



EXTENDED SERVICES

**Ealing
Family-School
Partnership
Award**

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**Ealing Family School
Partnership Award 2017**

Sharing Good Practice & Celebrating Success

Ealing Family School Partnership Award 2017

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Background to the Family School Partnership Award

*"If parents engage with their children's education, the attainment of the child will **increase by 15%** no matter what the social background of the family"*

Professor Charles Desforges

A huge body of evidence tells us that children of parents who are actively engaged in their learning make greater progress than other children and that the gains made in achievement as a result of this engagement tend to be permanent.

Studies which have attempted to quantify this difference in progress estimate it to be significant.

*"Research evidence is consistent, in demonstrating that families have a major influence on their children's achievement in school and through life. When schools, families and community work together to support learning, children tend to **do better in school**, stay in school longer and like school more." Do Parents Know They Matter, Alma (2007)*

Increasingly schools are providing a huge range of services and support to parents and carers in order to engage them in their children's learning and develop their own skills. The Ealing Family School Partnership Award was developed by the Ealing Extended Services Team and seeks to build on and enhance this work by providing:

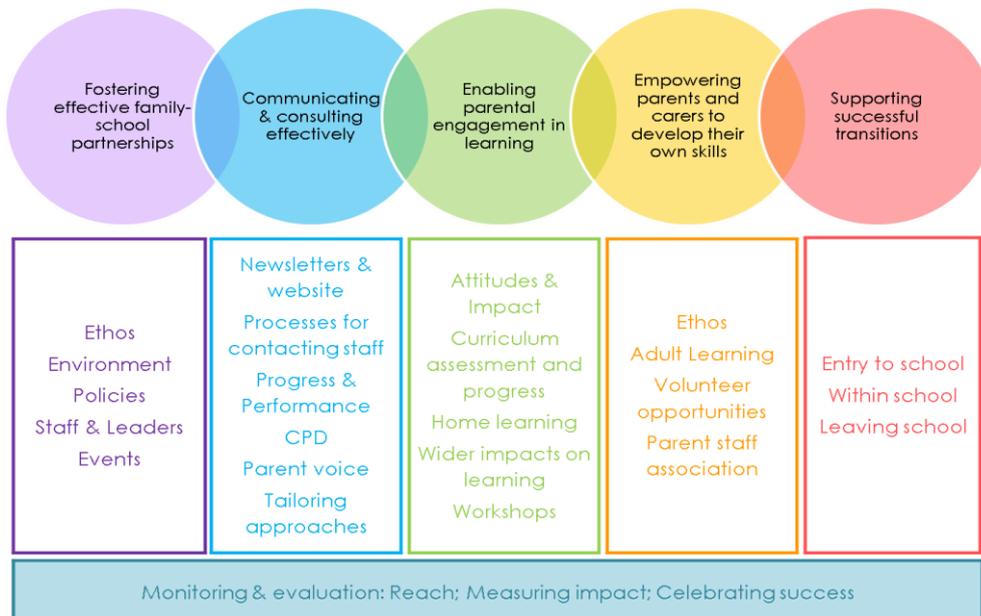
- A model to review family engagement at a strategic level
- Resources & support to build capacity in schools
- An award for schools to work towards

*"Research has shown that parental involvement boosts attainment by an average of 2-3 months. This is the equivalent of **20-25% more progress** over a year" EEF Teaching & Learning Toolkit, February 2016*

In developing the award framework the team drew on feedback from school leaders as well as: carrying out a comprehensive review of current research and literature; reviewing other awards and schemes; and looking at good practice worldwide. Parent surveys and focus groups were also conducted to ensure the views of local parents are reflected.

The Family Partnership Model

The framework developed in Ealing aligns the different aspects of schools work with parents and families under 5 Key Themes, with an overarching theme of monitoring and evaluation cutting across all areas:



The Award Process

The first group of schools signed up to take part in the Ealing Family School Partnership Award programme in May 2016 and have been working towards the award over the past year. They have used the programme as a structure to review their whole school approach to working with families in the widest sense, to identify areas where they would like to see positive change and put in place actions to effect this change.

"The team are always really friendly and send supportive communications with clear deadlines and gentle reminders sent to schools involved."

Deputy Head

1. A comprehensive diagnostic was completed with staff, Governors and Parents covering every aspect of family-school partnership
2. The results were analysed by the Extended Services Team and schools were provided with a RAG (Red, Amber, Green) rated 'Scorecard' showing areas of strength and opportunities for improvement
3. Schools used their data to inform an action plan and identify 3 areas where they would like to see positive change
4. The ES Team produced a toolkit bringing together resources and examples of good practice to support schools to develop specific areas of their practice under each of the 5 Key Themes
5. Workshops and training were developed and delivered by the ES team to address common areas identified by schools
6. Mid-year reviews were submitted by schools to show progress towards their action plan priorities
7. Two update meetings for all schools were also held to support schools, keep them on track and share good practice
8. Schools applied for the award, providing evidence of the change that has been achieved
9. Award submissions were reviewed by the ES Team and recommendations made to a group of head teachers who quality assured the judgements made

574 staff and **1416** parents gave their views as part of the whole school diagnostic!

