



Leading Parent Partnership Award

Reassessment Report

School	Our Lady of the Rosary RC Primary School
Address	Davyhulme Road Davyhulme Urmston M41 7DS
Telephone:	0161 7484626
Headteacher	Miss Molloy
Person responsible for parent partnership	Miss Molloy
Date of Reassessment Visit	12 June 2018
LPPA Verifier	Kathryn Kirby

Commentary on the Mini-portfolio of Evidence

The school presented a comprehensive and detailed portfolio of evidence which clearly showed the developments in parent partnership and the school's continued commitment to fully involving parents in their children's education and giving them a wide range of opportunities to contribute to school life including:

- Establishment of a nursery in school giving the school the opportunity to work with the parents of children from the age of three, detailed evidence that parents are actively involved in school life e.g. Wow books, phonics meetings, balance ability project, children aged three are now riding bikes without stabilisers
- Excellent communication methods with parents the seesaw app, which can be accessed via mobile phone, has been introduced in the Early Years KS1 and to Y6 is very popular with parents and effective in sharing the children's learning in school with parents, nursery parents can see that their child is settled and engaged in activities when they are at work
- The school are now running the breakfast and afterschool club they have extended the school's ethos and values into this setting, purchased additional equipment, consulted with parents and responded to their requests, the breakfast club now starts at 7.45pm to meet working parents' needs. More parents are now using the clubs and profits have risen enabling the school to re-invest in the provision to the benefit of children and parents
- Parents actively support the school's Christian values, they attend prayer services at school, supported their children with home activities on the Easter story participate in journeys through the stations of the cross
- The school has developed strong links with the local community liaised with the community during the building work and encourage local people to become involved with school. Y4 conducted a

littler pick and collected 18 bags of rubbish in the local area, which was appreciated by the community

- There is an extensive range of activities and events for parents, e.g. meetings regarding children's activities e.g. balance ability, exchange visit to Spain; charity Big Breakfasts, celebration assemblies, Cornerstone sleep out at school, PTA events, curriculum events, SATS meetings, Bake Off , Grow a £1, Vocation week where parents came into school to talk about their jobs and bespoke training on the growth mindset and developing resilience all of which enable parents to contribute to school life, support their children's learning and development and have a clear knowledge of how the school operates
- Feedback is gathered at all parents' activities, evaluated and the impact on learning measured. Summaries of parents' feedback are shared with parents, how the school intends to meet parents request and details of the activities that have been arranged by school which support parents to support their children's learning and development at home
- The school handbook contains detailed information on parent partnership, communication channels, homework, staff photos and a plan of the building and grounds
- The induction process is very thorough, with home visits and parent meetings in school, enabling parents to get to know the school and the staff who will be teaching their children, provide information about their child, find out about the opportunities to support their child and become involved in school life. Staff gain a clear view of the children's needs and encourage parents to take ownership of their children learning and development
- Induction information is clear and comprehensive, communication in the Early Years is excellent with weekly Newsletters and daily opportunities to speak to staff
- The school have a high level of attendance at parent consultations and a high level of satisfaction, they have introduced VIP children to deepen this process, every 5 to 6 weeks a group of children are observed by staff and parents are invited into school to discuss their child's progress. Parents have been informed how the VIP children system operates and given forms to provide in depth information about their child
- Parents are asked to feedback on their child's strengths, preferences, gifts and talents, what they enjoy about school, why they are proud of their child and how their child has improved. Encouraging parents to think positively and in depth about their child's learning
- Transition to high school is well managed, the children go on to a range of different high schools and families are supported with their individual choices. Detailed feedback is gathered from Y6 parents which highlights that parents really value the education and experiences their children have had at Our Lady of the Rosary School.

Commentary on the tour of the school

Since the last re-assessment the school has been remodelled, there is now custom designed nursery and Early Years area and two new classrooms have been added to the main building. This has enhanced the school environment. Evidence of parent participation is found throughout the school in the corridors and the grounds.

The school has been supported by parents in improving the environment. A parent painted murals in the entrance area and works with Y5 on art projects. A parent, who is a contractor remodelled part of the grounds, landscaped them and constructed a path. A mobile classroom was donated to the school by a parent.

The school is clean, bright and colourful with interesting displays which reflect the school's strong ethos and values e.g. Bake Off competition display, model bridges built by the children with support from parents during science week, a display of the Spanish exchange and Robin Wood residential, links with Destiny Africa and the work the school are doing to support Cornerstone, as well as examples of children work and curriculum information.

The large grounds are very well used and developed to support the children's learning and development and host events for parents and the community. The nursery outdoor area has a soft surface, fabulous play equipment to challenge the children, develop their strength and motor skills, e.g. monkey bars, balance bikes and two wheel bikes.

There is a prayer garden used for outdoor masses, stations of the cross, a nature garden with an allotment and a shed built by the site manager in addition to the well- equipped children's playgrounds

Commentary on discussions with staff, governors, parents and pupils/students

Parents and Governors

Parents and Parent Governors had strong connections to the school, some attended the school themselves and have seen how the school has grown and developed over the years.

Parents praised the induction process, enabling them to get to know the school before their child started. They chose the school because it is caring and nurturing for their children. They liked the buddy system feeling that it supported the young children and helped the older ones develop their caring and compassionate side, building confident children.

They felt that the school is like a family, the Headteacher and staff are really approachable and staff are available to talk to parents before and after school. They said that staff are very supportive and go above and beyond parents' expectations. Events for parents have enabled parents to build long term friendships with each other which continue when their children have left the school.

