



Leading Parent Partnership Award (LPPA)

Verification Report

School name:	Bader Primary School
School address and postcode:	Kintyre Drive, Thornaby, Stockton -on -Tees, TS17 0BY
School telephone:	01642 762856
School website:	www.bader.org.uk
Head teacher:	David Hodgson
Head teacher's email:	dhodgson@bader.org.uk
LPPA coordinator:	Charlotte Ferens
LPPA coordinator's email:	cferens@bader.org.uk
Award verifier:	Angela Charlton
Award adviser (if applicable):	School Led
Date of verification:	07/03/23

Commentary on the evidence provided:

Bader is indeed a welcoming place where everyone is valued and works in partnership, sharing high expectations and responsibilities. Talking to the Head, David Hodgson, it is clear in his vision that he is committed to building a long-term sustainable partnership with parents. Supported by the Headteacher, the LPPA has enabled the school to critically review how the school works with parents, how they can provide practical strategies to support learning at home and how to ensure all communications are tailored to encourage positive dialogue about learning. I spoke in depth with the LPPA Lead Charlotte Ferens. Evidence was clearly presented by Charlotte in great depth, with all objectives evidenced and therefore meet the requirements of the award. The evidence showed that the school is committed to developing a strong partnership with the parent body, embodying all that the LPPA stands for. Covid has clearly impacted on parent partnerships, however the school is determined to rebuild and develop further. Through the LPPA process, the school is now understanding and responding to parental needs in a more strategic way.

Charlotte (LPPA Lead) works alongside all staff in school to ensure that everyone understands the importance of parent engagement. The DHT - who is a member of the change team, is currently leading a working party around attendance, meeting with other schools within the Trust, looking strategically at how they can further develop the way they can support parents. This work is further supported by parent support advisors and an attendance officer. Parents are signposted to agencies and Early Help, where issues are sorted in a timely manner and referrals are made.

Communication is a strength, and the school continues to review and improve. Parents views are taken into consideration, and they feel they have a voice. Evidence showed how parents engaged and responded enthusiastically to class Dojo, with the majority of parents engaging and many responding through positive feedback.

The school gathers and evaluates feedback on a regular basis in relation to their participation in school events – positive feedback seen in e portfolio.

Communication is evidenced throughout the portfolio, including newsletters, class Dojo, website, Twitter, articles in local publication – the Thornaby Pride. Uptake is monitored to see which parents connect.

Induction and transition throughout school is clearly planned and evidenced (as seen in e portfolio). Feedback is gathered after all events and analysed to support the process in further improvement.

Strengths identified during verification:

Leadership

The clear vision of the Headteacher in creating strong parent partnerships, is well supported by the LPPA Lead who throughout this process has helped to put the community at the heart of the school, where strong community partnerships help to ensure that everyone is valued, listened to and respected.

Staff

Key roles across school, further support the strength of parent partnerships, including the work of the DHT, responsible for attendance and safeguarding , an attendance officer and a parent support advisor. All staff work effectively as a team to ensure that the vision is embedded across the school. They value the importance of Parent Partnership and are well equipped to deal with the needs of every individual family in a caring and supportive way. Key members off staff are always present at dxthe beginning and end of the day, parents know that there is always someone available to talk to. Staff use communication well and parents clearly engage and respond positively to information sent to them, through a number of effective platforms.

Parents

Clear evidence in the e portfolio shows how parent partnership has become stronger – especially following the pandemic. Parents are made to feel welcome as they enter the school, by welcoming staff at reception and clear signage, signposting parents to key information. Floor-books on display at the main entrance celebrate parents in school working alongside their children in the classrooms. Pockets inside the floor-books contain encouraging feedback, which is collected following the events. Class Dojo, Twitter and Tapestry in EYFS, give parents a daily insight into what is happening in school, responses are positive and create ongoing conversations between home and school.

One parent commented, “ Our child spent today watching YouTube videos of his school to see his teachers, for us as a family, you all couldn’t do anymore - 10 out of 10.”

Another parent said, “ The school has helped me and my family for many years now, from holding meetings to just checking up on how me and my family are daily. I have been helped to get onto courses like parent led CBT for my children and putting referrals in to support us, including Early Help, making our home life easier.”

The e portfolio showed many comments like this covering the wide range of support the families receive on a regular basis and how happy the parents were about how involved they felt with their children’s learning.

Further information is sent out via the school website and newsletters.

Pupils

Pupils spoke articulately and enthusiastically about the involvement their families had in their learning. One child lit up when he spoke about his grandfather coming into school and working on an outdoor activity with him. Another said that his dad liked Dojo as he worked and couldn’t always get into school – this way they could talk about what happened in school.

The children clearly understood how involved their parents were in school and how success was celebrated in so many ways.

Governors

Governors are regularly updated on the progress of the LPPA and fully support the Headteacher.

The LPPA Lead feeds into the Headteachers report to the Governors, keeping the ward high on the agenda.

Impact:

Bader Primary School, has used the LPPA to give a greater focus to the work they do regarding Parental Partnerships. Like many schools, the impact of the pandemic has had a huge impact on the work already established between home and school.

The award has been met with a can-do attitude in school, parental partnerships are becoming a real strength of the school. Key members of staff further support the teaching staff in creating strong partnerships between home and school. The school has built a real sense of community, where everyone feels a sense of belonging.

School gives parents a voice and a clear understanding of the role they play in supporting their children through their educational journey.

Activities that take place in school are well considered, from induction and transition events to celebration and curriculum events are developed with a great deal of consideration, with the impact measured and action taken if further development needed.



Areas for development:

Bader Primary School will continue to build on the success of this award.

Building on the strengths of transition between key phases - look at how transition could be further developed in all transition stages across school, e.g., look at ways to re-establish home visits in EYFS.

Develop the role of a governor linked to parent partnership.

Build on the offer of becoming a community hub.

Verifier recommendation:

I am delighted to say that Bader Primary School is to be awarded the Leading Parent Partnership Award for a period of three years.

Head teacher comments:

I am really pleased to be the first school in the 1590 Trust to receive this award. It is testament to the hard work and efforts of the staff in re-developing the links with our community and reinforcing the partnership between home & school. Miss Ferens, as LPPA lead in school, has worked hard too in ensuring we focused on continuous improvement. The areas for development are fair & ones which we will now look to build upon in this and the next academic year.

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