"[The EFSPA process] is extremely well structured and supported and can be hugely beneficial to both the school and parents. It is interesting gaining such detailed views from such a wide range of the school community and then unpicking what can be done to develop this. During the course of the year there are key dates and meeting points that help ensure you keep on track and any queries or requested support is always responded to really quickly and helpfully"

Assistant Head

Theme 1: Fostering Effective Family-School Partnerships

Aims & Rationale:

- Parents are active participants in the life of the school and feel welcomed, valued and connected to each other, to school staff and to what pupils are learning and doing in school.
- School policies and programmes reflect, respect and value the diversity of families in the community. Schools and parents work together to inform, influence and create policies and practice.
- Everyone in school (leaders, staff and Governors) believes that working with parents is important and there is consistency in the approach to parental engagement
- The school environment makes parents feel at ease and comfortable

Coston Primary School saw a **44% increase** in the response rate to their parents survey over the year. The number of parents responding YES to the question 'The school makes an effort to understand the needs of families' increased by **18%**

Increasing governor engagement with parents at Grove House Children's Centre

We wanted the governors and their work to be more 'visible' as a high number of parents reported that they didn't know who governors are or what they do. We felt that this needed to be addressed so that parents could be informed and also enable them to contribute to the school as a result of knowing what the priorities are.

The governors appointed a lead for communication with parents and he devised a newsletter which was put in the induction pack for all new parents joining the school, introducing all the governors, giving a profile of who they are and why they chose to become a governor at Grove House. We also updated our website with the profiles of governors and will be sending out a termly update of the work the governors do. Governors attended events such as Winter/Summer fayre, open evenings, coffee mornings and we had ID badges made for individual governors so that they are easily identifiable to parents. At these events governors have been able to speak to parents and get verbal feedback about the school. As a result of the work in this area we have seen a **10% increase** in parents who report that they know who governors are and what they do.

We have learnt that it takes commitment from all governors to share the responsibility to communicate with parents. Someone to lead is helpful to enable things to stay on the agenda and co-ordinate, but if all governors can do their bit, it makes it more manageable. We also learnt that it is not just up to the governors to promote themselves and their work, the school has to support this by putting governors and what they do in communications such as weekly newsletters.

Writing a Family School Partnership Policy

Eight schools attended a workshop run by the Extended Services Team to support them to write a Family-School Partnership Policy. The team provided a template policy and guided the group through a number of interactive tasks to help them formulate each section. **100%** of participants rated the training, resources and facilitation as Excellent "*Fabulous - has saved me hours of time trying to start a policy from scratch*" "*Useful, practical ideas to help with the policy. Having examples really helps!*"

Horsenden Primary School: Responding to OfSTED Recommendations

We joined the project as one of the reasons why Ofsted said that our school was not yet outstanding was because, 'Leaders have not alleviated the concerns of a small minority of parents who find difficulty in engaging with the school.' At the time, we appreciated that we did indeed have a small minority of parents who did find this difficult; however, we felt that we had many parents and carers who engaged very well with the school. When the initial survey in June 2016 was completed, we were surprised by some of the responses and could immediately recognise that we, as a school, needed to engage parents and carers further. Additionally, we recognised that some staff may not have had training or the skills necessary to enable effective parental engagement so a policy and CPD opportunities would need to be provided. **Overall, the change we really wanted to see was our parents & carers being more engaged and all staff having the confidence to develop positive relationships with parents & carers.**

Over the year we have increased opportunities for parental learning and we created and promoted a new system to enable parents & carers to volunteer - we now have a large number of volunteers working within the school and a waiting list! We also took part in the EFSPA Building Positive Relationships with parents training and the KS1 Manager and I cascaded the training to all staff, including offering some 1:1 support for staff. With the small minority of parents who find it difficult to engage, we have looked at alternative ways to maintain relationships for example: if there are key members of staff who the parent & carer has chosen to engage with we try to ensure that they can meet with the member of staff who they feel most comfortable with - this is resulting in positive steps forward with these parents & carers.

The impacts of the work have been wide: parental engagement has a higher profile in school and is included in Job Descriptions and Year Group Action Plans; parents and carers feel valued and their confidence had increased; relationships with some parents and carers who have previously found engaging in school difficult have improved; staff have a much greater understanding of why parental engagement is important and their confidence to build relationships with parents has clearly increased; and finally, I have noticed with some of our key children there is a difference in their behaviour and interactions when parents and school have been effectively working together.

