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| Key Priority: Working with families  Lead: SC Governor(s): | Key Performance Measures BY END OF DECEMBER 2016  1. 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 - School website - 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 plan  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.  Parents as partners  2. Social Media: Twitter – daily broadcasts and communication 80% of families signed up – viewing and contributing to content  2. 100% attendance at Parent Consultation Evenings.  2. EYFS Digital and Paper learning journeys 80% of families viewing content on line 90% of families contributing to weekly learning journeys  3. 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  -Facebook - School website  - Parent information/curriculum evenings: SATS E-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. Parent database of skills is used to enrich and enhance our curriculum offer.  2. Social Media: Twitter – daily broadcasts and communication; Facebook – regular broadcasts with high levels of audience 80% of families signed up – viewing and contributing to content  2. 100% attendance at Parent Consultation Evenings.  2. EYFS Digital and Paper learning journeys 85% of families viewing and contributing to content on line 95% of families contributing to weekly learning journeys  3. 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: (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 Criteria  1. 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 | Look at engaging with facebook as a means of communicating whole school issues with as many parents as possible.  Still very few parents opening up electronic newsletters |
| Website update | Statutory compliance  Communication with all stakeholders |  | ML | Term 1 | Govs | Statutory Compliance Checklist | Governors report | Website updated. Will be reviewed again at the end of the year. |
| 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 | EYFS phonics evenings taken place.  E safety meeting and maths and English curriculum evenings for parents – see subject action plans. |
| Tarmac Targets | Parents (85%) are fully aware of how we teach maths. |  | HG/ Maths team | Term 2 | ML | Survey/ Evaluation | SLT Survey Monkey/Report | Term 4 when weather is better. Look at using The Barn in some way |
| Publish Sports Strategy and impact of actions | Statutory |  | ML/ CH | Term 1 | ML/ CH | Report | Govs report and website publication | Completed. |
| Publish Pupil Premium Strategy and impact of actions | Statutory |  | ML | Term 1 | ML | Report | Govs report and website publication | Completed.  Colin Miles, Pupil Premium Governor met with ML. Report to follow |
| 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 | Parents as partners meeting held in Term 2 but little to no engagement despite focused invites to parents. |
| 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 Share  Comments Book | Govs Meeting/ SLT | Look at completing in Term 3 just before or after parents evenings. |
| 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 |  |  |  | Needs updating.  Invite to go out again for parents to join enrichment. |
| Curriculum evening – EYFS  Early reading/phonics workshops Teaching of early maths  New to school transition meetings  Learning 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 | Phonic workshops and transition meetings held in Term 2. Completed and positive feedback |
| Curriculum evenings  - RWI  - Guided reading and comprehension  Link 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 | T4 and 5 |  |  |  | See subject action plans |
| 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 | Proposal at next Governor meeting |
| 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. |  | ML |  | Govs |  |  | Term 6 |
| Begin to offer training and courses for parents.  Yoga, first aid, maths. | To inform parents of curriculum and school procedures.  To upskill parents in up to date methods |  | SLT  Young Govs | Term 4 and Term 5 | ML | Registers, newsletter, feedback from parents |  |  |
| Work alongside community groups.  Rainbows, invite in local publication (Whissendine grapevine) | For children and community groups to work alongside each other. Children to have access to greater community groups and members. |  | SLT | Term 3 and 4 | ML | Whiss Grapevine  Local press | community | Rainbows leader in the community joining us for enrichment |
| Young Govs hold a parents forum. Young Govs inviting the parents in to voice their opinions and views to take to full Govs meetings. | To link work between parents, Young Govs and full Governors.  To hear parents opinions. |  | Mrs White | Term 3 | ML | Report and newsletter | Govs, parents, staff |  |
| Social media network developed with introduction of facebook | To reach a bigger audience and promote school activities and whole school events, visits and visitors | - | ML | T4 | ML  RG | Report to governors |  |  |
| Garden project. Local community members invited to work alongside the interested children to develop Barn gardens. | To utilise local expertise and community members to teach our children.  Children to use new knowledge and skills and develop over time | - | LM | T4 | ML | Report to Govs |  |  |