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Award verifier:	Maureen Nash
Award adviser (if applicable):	Jenny Townsend
Date of verification:	19 <sup>th</sup> May 2021

### Commentary on the evidence provided:

The verification of the Leading Parent Partnership Award at Goldwyn School was carried out through a virtual visit in order to comply with government guidelines on school closures and social distancing during a coronavirus pandemic. Goldwyn's inclusive provision is carried out over four sites.

The LPPA coordinators facilitated an excellent, thoughtfully presented, very extensive range of evidence and their careful preparation ensured that the verifier was provided with a full picture of parental involvement in the school. Comprehensive evidence has been put together to show that the school has met the remaining Objectives identified in the interim visit, most of which involved the collation of consultation responses. In addition to the well organised e-portfolio, a PowerPoint presentation together with discussion with senior leaders and the coordinators clearly showed how parental involvement has been a school priority, with LPPA being used as a useful framework. The verifier had a phone conversation with parents and a governor along with video meetings with staff and pupils, providing their perceptions of parental involvement. The school tour was provided by a pre-recorded tour and photographs.

All the evidence confirmed that Goldwyn School has embedded existing good practice and put in place new initiatives in parental engagement and has clear plans to build on these successes.

#### **Strengths identified during verification:**

Goldwyn School has a whole school strategic approach for involving parents in the life of the school to support pupils' learning and well-being. The school has ensured that parental engagement is embedded and sustainable within school through parent partnership being named within a key issue of the school development plan. Parental involvement is an intrinsic part of the school vision, 'Parenting support underpins the ethos of the school' (coordinator). This is discussed at Goldwyn Strategy Board meetings, promoting senior leadership engagement and monitoring of the award.

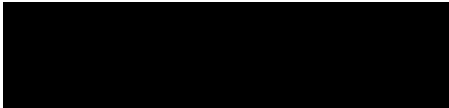
The school has used LPPA thoughtfully as an evaluative framework to continue their drive in supporting parental engagement. This reflective practice has included on-going monitoring of the action plan, with the plan periodically updated and RAG rated.

The staffing structure of the school strongly supports the success of engaging parents in their child's learning and well-being and the life of the school. For example, teaching teams, a huge pastoral network and three SENCOs offer specialist support and a key worker system provides families with a consistent link with their child. The Specialist Teaching and Learning Service offer individual discussion and meetings for the families involved in outreach provision, acting as their 'go to' person. There is very much a sense of 'Team' as evidenced through comments from stakeholders, 'There is team work across the school along with having empathy for parents' (staff) and 'It is a team effort' (parent governor).

The school recognises the challenges for parents in attending school events and positively reaches out to families, ensuring that communication with parents is a clear focus and strength. Personal contact through face to face conversations and phone calls, along with opportunities to meet staff at accessible meeting points remains a priority. Parents and staff value the open and honest communications, 'They tell us as it is' (parent). Two way communications also include emails, texts and letters and Crosby shows the high level of contact with each family.

'The whole school team are invested to the commitment of building relationships' (staff). This emphasis on building relationships with families and how this is achieved shone throughout the verification. School ensures that successes are celebrated through positive messages to parents, and parents are encouraged to share concerns from home. Staff are called by their first names, 'It makes a massive difference it takes away the hierarchy' (parent).

Current systems have been adapted and developed to meet the needs of pupils and families in supporting relationships, communications and support for learning during the Covid-19 pandemic, For example, there have been often daily contacts with parents, doorstep visits and new approaches for on-line learning with resources and communication methods designed to meet the individual needs of children and their families. Learning has been even more personalised and bespoke and increased electronic communications offer accessible and direct communications for parents.



Parents are well informed of their child's learning and progress. Pupils have bespoke Personal Learning Programmes to ensure their needs are met and their learning, well-being and progress are discussed with parents daily, for example through daily individual personal contact with key workers. There are in-year and annual reviews and in a recent survey (April 2021) 100% of respondents agreed that school keeps them well informed. Curriculum information is shared for example through the website and attractive and informative newsletters.

Induction has been thoughtfully developed, 'This is where the route of our relationship building with parents begins' (staff). The clear and attractively produced Parent Carer Handbooks provide relevant and appropriate information to meet the needs of different learning pathways. Induction is bespoke with detailed information and individual tours and there are pre-admission transitional opportunities.

Goldwyn School celebrates the successes of pupils with their families. Positive informal messages are given in daily phone calls/emails and the newsletter promotes successes. There are opportunities for parents to share success for example through presentations and concerts.

Parents and staff value that the individual needs of children and families are known and met and individual case studies demonstrated the support offered to pupils and their families. Parents shared their appreciation of the positive attitude and support that they had from school through their comments including, 'He actually wants to come to school' and 'I feel very involved and very secure'(parents) and in the recent survey 100% of parents agreed that school has a caring attitude.

#### **Impact:**

The school considers that the impact of LPPA is that:

LPPA has helped to put words around what we do to bring it altogether

It is a tangible way of seeing what we do

It provides a point of reflection on our school practice and provides a framework to enable us to continue this reflective practice

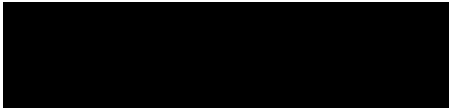
#### **Areas for development:**

The following areas were agreed between the Verifier and Goldwyn School:

To continue to use and enhance successful opportunities to promote and support parental engagement developed during the Covid pandemic.

To provide opportunities for parents to come together to support the needs of their children

To further promote opportunities for parents to engage with additional professional support



**Verifier recommendation:**

Goldwyn School should be awarded the Leading Parent Partnership Award for a period of three years.

**Head teacher comments:**

We are delighted to receive the LPPA Award Accreditation, which recognises Goldwyn's dedication to supporting our parents/carers and students through holistic and inclusive approaches.

I am particularly pleased that you have highlighted the commitment and dedication of all our staff, who are truly invested in building the significant, positive relationships with our parents and carers which are a key factor to the success of our students, and the school.

Parental Engagement will continue to be a priority for Goldwyn, and we will adopt a forward-thinking approach to widening the avenues with which to work with, and support, our families as part of the Goldwyn School Community.

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