



LEADING PARENT PARTNERSHIP AWARD
INITIAL AUDIT REPORT AND ACTION PLAN

<u>School:</u>	The Voyager School	<u>Telephone:</u>	01733 383888
		<u>Email:</u>	
<u>Address:</u>	Mountsteven Avenue Walton Peterborough PE4 6HX	<u>Headteacher:</u>	Mr Hugh Howe - CBE
		<u>Co-ordinator:</u>	Mr R C Campbell – Associate Deputy Headteacher
<u>LPPA Adviser:</u>	Linda Hill	<u>Adviser's Email:</u>	ljh@lindahill.co.uk
<u>Date of initial audit:</u>	Friday 13 th June 2008		
<u>Completed Action Plan returned by:</u>	(To be returned by the school by 4 th July 2008)		
<u>Provisional date for Interim Assessment: (Month)</u>	March 2009?		
<u>Provisional date for Final Verification: (month)</u>	September 2009?		

Brief Description of the School

The Voyager School is a purpose built state of the art secondary comprehensive 11-19 school that opened in September 2007 and is situated in the north of Peterborough on the site of the old Walton Community School. It amalgamated two previously existing schools and this naturally has its attendant excitements and challenges in combining communities and two sets of students and parents. It has on roll 1704 students and has a compliment of 125 teachers and 75 enablers plus an additional 40 support staff and personnel.

The school is led by Mr H. Howe CBE. His statement to the local press (Peterborough Evening Telegraph) on appointment to the school confirms the school's commitment to the ethos of the LPPA process; "We are bringing together a group of pupils from different backgrounds, from different schools, with different cultures and speaking different languages," he said. "What we want to see is not that they think of 'them' and 'us', I want them all to think of themselves as part of The Voyager."

The school has a wide catchment area and takes children from Peterborough wards including Walton, Bretton, Gunthorpe, Paston, Welland, Millfield, Ravensthorpe, Werrington and Watergall. Some wards are socially deprived. It has a diverse multi ethnic profile of students from this intake including white British, Asian, Portuguese, Polish, Latvian, Lithuanian, Argentinean, Chinese and Spanish.

The school was awarded Media Arts Schools Status in 2007 and has developed strong relationships with cluster primary schools in this context.

It has also received Arts Marks Performing Arts silver award status and is currently awaiting verification of Arts Mark Gold.

It has Nursery Day Care provision and is developing a wider community programme for out of school hours.

The Voyager School has a real commitment to providing a high standard of service to its parents and carers.

Objective 1: The school demonstrates a commitment to work towards the Leading Parent Partnership Award.

Key Performance Indicators

1. LPPA co-ordinator in place.
2. Written commitment in place following discussion with staff, governors, parents and pupils/students.
3. The commitment is communicated to all those professionally and personally involved, including teaching and support staff, parents, pupils/students and governors, particularly parent and community governors.
4. There is evidence that local agencies, including training providers and voluntary agencies, have been informed and are actively involved.

Adviser's comments on the school's achievements

The school has made a very strong commitment to LPPA, having identified a team of senior staff and a parent to lead the process. There are already very good examples of work with parents and the school is keen to ensure it has a positive impact on the whole community as well as the parents in the catchment area it serves.

KPI	Level/ description of achievement (from IASSEF)			Action to be taken	Who will deliver and monitor the action to be taken?	When will the action be taken?	Evidence that will be provided
1.	*			Achieved: Rhod Campbell is leading a team that has been put together specifically to steer LPPA. Action: Include brief pen portrait of team to show roles within school.	RC		Copy of letter to Prospects. VS LPPA team profile.
2.	*			Achieved: Letter to Prospects sent on 13 th May 2008 Action: Put letter in folder!	RC		Letters to Prospects Email printouts
3.	*			Achieved: Staff via briefing, students in assemblies, Parents' Forum all briefed. LPPA team member also on Governors' Community and Ethos committee to keep regular contact. LPPA aspect on web site http://www.thevoyagerschool.com/leading-parent-partnership.php Action: Ensure all governors and parents are informed	RC		Dates of briefings. Minutes of governor and parent forum meetings. Text of assemblies.
4.		*		Achieved: Several partners already informed including Peterborough Regional College, Peterborough City Council and Connexions. Action: Inform other key partners such as Safer Schools, PCSO, school nurse, YMCA, YOS, Grafham Water (Extended Schools Cluster) Team Peterborough	MAG JLM (LPPA Team), KJC RC, Team	Next available meeting June 2008	Copies of emails, letters, dates of briefings. Letters and booklets

Objective 2: The school makes and implements effective plans to achieve and maintain the Leading Parent Partnership Award.

Key Performance Indicators

1. Evidence exists of the Initial Audit report and Action Plan (IARAP), as completed by the LPPA adviser, which compares current practice with LPPA Objectives.
2. The school completes the IARAP by indicating:
 - Who will deliver and monitor the action to be taken
 - Clear timescales for when the action will be taken
 - The evidence that will be provided
 - Additional action identified at this point by the school may be added under the appropriate Key Performance Indicator (KPI).
3. Ongoing communication keeps all partners informed of developments in parent partnership and progress towards achieving LPPA.
4. The school's improvement plan details the plans for LPPA implementation and maintenance, including those beyond the achievement of the Award.
5. The LPPA IARAP and those sections of the school's improvement plan relevant to LPPA are regularly monitored and evaluated, the findings recorded and acted upon.