Parents and governors felt that communication was very good, they all loved seesaw and felt it was great to be able to see their children happily engaged in learning when they were at work and very helpful to see photos when the children were visiting Spain.

Staff help parents to support their children at home explaining how to do phonics and what to focus on at home. They liked the VIP children system and felt it was really helpful to be able to discuss their child's progress with the teacher every six weeks.

Parents appreciated the chance to come into school for Vocation week, to teach dance and felt very well informed about the curriculum. The school had held a meeting for parents about the new RSE scheme the day before the FV visit. Governors had already seen the scheme and made their observations and asked how they could support the school to implement the scheme. The meeting was very well attended, parents valued the opportunity to comment and were pleased that they could have further information on the scheme sent to them.

Governors strongly support parent partnership and are very well informed about school processes, procedures and data. The school put measures in place to ensure children succeed and will give parents all the support they need to make this happen. Governors felt the school made very good use of funds to provide the quality of equipment and environment in there is in school.

They all stated that the activities done in school fostered enthusiasm, giving children confidence and making them eager to learn.

Staff

Staff stressed that the school has a warm and welcoming atmosphere and an open door policy. Staff are always out on the playground before and after school and parents can speak to them freely. Staff view parents as the children's primary educators and work in partnership with parents.

They feel that parents are fully informed of the curriculum and very supportive of their children's learning. Parents love coming to the Early Years to read to children and they use seesaw as a Learning Journey for their children. Staff find it an excellent method of communicating with parents and have connected the parents whose children will start nursery and reception to seesaw already.

Staff find parents are very supportive. Two parents provided a huge buffet breakfast for International Week which was enjoyed by all families.

Staff enjoy working at the school, parent partnership is embedded into the school culture and there is constant improvement in this area of work e.g. Miss Nicky volunteering to come in to teach dance. As a result, the children are used to seeing other adults in school and are confident to talk to adults and ask appropriate and relevant questions.

Children

The children had a sound knowledge of how the school communicates with parents, they mentioned:- seesaw, videos, email, letters, the school website. They were aware of parents' evenings, school reports and said that their parents regularly asked them 'how their day had been'

They explained how the traffic lights system worked and what happened if a child had a red card, but also said the number one rule is 'Be your Best' and its 'good to be green'

The children were aware of the roles parents played in school, e.g. helping on trips and visits, reading, coming into school to talk about their jobs, which gave the children ideas of what they might like to do later on.

They said the teachers were the best thing about the school and that they were very friendly and helped

if you were struggling. The children have really enjoyed visiting the Apple Store, love the choice of afterschool clubs and know all about the government initiative to teach all children to swim before they start high school.

Strengths Identified In The Review

- The school has a longstanding well developed partnership with parents. Staff view parents as primary educators and work together for the benefit of the children
- The Headteacher and staff has a very strong belief in parent partnership which is evident in the attitude and approach of staff, governors, parents and children
- Parents have a high level of confidence in the school, feel that their children are happy, confident and well supported in their learning and development
- The school have an excellent range of communication methods, the seesaw app has proved very popular with parents and staff and a useful addition to home school communication
- There are a wide range of opportunities for parents to work in partnership with school and contribute to school life
- Parents are well informed about the curriculum, their children's progress in learning and development and the best ways to support them at home
- The school has a very strong ethos and a family feeling which is valued by parents, parents appreciate the high standards set for their children and the range of opportunities they have
- The school have an innovative approach to developing children's skills e.g. balance ability for the young ones and the sleep out raising funds for Cornerstone who support homeless people, exposing children and families to life experiences they may not otherwise encounter
- The school has good links with the community and are active in working with them
- The school has effective systems to gather parent feedback which is analysed, acted up and shared with parents
- The school ask parents to reflect upon the strengths of their children, encourage them to improve and feel proud of their achievements
- The induction system is working very well and integrating families into school life before the children start in September via the seesaw app
- The Big Books celebrate the school's activities and provide an insight into the range of opportunities offered to children and families beyond the curriculum

Areas For Development

- To extend the use of the seesaw app to the whole of KS2 and the before and after school clubs
- To continue to listen to parents and act upon their feedback
- To share the new SRE scheme of work with parents
- To continually investigate bespoke methods of developing parent partnership to meet the changing needs of the school, the parent body, families and the community

Recommendation by the Adviser

That Our Lady of the Rosary RC Primary School be awarded the LPPA for a period of three years

Headteacher Comment

Our Lady of the Rosary clearly recognises and values the importance of parent partnerships. These partnerships are central to the success of the school. Strong links with parents and school are essential to create the best possible experiences and opportunities for all in the community. OLOR continually seeks ways to build even stronger links with parents. Parent feedback is regularly gathered and always acted upon. The school has been awarded the LPPA for the last 9 years, showing the commitment Governors and staff feel towards close links and honest open communication. It was a pleasure to work with the assessor during the day. Kathryn was extremely thorough and looked at a wealth of evidence as

well as Interviewing pupils, parents, staff, Governors and myself. Being re-assessed for the LPPA is a great tool to evaluate our strengths, ensure we are continually moving forward as well as looking for further developments and next steps. I feel the report clearly reflects Our Lady of the Rosary. We aim to develop even greater links over the next 3 years. We are very lucky to have supportive parents, who want the very best for their children and are keen and eager to work with OLOR.

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