Through the EFSPA process I learnt a lot about some of our families who were slightly more disengaged and found that there were a whole range of complex factors which impacted on their relationship with school. Overall I learnt that there is no 'quick fix' to developing parental engagement, it takes time a whole school approach and everyone in school needed to understand why we were on the journey.

Featherstone Primary School wanted staff to develop a whole school approach to engaging parents and families which was understood and implemented by all staff and Governors. The school also wanted to increase staff understanding of how the school engage with parents and what the benefits are. The school carried out training for staff in particular around the difficulties parents may face when engaging with the school, they also provided staff with the opportunity to discuss their role in communicating with parents and amended the staff handbook to include a section on working with parents. The school has written and consulted on a new Family-School Partnership Policy and this will be launched soon. As a result of these changes staff responses in the end of year survey showed significant improvements:

- *The % of staff responding positively to the statement 'Everyone in school believes that pupils will achieve more when we work closely with families and communities' increased from 68.18% to **90.74%**.*
- *Similarly positive responses to the statement 'Everyone in school makes an effort to understand the needs of families and the school community' increased from 61% to **89%**.*

Theme 2: Communicating & Consulting Effectively

Aims / Rationale:

- Families and school staff engage in regular, two-way, meaningful communication. School keep all parents informed of important issues and events and make it easy for parents to communicate with teachers and senior leaders.
- Schools should have mechanisms in place to enable parents to put forward their views. They should be able to demonstrate the methods used to seek the views of parents and how those views have influenced their decision making
- Goodall et al. (2011) found that parents need clear, specific and targeted information from schools. Parents value the school consulting with them and respecting the views they express.

Building Positive Relationships with Parents – Developing CPD for Staff

Parent surveys completed as part of the development of the EFSPA programme highlighted that the most important thing in making parents feel welcome at school was the relationship they had with their child class teacher. However, the staff diagnostic showed a common need for school to provide more CPD for staff to support them in building these positive relationships with parents. The Extended Services Team worked with a drama consultant and a psychotherapist from the Ealing Schools Counselling Partnership to develop a 2-part train the trainer programme to enable attendees to deliver 2 INSET sessions to staff in their school. The first session focused on exploring what a positive relationship between parents and staff looks like from both perspectives; Character studies and transference; basic neuroscience; and practicing empathetic listening. The second session covered: 'Hard to Reach' parents; Whole school approach; Self-reflective teacher and creating 'Parent promises'. The training was incredibly well received by the 7 schools who took part with 100% rating the sessions and resources as Good or Outstanding (**96% Outstanding!**) and 100% saying they felt confident to deliver the training back in school. *"I found the whole session extremely useful and thought provoking - thanks for all the practical support - I do feel confident in delivering this."* *"Each activity had a clear related purpose. There was a point. Really thought provoking activities"*

Following the train the trainer sessions **138 staff** in schools took part in the INSET sessions, **88%** reported an increase in confidence to build positive relationships with parents and the average confidence score rose from 6.2 to **8.4 out of 10**. *"Really enjoyed it, excellent way in non-threatening approach to show me how parents may feel on different levels. Really gave me food for thought"* *"I enjoyed all of the interaction and the variety it entailed. That helped me to take away more from the session"*

John Chilton School wanted to improve communication with parents and staff across the school. They held a staff forum on improving communication and a focus group with parents to share ideas. Some of the ideas implemented as a result were: regular coffee mornings; sending postcards home; a new email system; improvements to the school website and a parent support table at parent's evenings. The school have also introduced a whole school approach to support staff in their interactions with parents and ensure consistency. The result has been an increase in the number of parents attending events, **90%** of staff say they have a better understanding of the importance of open active communication between school and home and an increase in the number of visits to the school website – **85%** of parents said they had visited the site and found it useful.

Recruiting a Somali Parent Representative at Hobbayne Primary School

As part of the process of writing our Family School Partnership Policy we took a draft copy of the policy to a group of parents for their input. One of the suggestions made was to have Somali and Polish Parent Representatives (the two largest ethnic groups after White British). Parents felt that this could enable these groups to be more involved in school life, have a clearer and more confident voice and contribute more.

Starting with the Somali community we advertised the role in the newsletter and sent a letter in Somali to all our Somali families. A Somali Mother was encouraged to come forward, we discussed what the role involved and she readily agreed. About twenty mums attended our first meeting in April, they listened to the explanation of what the rep could provide, and discussed how best to liaise with school. They also brought a number of key issues that they would like more information about.

