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| Key Priority: Working with familiesLead: SCGovernor(s):  | Key Performance MeasuresBY END OF DECEMBER 20161. The vast majority of parents (85%) are fully aware of our curriculum offer: What we teach, how we teach and how they can support their children at home. This is achieved through:-Weekly and curriculum newsletters- New school website (October 2016)- Parent information/curriculum evenings: E-safety, maths, english, assessment, targets, social media- Curriculum Publications - Polices, Resources to support learning at home, - Class brochures - Published Pupil Premium/Sports Strategy including impact statement and action plan2. High levels of attendance at all school events. Parental involvement in school is high e.g. volunteering. Parent database of skills is used to enrich and enhance our curriculum offer. Parents Council introduced October 20162. Social Media: Dojo – daily broadcasts and communication80% of families signed up – viewing and contributing to content2. 100% attendance at Parent Consultation Evenings. 25% attendance/representation of families for our chance to share events. 2. EYFS Digital and Paper learning journeys80% of families viewing content on line90% of families contributing to weekly learning journeys3. Governors inform parents of their work (work of the school) and respond to their concerns or ideas in a variety of ways. Greater visibility and accessibility of Governors is evident through: Termly Governor newsletter, Governor webpage, - drop in sessions, vision evening, Surveys, Governor-On-The-Gate, Parents as Partners, Parents Evenings…3. Parental surveys and other monitoring activities indicate high levels of satisfaction and engagement with the school:(85% of parents agree or agree strongly)- Effectiveness of communication is good- Standards and Progress is good- Pupil happiness - good- Safety and behaviour – very good- Quality of teaching and learning – securely good- Quality of L&M – good  | Key Performance Measures BY END OF MARCH 2017 1. The overwhelming majority of parents (90%) are fully aware of our curriculum offer: What we teach, how we teach and how they can support their children at home. This is achieved through:-Weekly and curriculum newsletters- New school website - Parent information/curriculum evenings: SATSE-safety, maths, english, assessment, targets, social media-Curriculum Publications – Polices, Resources to support learning at home.2. High levels of attendance at all school events. Parental involvement in school is high e.g. volunteering. 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Parental surveys and other monitoring activities indicate high levels of satisfaction and engagement with the school:(90% of parents agree or agree strongly)- Effectiveness of communication is very good- Standards and Progress is very good- Pupil happiness – is very good- Safety and behaviour – outstanding- Quality of teaching and learning – good- Quality of L&M – very good | Key Performance Measures SO THAT BY JULY 2017 1. The overwhelming majority of parents (90%) are fully aware of our curriculum offer: What we teach, how we teach and how they can support their children at home. This is achieved through:-Weekly and curriculum newsletters- School website - Curriculum Publications – Polices, Resources to support learning at home.2. High levels of attendance at all school events. Parental involvement in school is high e.g. volunteering. Parent database of skills is used to enrich and enhance our curriculum offer.  2. 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Parental surveys and other monitoring activities indicate high levels of satisfaction and engagement with the school:(90% of parents agree or agree strongly)- Effectiveness of communication is at least good- Standards and progress is at least good- Pupil happiness is securely good with outstanding aspects- Safety and behaviour is outstanding- The Quality of teaching and learning – securely good with outstanding aspects- Quality of L&M is outstanding |
| Performance Measures/ Success Criteria1. Ensure families and parents are fully aware of our curriculum offer: What we teach, how we teach and how they can support their children at home.2. Involve families in school life, in particular with projects that affect their children’s progress.3. Parental surveys and other monitoring activities indicate high levels of satisfaction and engagement with the school:(90% of parents agree or agree strongly)- Effectiveness of communication is at least good- Standards and progress is at least good- Pupil happiness is securely good with outstanding aspects- Safety and behavior is outstanding- The Quality of teaching and learning – securely good with outstanding aspects- Quality of L&M is outstanding |

Working with Families: Autumn

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| Key Actions | Rationale | Cost | Who | When | Monitoring Strategy | Impact and Next Steps |
| Who | How | Dissemination |
| Weekly and curriculum newsletters | The vast majority of parents (85%) are fully aware of our curriculum offer: What we teach, how we teach and how they can support their children at home.  |  | WF | Weekly | ML | Survey | Report to SLT, Govs and Parents |  |
| Website update | Statutory complianceCommunication with all stakeholders |  | ML | Term 1 | Govs | Statutory Compliance Checklist | Governors report |  |
| Parent information/curriculum evenings: E-safety, maths, english, assessment, targets, social media | Parents are fully aware of our curriculum offer: What we teach, how we teach and how they can support their children at home.  |  | SS | Term 1 | ML | Survey/Evaluation  | SLT Survey Monkey |  |
| Tarmac Targets | Parents (85%) are fully aware of how we teach maths.  |  | HG/ Maths team | Term 2 | ML | Survey/Evaluation | SLT Survey Monkey/Report |  |
| Publish Sports Strategy and impact of actions | Statutory |  | ML/ CH | Term 1 | ML/ CH | Report | Govs report and website publication |  |
| Publish Pupil Premium Strategy and impact of actions | Statutory |  | ML | Term 1 | ML | Report | Govs report and website publication |  |
| Establish Parents Council – Parents as Partners Invitations Parents as Partners invitations and meeting (as part of Young Governors)Suggested discussion items:Evaluate Website with School Council, Homework Policy, Twitter, Bucket filling & learning passports | Engagement with the school – parental voice |  | NW | Term 2 | ML | Minutes | Govs meeting |  |
| Chance to Share Session Parent consultation evenings | Opportunities for families to see the work going on in school to further inform parental consultation meetings. Celebrating and valuing the children’s work.  |  | ML | Term 1 | Govs | Chance to ShareComments Book | Govs Meeting/ SLT |  |
| Parents database – Volunteers in school | Parent volunteers – requests to support the school: Reading, classroom support, visits, sporting events, curriculum enrichment, more able/G&T workshops, 1:1 teaching support, teaching assistant qualification. |  | ML | Term 1 |  |  |  |  |
| Curriculum evening – EYFSEarly reading/phonics workshopsTeaching of early maths New to school transition meetingsLearning Journeys EE | Parents are fully aware of our EYFS curriculum offer: What we teach, how we teach and how they can support their children at home. Engagement with the EYFS class teacher/team. |  | TC | Term 1 | ML | Parent discussion/Gov feedback | Govs Meeting/ SLT |  |
| Curriculum evenings - RWI- Guided reading and comprehensionLink to Year 2 and Year 6 SATs- Maths targets and information | Parents are fully aware of our curriculum offer: What we teach, how we teach and how they can support their children at home.  |  | Subject leaders |  |  |  |  |  |
| Termly Governor newsletter, Governor webpage, - drop in sessions, vision evening, Surveys, Governor-On-The-Gate, Parents as Partners, Parents Evenings… | Governors inform parents of their work (work of the school) and respond to their concerns or ideas in a variety of ways. Greater visibility and accessibility of Governors  |  | Govs | Ongoing | Govs | Gov meeting – Report discussion | Report discussion |  |
| SEF Summary published for families  | Report for families to demonstrate where we are, what we’ve been doing, impact and next steps. Recommendations for further work.  |  |  |  |  |  |  |  |