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Dear Parent/Carer

16/09/2019

I hope you are well. As I have mentioned before, we are working towards achieving our Leading Parental Partnership Award. I am pleased to report that we are doing very well and we have our final assessment soon. Attached to this letter is some additional information you may find of interest.

As ever, if you would like to be more involved with us at Greenvale School, get in contact with me and I will be happy to talk with you.

Kind Regards,

Aaron Collins

Assistant Headteacher



SCHOOL
MEMBER



Parental Provision and Engagement Annual Summary 18/19

As you know, Parental engagement and provision was mentioned as an area of development in our last Ofsted report:

“parental engagement opportunities are strengthened across the school in order to have a positive impact on their children’s outcomes”.

We immediately set about doing this and it was reflected in our SIP the following year (last academic year). This academic year we continue to have it high on our list of priorities and is again featured in our SIP:

Evidence	Priority	Actions
Based upon most recent Ofsted report and parent Surveys.	Leaders and governors strengthen parental engagement	<ul style="list-style-type: none"> • Achieve Parent Award Mark. • Develop range of workshops • Create rolling programme of workshops • Develop parent's feedback group • Recruit parent governor s

We are pleased to report that we are well on the way to competing the Parental engagement quality mark. We had a visit from a member of the Leading Parental Partnership Award scheme to do an interim assessment and make a judgement on our suitability to go through the assessment process to gain accreditation. It is worth mentioning that we have got to this stage around 6 months sooner than is usual. We have booked our final Assessment for October.

The objectives we have been working on are:

- **The school is a welcoming, communicative and friendly place for parents**
- **The school promotes the awareness and participation of all groups of parents in supporting their children’s learning and developing their own learning. In addition, the school holds and actively promotes a programme of opportunities and events for joint parent and child participation**
- **The school provides a good induction for all new parents**
- **The school provides parents with relevant and user-friendly guidance and information to help them to support their children’s learning**
- **The school produces and implements parent-friendly policies to establish effective home–school links and to improve children’s attendance, punctuality, progress and positive participation in school**
- **The school provides good support for all parents as their children move through or leave the school**

We consider Parental provision and support as one of our major strengths and proving this was a simple task. However, engaging parents, particularly those that we consider to be hard to reach was more of a challenge. Because of the challenges that many of our parents’ face, some understandably find it difficult

to attend Workshops & Meetings. As well as this, we needed to spend time thinking about and finding out what would appeal to our parents. We needed to make sure parents were motivated to engage with us and to do this was to make sure the workshops were as relevant, informative and beneficial to them as possible. We did this by targeting cohorts of parents and created opportunities for them to engage. Examples of this was Down Syndrome related training, Post 19 transition information sessions and social events.

Below is an excerpt from our annual 'Hard to Reach' parental report. In this you will see in very simple form that the work we have been doing, is having a real impact.

Academic year	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
Percentage value	15.5%	13.3%	8.1%	7.96%	14.2%	11.8%	11.4%	8.2%	2.5%

Going Forward and assuming we achieve accreditation, we will still continue to improve and develop the provision for our parents and families.

- Arranging workshops for the coming year some of which include:
 - NSPCC Keeping Safe Online seminar for parents
 - Puberty workshop (ASD focus)
 - Behaviour Workshop (ASD focus)
 - Post 19 Transition into Adult Provision Surgery
 - Contact a Family coming in to present (topic TBC)
 - SALT Team coming to hold three workshops: ASD Communication, PMLD Communication including eating and drinking and a third will be a more general communication session for our other parents of students that would benefit from this.
 - SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service) coming to present (topic TBC)
 - A carousel practical skills workshop for parents simply to engage in a new skill such as pottery, cooking or Computing.
 - A curriculum information exhibition for parents.

There will undoubtedly be others that we hold as and when a need arises.

- Planning for the expansion and thinking about how best to utilise the community space
- Arranging a parent/student fun day out (this will be targeted)

Parent Polls

As mentioned in last terms report, we have changed the way that parent's views are sought. We have an ongoing dialogue with parents and ask them questions as and when things arise. Since the last report we have approached more parents to seek their view on particular subjects.

Date	Question	You Said	We Did	Impact
10/6/2019	How did you find the Last Coffee morning/Workshop you attended?	37% Good 63% Excellent	We will continue to provide workshops/ coffee mornings and increase the numbers of parents that attend. We will also continue to monitor level and type of need in order to keep themes and activities relevant	Parents feel more connected to the school and have a better understanding of the space their young person spends a significant amount of time in. They also have the opportunity to talk with and meet other parents and develop support structures. We have seen this first hand on a number of occasions
10/6/2019	Are you happy with the levels of support and guidance you receive from school and what could we do to make it better?	50% good 50% excellent. More things with other parents Free language course (makaton) We want to get more involved	This year, we aimed to hold an event at <u>least</u> every half term. Next academic year (2019-20) we will be holding communication workshops for parents. We will also increase the number of occasions where parents have the opportunity to socialise.	Will have access to workshops where they can refresh their knowledge or learn new things in relation to their child's provision. This will have various positive impacts but ultimately will allow the parents to feel more knowledgeable and confident.
10/7/19	How did you, or are you finding the transition process into KS3/from KS5 into FE	67% Excellent 33% Good "Everything has been good. To make it better perhaps a sheet to be handed out at the beginning of	We constantly look for ways to make sure the transition process is one that is as easy for our young people to move to, from and within our school.	Every student has the best transition experience to or from the school as possible. Measures are put into place from prior learning

	<p>the process with key people and their contact details" (post 16 parent)</p> <p>"The school was excellent but the overall experience was only good because of FE provision." (post 16 parent)</p> <p>"I was ill at the time and was unable to engage as much as I would have liked; but the process was seamless and this was perfect for me." (Year 7 Parent)</p> <p>"The class teacher was extremely helpful and made me aware of an FE provider that was not on our radar. The FEP had entry requirements that our young person didn't meet at the time. The school made sure he reached the levels of attainment needed to get on the course in time for him to be accepted." (post 16 parent)</p> <p>"Because of the way the transition was managed, my Son settled in well and enjoys coming to school" (Year 7 Parent)</p> <p>"The process was easy and I felt I had all the information I needed at each step." (Year 7 Parent)</p>	<p>Over the last year, we have assigned a member of staff whose role is to manage and aid the transition of students. They visit and build relationships with new students, gathering information and create student profiles in order that we meet their needs from day one.</p> <p>A lot of work is also put into place in relation to aiding the smooth transition from KS5 into FE provisions.</p> <p>The most important thing is that each student's transition is managed in line with the needs of them and their families. There are no one size fits all approach.</p> <p>One of the parents fed back that the FE colleges were the reason their experience as only good. We are in close contact with the FE providers. We feedback and work with them to inform them of issues.</p> <p>Another parent suggested that a sheet with contact details of key people around transition might be handed out. This is something we will look into providing next year.</p>	<p>and we continue to develop our practice.</p> <p>All people working with students have the appropriate information in order to meet the needs of individual students.</p> <p>Students are happy</p> <p>Continue to foster a flexible approach which ensures that we are able to adapt to issues as they arise and prevent them from becoming problems.</p>
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