I have worked closely with the Somali Community at Hobbayne for a long time now, and they trust me. With this in mind, I was amazed at some of the misconceptions, misunderstandings and assumptions between the Somali community and the schools' systems. The first meeting has revealed how much more work can be done in this area and how much could be achieved with a more cohesive approach which allows for open discussion and misconceptions to be addressed. I am looking forward to the next meeting and hoping that lots of rich work can be accomplished with this group of parents for the benefit of their children.

Class Dojo Parent Communication System

We wanted parents to feel that teachers were more accessible and that they were up to date with current school information. Class Dojo communication is available on computers, tablets and mobile phones and allows teachers to share key information with parents. This can include photos, videos and announcements on Class Story, or privately message any parent. Another major advantage is that parents can translate all posts into their preferred language.

Firstly, we had to ensure that all members of staff were on board so we piloted the scheme and set up a staff Dojo team to lead implementation and train all staff. We developed clear guidelines and areas of responsibility to ensure consistency. Once school systems were in place Class Dojo was highly promoted and encouraged staff to get as many parents to sign up as possible. We monitored parental sign up at three key points over the year and have seen the average number of parents signed up in each class increase from 50% to **83%**.

We have seen many benefits to using the Class Dojo system including: communication is more open and flexible, and parents have a better visual as to how their child is doing in class - direct communication between teachers and parents is more effective, efficient, and most importantly meaningful; there is very little delay in relaying key information to parents as most of them access the messages on smart phones meaning potential issues are dealt with swiftly and similarly success stories celebrated instantly. Through class story board teachers post information like trip reminders, sharing good work, dates and school story allows members of SLT to post whole school information - this has worked really well alongside the more traditional methods. Finally working parents have been particularly pleased with the system as they are now regularly updated with what is happening in school. The most important thing in making the project a success has been that everyone needs to be on board for the system to work and have a positive impact. Both staff and parents will need to be encouraged, so the team of people running the project need to be passionate and motivated about what they are doing.

"Class Dojo is the best tool to keep parents in the loop about their child as well as key events taking place in the school". Year 6 Parent

"A number of the parents of the pupils in my class work so don't have time to contact me. Class Dojo allows them to look to their weekly reports and see how their child is doing. They can also message me, as I can message them. I also regularly share class stories, this allows us to share work and photos of all the exciting things we have been doing in class". Year 3 teacher

Theme 3: Enabling Parental Engagement in Learning

Aims / Rationale:

- Parental involvement in children's education from an early age has a significant effect on educational achievement, and continues to do so into adolescence.
- Family Learning can provide a range of benefits for parents and children including improvements in reading, writing and numeracy and greater parental confidence in helping children at home.
- Parents and school staff continuously collaborate to support pupils learning and development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.
- Parents know and understand how well their children are succeeding in school and how well the school is progressing. Families are active participants in children's learning at home and in school.

Informing parents about progress at West Twyford Primary School

Feedback showed us that some parents felt that they did not receive enough information on their child's attainment and progress over. As a school we wanted to respond to parents requests to see how we could improve the frequency and content of information we gave to parents. As well as satisfying our stakeholders, we realised that this would also support parents to help their children by providing information on specific areas their child is working on. Our aim was to share the level at which children were working at in Reading, Writing and Maths including what they had achieved and what they were still yet to achieve. The Headteacher, School Business Manager and School Data Administrator were all involved in working towards an effective way to present the assessment data to parents.

Our solution was a one page Individual Assessment Summary showing the 'I Can' statements that have been achieved and those their child is working on for Reading, Writing & Maths. The summary also displays current attainment compared with the Expected Age Attainment Range for the three subjects. These will be issued each term. We sent the first IAS's out in Spring 2017 and had positive feedback from parents: Of those parents surveyed (May 2017), **77%** found the introduction of the Individual Assessment Summary helpful. In addition parents said they had a better understanding of their child's: Current attainment level (75%); Recent achievements (83%); Next steps (82%)

As part of their EFSPA work **Castlebar School** created a new Home-School Agreement. INSET training was held with the staff team to think about a 'Parent Promise': 5 things they would promise parents and 5 things they would like in return, the same session was then run with the schools Parents Forum. Parents have now voted for the one that will be included in Castlebar home/school diaries next year for all pupils.

John Chilton School data showed parents wanted more information on Home Learning so the school updated their HL Policy and increased the number of workshops they ran for parents to support learning at home. As a result **96%** of parents said they had more knowledge about how to support their child's learning at home.