Adviser's comments on the school's achievements

The school has good plans for future ongoing information and development of LPPA. It intends to use the regular newsletter and web site to keep parents up to date as well as a range of other methods.

As the school is so new, having been open less than a year, its current improvement plan has, in effect, been an initial development plan and does not currently include LPPA. Consequently the school is currently reviewing that plan and a new improvement plan to include LPPA is being written and will be in place from September.

An information pack given to new parents already exists.

KPI	Level/ description of achievement (from IASSEF)			Action to be taken	Who will deliver and monitor the action to be taken?	When will the action be taken?	Evidence that will be provided
1.			*	Achieved: Initial audit conducted with LPPA team and adviser on Friday 13 th June. Action: LPPA team to ensure action plan finally completed following LH's draft.	LH RC TVS LPPA management team	13 th June 4 th July	Copy of this Initial Audit and Action plan in folder
2.			*	Achieved: Initial audit (13 th June 2008) and Adviser version of action plan completed (16 th June 2008). Action: Review and complete action plan as a team	TVS LPPA management team	4 th July	Action plan in folder and ongoing evidence as it arises.
3.			*	Achieved: Action: Web site updates Students / flyers Staff Team / flyers Newsletters / flyers Email Governor meetings Parents' Forum	LPPA Team:- RC to co-ordinate RC via assemblies MAG, RC AIM MAG MAG H Thorn R Campbell	Half-termly From 2 nd July	Dates of briefings, assemblies etc. A sample of the latest newsletter, minutes or a few recent emails.
4.			*	Achieved: Action: Ensure LPPA is included in the new school improvement plan. Ensure HH is fully aware and briefed. Add relevant LPPA actions and outcomes to SEF.	VS LPPA Team + JLM	Sept 2008 - 11	Copy of SIP in folder. Copy of relevant aspects from SEF

5.			*	<p>Achieved:</p> <p>Action: Timetable regular monitoring of SIP, SEF and LPPA action plan with outcomes added to LPPA action plan. Involve parents through the Parents Forum too. Annual SIP</p> <p>Ensure off-site provision is part of the monitoring.</p>	<p>VS LPPA Team to monitor appropriate aspects.</p> <p>RC for Parents' Forum</p> <p>Bev Chapman Off site provision</p>	<p>Team to meet every two weeks for LPPA action plan informal monitoring.</p> <p>Half-termly for LPPA action plan full monitoring.</p> <p>Annually for SIP and SE</p>	<p>Copies of updates, minutes, printouts from web site etc. Photos and DVDs where appropriate such as DVDs for non-English speaking parents. Use the most current example and simply provide a dated list for previous versions and a reference to where else in school they can be found.</p>
----	--	--	---	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Objective 3: The school is a welcoming and friendly place for parents.

Key Performance Indicators

1. The vision statement and/or aims of the school are prominently displayed.
2. Clear internal and external directional signs and symbols (with appropriate recognition of community and linguistic diversity) are prominently displayed.
3. The school environment is welcoming, including high quality display of pupils'/students' work and other materials, throughout the school.
4. The school's systems respond effectively to the needs of the parent telephoning/e-mailing/visiting/writing.
5. Parents are asked regularly about the reception and support they receive when they come into school. The school analyses responses concerning welcome and acts on the findings.

Adviser's comments on the school's achievements

Again, the new nature of the school means that parents have already been involved in creating the school's environment and ethos. For example, parents and governors were involved in the creation of the school's vision statement.

Since the initial LPPA adviser briefing, prior to the audit, the school has instigated a parent notice board in the school entrance hall and is currently reviewing office procedures. Already, there has been an improvement in the manner with which visitors are greeted at reception. Visitors are now also asked to comment on their visit. There are good displays in several areas.

The school has recently improved its communication with parents when students are absent. Through 'Truancy Call' parents are immediately informed by telephone should any child be absent.

