

Ofsted key priority – February 2014

“Improve communication with parents and carers so that an even greater proportion understand what the school is trying to do and become even more involved in its work.”

We have been working to improve in this area since our last inspection. Please see below to view some of the improvement activities and the impact they have had.

What have we done?	What has the impact been?
<p>Ensured that Curriculum Information booklets are published to help parents understand what their children are learning at school</p>	<ul style="list-style-type: none"> Parents and carers are better informed about what their children are learning at school and how to support at home
<p>Developed feedback mechanisms so that parents feel confident to share their concerns and ask questions. These have included a feedback@themedad email address, questionnaires and parent forum/consultation groups to develop systems.</p>	<ul style="list-style-type: none"> Our Feedback@ email was very frequently used during 2014-15 and 2015-16 when parents and carers had many questions and concerns that they did not have another method to address. Parents and carers routinely used the feedback@ email address to raise concerns or ask questions about different aspects of the school’s work. These were always addressed immediately by a member for the SLT. Over the last year the feedback@ email address has been used less frequently: mostly for submitting comments for annual reports and responding to our requests for feedback. The feedback@ email address is still in place for any parent who wishes to submit questions to the team. It is also a useful way to gather parental views and responses to consultations (for example the consultation on the proposed restructuring of the Wingfield site in May/June 2017). Working parents/parents and carers who are unable to come into school for any reason can contact school via feedback@ and office@ email addresses. Any communication is passed to class teachers or the leadership team to follow up.
<p>Invited parents and carers in to school to share in their children’s learning</p>	<ul style="list-style-type: none"> Each year group/class plans to invite parents and carers to come in to school and get involved with their children’s learning in each term (Examples include: WW2 Tea Dance, Art Galleries, Star gazing evening, opportunities to support with art or DT, sharing published writing outcomes, class assemblies, performances, etc) Children are highly motivated by their parent’s/carer’s involvement in their learning and are excited to share the skills they have learnt. Parents and carers have a greater understanding of what their children are learning in school.
<p>Ensured that a member of the teaching team is positioned at the classroom door each morning</p>	<ul style="list-style-type: none"> Teaching staff are more accessible to parents and carers during start of the day.

<p>to greet families and be available to parents and carers if they wish to share information or ask questions.</p>	<ul style="list-style-type: none"> • Parents, carers and children feel welcomed and as valued members of the school community.
<p>Allocated a member of the office team to the school gate in the morning.</p>	<ul style="list-style-type: none"> • Queues at the office window in the morning have reduced • Parents/carers feel that the Office team are more approachable • Parents/carers are happy to stop and ask questions which they may not have queued at the window to ask. They are better informed. • Feedback@ email address is used less often
<p>Ensured that a member of the Leadership Team is available at the school gate each day.</p>	<ul style="list-style-type: none"> • Members of the SLT are accessible to parents and carers • Leaders are able to touch base with particular parents/carers and follow up on the impact of actions taken • Feedback@ email address is used less often
<p>Developed blog/gallery and twitter pages to publicise the work of the school</p>	<ul style="list-style-type: none"> • The blog on the previous website was updated by each class/year group every week. This enabled parents (particularly those who work or who are unable to come into school personally for any reason) to have a greater understanding of what their children were learning at school. • In 2016 we developed a new (now current) website. Each class page has a latest news gallery section which fulfils the same function, however it is not able to store as many photographs. • Teachers in Year 4/5/6 ensure that children's learning is posted to a blog while their children are away on residential which is highly valued by parents and carers.
<p>Encouraged parents/carers to join consultation working parties to develop strands of the school's work (Reporting and assessment systems and Home Learning)</p>	<ul style="list-style-type: none"> • In 2015-16 we encouraged parents and carers to get involved with revising the Annual Report format. A small group of parents worked with the Leadership team to develop an accessible and informative report format that met their needs and felt child centred. This has been used effectively with many parents and carers contributing a comment about their children's achievements as part of the report writing process. • In 2016-17 we consulted with parents at The Wingfield site around the proposed restructure to 4 classes. A core group of parents continued to meet with us regularly and drove the conversion of a shed in the grounds to a useable space for group work and interventions which is now accessed by all children. • In autumn 2017-18 a working party was formed to look at home learning and how it can better meet the needs of children and parents across the school. This is facilitated by the DHTs. • Meetings have been set at convenient times for working parents to get involved, or they can contribute via email if they are unable to attend.

<p>Gathered feedback from parents formally twice per year when they come in for parent conversation meetings</p>	<ul style="list-style-type: none"> • We have a clear understanding of the live views of parents and carers to analyse against Parent View • Actions are generated after each cycle of collection and analysis is complete. Members of the SLT follow up with individual parents and carers. • Feedback shows that many of the parents and carers are very satisfied with the work of the school. They are happy to share where things are not working so well and appreciate the efforts made to resolve any issues.
<p>Provided information events/workshops about key new strategies (New national curriculum, assessment, Maths No Problem, Read Write Inc Phonics, etc)</p>	<ul style="list-style-type: none"> • Informative events to support parental understanding of new strategies and initiatives have been held at both sites. These continue to be well attended at our Wingfield site but proportionately less-well attended at our Hilperton site. We continue to trial different times, days and formats to encourage more people to come along and get involved.
<p>Held parent forum meetings</p>	<ul style="list-style-type: none"> • Parent forums have given parents the opportunity to share and discuss their views with members of the leadership team. These have been themed (for example school meals) and an open invitation to meet and discuss burning issues. These are better attended at Wingfield than Hilperton.
<p>Asked for informal feedback after events and about key approaches in order to improve/develop them</p>	<ul style="list-style-type: none"> • Parents and carers happily provide feedback via email, or other methods, to support us continue to improve our school. Parents provide feedback on key events such as sports day, performances, celebrations of their children's learning. They also respond to consultation requests like "how could we communicate more effectively with you?" and "please tell us what you think about the residential blog"
<p>Held parent helper tea parties</p>	<ul style="list-style-type: none"> • We have ensured that we thank parents and carers for getting involved in the life of the school through inviting them to a Parent Helper tea party at the end of each year. Parents really enjoy this opportunity and feel valued: <i>"Lovely afternoon in the sunshine enjoying delicious cake. Much appreciated x"</i>