Coston Primary School wanted to ensure parents were enabled to actively support their child's learning and increase numbers of parent workshops to provide knowledge and understanding of strategies used in school. They held a consultation to establish what workshops parents wanted and planned a calendar of sessions across the year. As a result they have drastically increased attendance at events from around 8 parents per session to up to **60!** The % parents responding **YES** to 'The school provides information or runs workshops which help me support my child's learning at home' increased from 54% in Summer 2016 to **81%** in Summer 2017

Involving Parents in redesigning the curriculum at Ravenor Primary School

Research has proven that parental engagement in school life improves academic success. We, quite simply, want the parents at our school to both feel and to be a part of their child's education and a part of Ravenor Primary to help ensure that the children have the best possible chance of fulfilling their potential. We have a very diverse catchment, which was already celebrated in many ways. However, we wanted the curriculum to reflect and celebrate the diversity of the school. We decided that a natural way to achieve this would be by updating our religious education curriculum to reflect the religions and beliefs of the school community. The main change that we wanted was to ensure that the school curriculum reflected the religions and beliefs of our families and ensure that all stakeholders feel valued in our school. This way, we hoped that the parents would feel more comfortable in the school and would attend the workshops and events that would be planned in the future. As we were making such big changes, we wanted to get the views of parents and so consulted a focus group of parents to gain their views and insights. All feedback about the proposed changes was positive.

Working with a team of teachers, we rewrote the curriculum. As this was such a large change and we wanted to ensure the parents understood the reasoning behind the change, we planned a 'Religion and Belief' week which culminated in the parents coming in to school and seeing the learning in all of the different year groups. The parents had a brief talk about the concept of the curriculum in the hall, were given brochures with all of the information to take away and were then given a guided tour, by the Religion and Belief Committee, around the entire school stopping in at least one classroom in each year group to see the range of learning and topics.

The response to the launch of the new Religion and Belief curriculum was astounding. More parents than ever before attended the event on the final day and the feedback was all very positive. *"I'm very pleased that my child is progressing in her understanding of different cultures and beliefs. An excellent idea, I really enjoyed the afternoon."*

Since that event, we have invited parents into school much more regularly for similar events and the attendance at each event is exceptionally good now. I have learnt that it is extremely important to ensure that parents understand that not only do we value all of our family's beliefs but we value them as part of our whole school community. I would recommend planning this out very carefully, in consultation with a cross-range of parents, which represents the diversity of your school.

Shared Learning at Viking Primary School

We wanted all our parents to feel welcomed, valued and part of the educational journey their child/children are on. One of the ways in which we did this was introducing shared learning in Early Years which has been a real success. We found that early years is the best place to engage and then sustain relationships with parents. If parents are aware of the expectations for their child, they are able to support them better. Every term we identified a particular area of the curriculum so the parents can contribute towards their child's learning journey. In Autumn term we did family portraits, in the Spring term our theme was Nursery Rhymes and parents made clocks with their children. In the Summer Term our focus is change.

The parents love sharing moments with their child in their class and the feedback from parents has been highly positive. The only drawback has been for working parents, however, with enough notice they are able to juggle work commitments and attend.

One of the biggest unintended impacts of shared learning has been that we have found it easier to gain parental consent for referrals for outside agency support. Shared learning has enabled some parents to identify that their child requires support and are willing to engage and be proactive in this process. It highlights the fact that early intervention is the best way forward. Children in Nursery got early support from external agencies which has a big impact on their educational journey as they have the right tools to continue and therefore will be successful.

Theme 4: Empowering Parents and Carers to Develop their Own Skills

Aims & Rationale:

- Parents are aware of the importance of their role in supporting their children's learning and development
- The school offers opportunities for parents to find out about developing their own skills and strengths and in turn increase parents' confidence and engagement in school life
- Parents' skills and knowledge are valued by the school and seen as an opportunity to enrich the curriculum
- Parents feel valued and develop networks of support through mutually beneficial opportunities for the whole community
- Research shows that the attitudes and aspirations of parents and of children themselves predict later educational achievement. International evidence suggests that parents with high aspirations are also more involved in the children's education.

Adult Learning at West Acton primary

We have a high percentage of parents and children with EAL, and a wide variety of languages and cultures. We wanted to develop adult learning opportunities with a specific focus on providing more support for parents with EAL. The intention was to provide them with both opportunities to develop their English skills as well as a greater understanding of how to support their children's learning. This was intended to benefit them in a broad manner outside of school and in society in general, as well as specifically to help them to help their children and consequently aid their children's progress.

In order to achieve this we did a variety of things. Firstly we continued to promote and build upon an initiative started last year in which parents with EAL were invited to attend free sessions addressing a different aspect of the English education system each week, funded by the John Lyons Charity. We also delivered some additional versions of workshops provided at the start of the year which were translated by parents for some of our biggest language groups. Additionally, we arranged for ESOL classes to be run at our school. These are being delivered by the Ealing Family Learning Team. Finally, we delivered a workshop in conjunction with a Researcher from UCL into multilingualism/bilingualism for parents on understanding and supporting children acquiring more than one language.

