



Leading Parent Partnership Award (LPPA)

Reassessment Report

School name:	Cape Primary School
School address and postcode:	121 Cape Hill, Smethwick B66 4SH
School telephone:	0121 558 1667
School website:	www.capeprimary.com
Head teacher:	Miss Baker
Award coordinator:	Julie Neil
Award verifier:	Maureen Nash
Date of reassessment:	25 th March 2021

Commentary on the mini-portfolio of evidence:

The reassessment of the Leading Parent Partnership Award at Cape Primary was carried out through a virtual visit in order to comply with government guidelines on school closures and social distancing during a coronavirus pandemic.

The LPPA coordinator efficiently facilitated a very well presented comprehensive range of evidence and her careful preparation ensured that the verifier was provided with a full picture of parental involvement in the school. An emailed portfolio provided evidence prior to the visit and on the day and evidence was presented through discussion with the coordinator, which clearly indicated how parental involvement has further developed since the previous verification. Stakeholder groups, including parents, staff, governors and pupils shared their perceptions through written answers to questions. The school tour was evidenced through a very well presented real time video tour with a focus on areas particularly relating to parental involvement. The school provided a thorough range of evidence to clearly show how the school is still meeting the Objectives and Key Performance Indicators of the LPPA.

In particular there is strong evidence to show that:

Provision for parents with an ethos of supporting and involving parents continues to be embedded in school practice both in strategic planning and practice.

Cape Primary has clear evidence on how the school has successfully developed since the previous verification and how activities and resources will continue to develop.

The commitment and recognition of the importance and impact of parental involvement is clearly demonstrated.

The school has a wide range of strategies to help parents support their child’s learning and to support the whole family, adapting these to meet the needs of families during the pandemic.

Commentary on the tour of the school:

A real time video tour provided an overview of the school environment, with elements relevant to LPPA.

There is clear internal and external signage. The tour showed that the school which is set in an urban area has large playgrounds, with trees and an ivy wall. Clear external signage leads to a welcome for parents and visitors through an attractive, thoughtfully designed entrance with shop windows displaying exciting activities and children's successes. Safeguarding and Covid safe arrangements are very evident and the foyer has electronic signing in, comfortable seating, staff information and a plasma screen. The interior of the school is painted in light modern colours and displays are very attractive showing children's work and the life of the school. There is a community room which is used for parent meetings and activities in non-Covid times.

Commentary on discussions with stakeholders:

Governors have a strategic overview of parental involvement, with parental involvement being discussed in committee and full governors meetings as part of the Improvement Plan. Governors are aware of how parental engagement is encouraged and value the engagement of parents through workshops and events, plus the communication and remote learning during the Covid pandemic.

Parents expressed that they are supportive of the school and the way it works with families, They agreed that school makes them feel welcome and that there is good communication with school, 'Staff are always approachable and show their full support which makes us parents feel safe that they have great teachers teaching them' (parent).

Staff with different roles in school explained how they value the importance of this partnership in supporting children's learning and well-being. They explained details of this partnership including for example, activities and strategies such as meeting the individual needs of families, events/workshops to help parents support their child's learning and regular communications.

Pupils told how their parents know about their learning and progress including conversations with teachers, emails and parents evenings. They shared information on a range of events, activities and celebrations shared with their parents.

Strengths identified during reassessment:

Cape Primary continues to embed a strategic approach to involving parents in their child's learning, development and well-being. The school has ensured that parental involvement continues to be sustainable and forward thinking through being part of the School Improvement Plan, with LPPA Reassessment being valued as an audit tool as part of a process of continued self-evaluation and

reflection. There is a whole school approach with the recognition of the management and the contributions of a range of senior leaders and staff in promoting parent partnership.

Cape Primary is a welcoming school, 'The office staff are lovely and they have all done a great job making us feel comfortable and welcome as the children returned after lockdown' and 'The teachers approach you with open arms (not literally!)' (parents). In the external environment trees have been planted to give a greener feel and there is clear signage. The entrance has been designed as shops in keeping with the history of the school, and this leads in to an attractive foyer. Safeguarding and Covid safe arrangements are very evident. There are community links for example with the nearby Children's Centre, Library services and West Bromwich Albion.

The school positively reaches out to parents. Well-presented and thoughtfully designed general communications with parents include a weekly newsletter (Cape Chronicle), an attractive and informative website and text messages. Consultation with parents showed the preferred method of communication is email and now parents and staff can email each other directly. Personal contact is a priority, particularly through accessible daily face to face conversations at the beginning and end of school with senior leaders and staff and there are staff members who speak languages other than English.

Parents are well informed of their child's learning and progress through for example information on the website and attractive, parent friendly curriculum overviews for each key stage. There are two very popular Learning Together Days each year where parents can discuss progress and look at books plus an annual report with an opportunity to discuss. During Covid, on-line appointments and phone calls were used.

There has been a range of opportunities to engage parents with the school and their own and their child's learning. The deputy head coordinates the programme of Cape Can with different staff members running to support their own and their child's learning, for example there have been Reading, Behaviour and SATs meetings with thoughtfully presented information and ways to help at home run by school staff and First Aid run in partnership with partners. There are also opportunities to share and celebrate learning, such as Stay and Play in Early Years, performances and exhibitions. Informal opportunities such as performances and coffee mornings support engagement.

Current systems have been adapted and developed to meet the needs of pupils and families during the Covid-19 pandemic, extending communication systems and support for individual families resulting in increased home-school dialogue, 'Lockdown has not been a barrier' (head teacher). For example, parents have learnt alongside their child in on-line lessons and could ask questions throughout the day. Support included learning platforms, regular phone calls from staff and videoed and live lessons.

Systems are in place to meet the individual needs of families. The Family Support Worker roles are now embedded in the school and this support continued during Covid through regular phone calls and communications. Cape extends experiences of pupils and their families. For example, Cape has introduced 2 for £13, so children can enjoy well subsidised exciting trips. Family days out have also been arranged.

There is consultation with parents through two surveys each year and Google forms have started to be used during Covid. Actions have included the use of text messaging which has been well



received. Parents are invited to leave comments at Exhibition Days and more reading workshops have been planned in response. 'Supporting parents is a huge strength of Cape and can be seen through parent surveys' (governor).

Impact

The head teacher and LPPA coordinator agreed that LPPA has had the following impact:
Parents feel part of our community.
We have very good relationships with our parents and have built up trust.

Areas for development:

The following areas were agreed between the Verifier, LPPA coordinator and the head teacher:
To continue to use and enhance successful systems developed during Covid to promote and support parental engagement
To continue to provide a programme of events and activities to engage parents throughout the school
To continue to consult with parents and provide feedback on any actions taken

Verifier recommendation:

That Cape Primary be re-awarded the Leading Parent Partnership Award for a further period of three years.

Head teacher comments:

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