All of the sessions were very well attended and some built up waiting lists. We have noticed that many parents are becoming more confident at approaching and speaking to staff and that they are showing a better understanding of how to be involved in their children's learning. The full impact of these actions may not be seen for some time, and as such it will be important that these actions are continued and built upon.

Horsenden Primary School wanted to increase volunteer opportunities so they started by identifying all the areas where this could be facilitated both in school, in the Children's Centre and in the local area and ensured that opportunities were signposted to all parents through the school website, newsletter and via the school office. They also made sure their volunteer procedures were up to date and carried out inductions with all new volunteers. There are now around 50 parents and carers volunteering in school and a further 25 who are available to translate into community languages. The number of parents responding positively to the statement 'The school lets parents know about opportunities to volunteer' increased by **16%** over the year."

Recruiting Parent Volunteers at Clifton Primary

We wanted to increase the number of parent volunteers we had to provide them with the skills and experience to apply for positions in other schools or our own. We felt we had a group of vulnerable parents who would benefit from an opportunity to gain work skills and experience that they were not currently able to access anywhere else. We wanted to increase the visibility of parents in the school and develop our school.

We started by creating a Volunteer Policy to ensure that we were involving all of the relevant stakeholders in our plan. We then created a Volunteer Interest Form which we expected all volunteers to complete as part of our Safeguarding procedures. To capture all of this information we then added a page to our school website specifically for Parents and Volunteers. Once we had completed all of the necessary paperwork and communicated with the Local Authority and our Admin team regarding DBS checks, we then began to brain storm how to reach the most vulnerable parents. We decided we would start by talking to parents who work closely with our Inclusion Team for various reasons; children with SEND, children who have been witness to domestic violence or substance misuse.

Two of the vulnerable mothers we approached wanted to start voluntary work at school. They both began as voluntary SMSAs. Two more mothers found out about the voluntary option at school and also expressed interest. Today we have four mothers who had never previously worked before, in our school on a weekly basis. Two of these have now secured paid posts within the school and one is completing an English Course.

Aside from the four mothers being very grateful for the opportunity, we have seen a link between school staff and our community develop. They have provided us with so much more than we had ever anticipated, as they are reflective of our diverse school community, each representing a unique ethnicity and religion. Alongside this, the confidence and motivation to find employment that these mothers had, has increased dramatically as they're building relationships with other staff members and creating friendships. Friendships were something that one of our mothers was really lacking as she was limited in her daily interactions with other adults.

As well supporting teachers and parents, this has also supported our children. For those children who now see their mothers in school, in a position of authority, we feel it has increased their own drive and their desire to be employed when they leave education. It has also strengthened the bond between the child and mother who both experienced domestic violence at home as they are both now in our safe place daily together. A mother who was going to be evicted has literally turned her life and her children's life around and now sets a positive role model for her daughters. The respect her daughters now show for her has in turn increased and they are developing a solid relationship.

We have learnt that school and parents have so much to gain when they work together. We have realised the potential of some of our most vulnerable parents and the ways that we can support them to overcome some barriers they face.

Theme 5: Supporting Successful Transitions

Aims & Rationale:

- Parents and children are offered support in various ways before, during and after transition points across the key stages
- Parents know what is important for school readiness and moving on from primary to secondary
- Everyone in school recognises the importance of successful transition arrangements for all children and families
- Families are positively encouraged to enable their children to arrive at school, on time, ready to learn and feeling happy to be there
- Transition is an integral part of the school supporting parents to be positively engaged from the outset and continue to be engaged throughout the child's schooling

Improving Transition into School at Coston Primary School

We wanted to make the beginning of the academic year less 'traumatic' for the children starting Nursery and Reception in September so we devised a programme of events for the second half of the Summer Term to enable children to spend more time getting to know the key adults they would be with in September, and in the school setting so that it was more familiar to them.

We set up SPLAT (Stay, Play and Learn Together) sessions for the children starting Nursery and Reception in September. These run over 4 weeks. For the first 2 sessions the parents stay with their child while they have the chance to meet their new teacher, spend time engaging with activities in the new setting, whilst fully supported by their parents. Parents have time to chat with staff, meet other parents, and encourage their child to engage and interact with their peers.

For the third session parents spend about 15 - 20 minutes with their child, settling them into the classroom again, and then leave to have a coffee/ tea with other parents and receive their information packs and have a short meeting with the Head Teacher. For the final session the children are taken over to their classrooms by their parents, but for this week the parents quickly settle the children, and then attend a meeting to go through all key information needed for their child starting in September. Each child is also given a 'Starting School at Coston Primary' booklet with photos of the key staff and of all the main areas of school they need – classroom, outside area, playground, lunch hall etc for parents to use over the summer to help remind children about Coston.

In previous years attendance at the new Reception visits has varied and not all parents and children attend. The SPLAT sessions have increased attendance significantly. EYFS staff found it helpful to be able to spend time with parents getting to know them, and find out a little more about their children. Many of the visiting children were disappointed when the end of the session arrived, and they had to go home. Obviously we won't know the overall impact of this process until September but early indications are extremely positive, and the process has been very well received by parents.

West Acton Primary School has high mobility with 40% of pupils entering school outside standard admission times, nearly twice the Ealing average. The school wanted to develop transitions within the school year and increase support to families entering outside standard admission times. All information from parent workshops and meet the teacher events is now put on the school website so parents can be signposted to it before children start. Families joining during the school year now meet with the Pupil & Family Worker or EAL Coordinator before starting. End of year survey results showed a **14% increase** (to **90%**) in the % of parents responding positively to the statement 'The school provides information, workshops and induction events for parents starting school, including those who start at different times'. There has also been a lot of anecdotal evidence about the wealth of information now available through the website.

Theme 6: Monitoring & Evaluation

Aims & Rationale:

- Ensuring effective monitoring and evaluation of parental engagement work in schools will enable leaders to:
- Improve the targeting of services, helping to narrow the gap in attainment and improve outcomes for children
- Inform effective use of resources
- Show how work with parents is supporting the priorities in the school development and provide evidence for Governors, Ofsted and others
- Celebrate the success of the work and share this with all stakeholders including parents

West Twyford Primary School wanted to put in place systems to gather feedback from parents about workshops run by the school. They also wanted to make sure that this information was used to inform future events and that the evidence of the impact of parental engagement was shared with all staff. These systems have been put in place over the year and as a result staff awareness has increased with **100%** (up from 62%) agreeing that system are in place to gather feedback from parents attending workshops; **86%** (up from 37%) saying that the school has systems in place to monitor the impact of parental engagement on school priorities; and **73%** (up from 38%) agreeing that the evidence of the impact is shared with everyone in school including parents. Feedback from parents has also meant that sessions for the coming year can be adapted for example changing timings to accommodate working parents and ensuring that parents are given enough notice to be able to attend events.

Clifton Primary School wanted to increase parental engagement in learning and have spent time setting up structures and processes to enable this to begin in the new academic year. They have created a register to record parents attendance at events and a list of events which it is expected that key coordinators will deliver for parents in 2017/18. The school have created a central log to track parents sessions delivered and enable them to analyse attendance data with pupil data. They have also planned staff training to increase awareness of the impact of home situations on families and to support staff to develop parent partnerships and encourage parental support at home.

Data analysis for **Hobbayne Primary School** lead them to want to improve processes for monitoring the reach and impact of parental engagement and ways of celebrating success. Over the year the school have concentrated on making systems more rigorous when collecting evaluations from parents sessions, these are now collated and successes shared with parents via the website and newsletter. Phase and Leadership meetings regularly discuss the impact of work with parents. Parental engagement has also been included in the School Improvement Plan and falls under the remit of the 'Caring' Governing Body Sub-Committee. The change has been extremely positive and qualitatively this has been seen in an increased willingness by staff to offer more sessions for parents. Re-surveys carried out with staff in summer 2017 showed that 100% of staff believes that staff and parents understand the value of parent workshops and choose to engage with these. Staff also reported that the schools system for monitoring and evaluating work with parents were much more well established. The score for measuring reach had increased from 50% to **70%** and the score for measuring impact increased from 25% to **88%**. The number of staff responding that the schools systems for celebrating the success of work with parents were well established increased from 10% to **96%**.

The Overall Impact of the EFSPA Process

“As a nursery school, we work quite closely with our parents and have a lot of daily contact with them. Whilst we were previously under the impression that we did well in this area, the process of being involved with EFSPA has made us realise that there is always room for improvement. We have realised that we still need to continuously look at how we can be better at communicating with parents and gain feedback on specific areas. It has also helped us to revisit what we used to do well in the past but let slip e.g. letting the voice of the parent shape our provision. We need to do this whilst working in partnership with them to help them to develop more understanding about how young children learn and develop effectively through a child led curriculum.” **Grove House Children’s Centre**

“The EFSPA has highlighted that, although many good parental engagement processes are taking place, they were not known or understood across the whole school. Working on the award has also helped remind staff about the many challenges our parents face and how important it is to provide them with clear information about the education system and the expectations of the new curriculum. We now plan to deliver a wider range of parent workshops across the school and are looking at even better ways to communicate information on curriculum content and attainment. One of the greatest effects has been reigniting the respect we have for our parent community and understanding how difficult it can be for them to access and gain understanding of the British education system. We also have focused on the wide range of skills and experiences that our parents bring to our school and this year we will be holding a summer fete to build community relationships and allow our parents to showcase their talents.” **Featherstone Primary School**

“Although we have a parental engagement programme and believe we promote parental involvement, being involved in the Family School Partnership Award has refocused our activities and made us review current practice. In a sense we have moved away from ‘doing what we always did’ and are now implementing new initiatives. The start-up of a parent focus group has been invaluable in enabling parents helping us to develop policies and the way we communicate with them. This is helping us design a new school website, develop a school app and launch an online payment system in September 2017. We believe staff are much more aware of the overall aims of engaging parents and understand the importance of involving them at all levels. We are seeing an increase in the number of parent volunteers as staff look to utilise parent skills. Overall the Award has facilitated the setting up of new initiatives, whilst setting a solid base for the school to build on and improve our work with families.” **West Twyford Primary School**

“The EFSPA process has surprised me in how far reaching the impact has been. The initial questionnaire threw up a range of areas we had not considered to be priorities before. Looking at the initial training I conducted last September, I can see the changes more tangibly. The amount of face to face contact (between teachers and parents in KS2) has increased and staff have been convinced of the value of more parental engagement opportunities, delivering sessions without being prompted. The biggest change is the shift I have seen in KS2 teacher’s willingness to engage more with parents. Through the EFSPA training delivered to staff there has certainly been a shift in teachers becoming more visible and accessible. The Somali group has been our biggest success. I would not have considered this as a priority, but the journey that I have started with this group is already improving their understanding of how we work and their willingness to become more involved. I am hoping this will be a positive process with longevity.” **Hobbayne Primary School**

Learning and Advice for Other Schools

"I would thoroughly recommend to other schools participating in the EFSPA process. It is extremely well structured and supported and can be hugely beneficial to both the school and parents. It is interesting gaining such detailed views from such a wide range of the school community and then unpicking what can be done to develop this. During the course of the year there are key dates and meeting points that help ensure you keep on track and any queries or requested support is always responded to really quickly and helpfully. As with most things in school, the more time you can invest, the more you will get out of it. Further to this, I would recommend to other schools that if they are participating in the EFSPA process that they regard it not as an outcome in itself but as a starting point that should be continued over subsequent years. This is both to build on the process as well as to embed what has been started in order to ensure it continues and has maximum impact." **West Acton Primary School**

"If you think you are good at parental partnership, look again. There may be particular areas that you need to improve. Involve all staff in building relationships but provide training as most staff are confident working and communicating with children but find adults more of a challenge. The training provided through this process has helped staff develop much more confidence but also helped them be more empathetic and less judgemental." **Grove House Children's Centre**

"The supportive nature of the EFSPA team makes the process so much easier. Tackling the issues of family and school relationships can be very daunting, particularly if they are not great to begin with. I would highly recommend signing up for the process; I know that relationships have improved, in some ways quite subtly and in some very obvious ways. The experience really made me analyse relationships between school and home in a way that I hadn't done previously and I look forward to the many more improvements to come." **Ravenor Primary School**

"We would definitely tell other schools how positive the process has been; it has provided opportunities to meet with staff from other schools and discuss the similarities in our struggles with parental engagement and effective ways they have been tackled. The process has been managed fantastically and all paper work and communication has been simple and effective, allowing schools to focus on implementing ideas and reviewing impact. We would also share how eye-opening the process has been; allowing us to look across the whole school and evaluate how effective our parental engagement really is and where the gaps are. The involvement of families has become more embedded in daily school life and ethos. Although we recognise that it takes time to embed change and new processes, working on the EFSPA has begun an exciting process of re-connecting with our parents and reminding them of the enormous impact that they have on their child's education."

Featherstone Primary School

"This has been a hugely beneficial process to engage with, and we would recommend it to other schools. The questionnaires at the start of the process enable the school to identify the areas where parents feel further work is needed and target those areas specifically. We have certainly seen an improvement in the attitude of many parents towards school and staff in general, although accept we will never please everyone!! We selected three areas to focus on which had a clear link to raising standards across the school, it is important to remind yourself from time to time that however hard you work some parents are going to be much harder to reach and that patience is key"

Coston Primary School

Congratulations to the schools who achieved the Ealing Family School Partnership Award in 2017:

Berrymede Junior School

Castlebar School

Clifton Primary School

Coston Primary School

Featherstone Primary School

Grove House Children's Centre

Hobbayne Primary School

Horsenden Primary School

John Chilton School

Ravenor Primary School

Viking Primary School

West Acton Primary School

West Twyford Primary School





If you would like to find out more about the **Ealing Family School Partnership Award** or find out how the Extended Services Team can support your school please contact:

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