KPI	Level/ description of achievement (from IASSEF)		Action to be taken	Who will deliver and monitor the action to be taken?	When will the action be taken?	Evidence that will be provided
1.	*		<p>Achieved: Consultation for school name and vision statement. Vision statement on display in entrance hall.</p> <p>Action: Ensure the vision statement is accessible to as many parents as possible, being provided in a range of languages.</p>	<p>Janet Neash Helen Thorn</p> <p>Mrs Lord / KW</p>	<p>4th July</p> <p>Sept 08</p>	<p>Photos of 'purple banners', signs in the windows etc</p> <p>Minutes of the establishing governors' meeting and initial parental consultation if still available.</p>
2.		*	<p>Achieved: A professionally produced welcome sign for the school entrance is already on order.</p> <p>Action: Create visual signs that fit with the Media Arts status of the school, do not require language and therefore, do not alienate minority language speakers.</p>	<p>RC / Karen Reed</p> <p>MAG with Y7</p>	<p>Autumn term</p> <p>July 2008</p>	<p>Photos</p>
3.		*	<p>Achieved: Parent board, students on reception. Good displays. Improved office practices following internal review.</p> <p>Action: Departments to identify work that celebrates all students/parents through a formal timetable for display in subject corridors and central areas. Create mechanisms to share celebrations of such displays with parents (e.g. good news postcards).</p>	<p>K Williamson N Elliot Admin Team</p> <p>Faculty Heads</p>	<p>Begin in Sept 2008 and ongoing with new displays at least every half term.</p>	<p>Photos. Some examples of student work. Copies of letters or post cards to parents congratulating them on student work for display.</p>
4.		*	<p>Achieved: Truancy call. Current review of office systems.</p> <p>Action: Complete the review of office systems. Establish from parents their preferred way of receiving school communications. Questionnaire. Truancy call – effective?</p>	<p>HT PA + RC</p> <p>AIR</p>	<p>Sept 2008</p> <p>30th June</p>	<p>Parent response form. What you did as a result. Trouble-phone. SIMS Case study. Web site questions Admissions form</p>

5.		*	<p>Achieved: Changes to reception have been made.</p> <p>Action: Ensure monitoring of the signing in sheet with procedures to respond to visitor comments. Add fire procedures to visitor information more clearly.</p> <p>Write report about evaluations</p>	<p>RC Parents' Forum N Copeman</p> <p>In place</p> <p>RC</p>	<p>From 20th June and half termly.</p> <p>June 08</p> <p>Termly</p>	<p>Copy of visitor badge if fire procedures are added there. A couple of the signing in feedback forms with annotations to show how comments have been followed up. Minutes of training/meeting as part of office review. Copy of the letter re phone problems.</p>
----	--	---	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Objective 4: The school promotes awareness and participation of *all* groups of parents/carers in relation to the lifelong learning opportunities available in the school and in the community.

Key Performance Indicators

1. Training and enrichment opportunities available include courses or sessions to help parents support their children's learning.
2. Training and enrichment opportunities enable parents to develop their own learning.
3. The school actively and effectively promotes attendance of parents at courses or training, both in the school and in the community, through a range of media.
4. The school helps to facilitate parents' involvement in lifelong learning.
5. The school recognises and celebrates parents' success in supporting their children's learning and in their own learning.
6. The school records and analyses take-up of opportunities, reflecting the groups present in the community e.g. by age, gender, ethnicity, home location.
7. The school acts upon findings, in order to make its work more inclusive of all groups of parents.

Adviser's comments on the school's achievements

The school has established a range of training and enrichment opportunities for parents in the ten months it has been open. It has audited parental preferences for training opportunities. It already offers family literacy and numeracy sessions along with Parents' Forum workshops. It has provided, for example, a workshop for parents whose children have special educational needs. Transition parents have been well informed and briefed about the school and there are good plans in place for further work this summer. Despite being a purpose built school, the Voyager is already suffering from lack of space to offer daytime courses and the VS LPPA team have discussed, during the initial audit, other possible venues such as feeder primary schools for some activities. It is also considering other times such as evenings and weekends to facilitate as many parents and community members attending as possible. The Voyager School is involved in several enrichment opportunities such as CIMA (See below) and events that celebrate learning in the wider sense for both students and parents. The school is highly sensitive to the full ethnic diversity of its population and is working hard to break down barriers between elements of its community and bring parents together in multi-ethnic events.

Unfortunately, one of the external services that the school has been using to support parents – Parent Line – is no longer running. The newness of the school means that the Community Programme is not yet fully established and this will underpin the majority of this Objective in the future, beginning in September 2008.

KPI	Level/ description of achievement (from IASSEF)		Action to be taken	Who will deliver and monitor the action to be taken?	When will the action be taken?	Evidence that will be provided
		*				
1.		*	<p>Achieved: Bev Chapman, Choices co-ordinator – seeking a school place</p> <p>Action: Family learning days/events – linked to Arts plan</p>	<p>Through Peterborough City Council MAG / Shiela Kaur</p>	<p>Beginning autumn 2008</p> <p>July 23rd for Arts plan</p>	<p>Evaluations and actions taken. Programmes. Calendar of events. Photos.</p>
2.		*	<p>Achieved: MAG is responsible for co-ordinating a Community Programme. The school has audited parents. There is already a parent choir.</p> <p>Action: Establish the Community Programme to include the web design classes and writing for business that came out of the parental audit. Publicise local events in other venues that would benefit parents.</p>	<p>MAG (and VS LPPA team)</p> <p>MAG, Team</p>	<p>July 23rd</p> <p>Dec 08</p>	<p>Community plan. Copy of parental audit questionnaire. Calendar of events. Evaluations. Photos. Newsletters and fliers.</p>
3.		*	<p>Achieved: The parental audit.</p> <p>Action: Establish the Community Programme. Develop and extend a range of media to communicate with parents (web site, newsletters, DVD etc). Make links with other providers to ensure night classes etc are presented to parents.</p>	<p>MAG (and VS LPPA team)</p> <p>MAG / Team</p>	<p>July 23rd</p> <p>Dec 08</p>	<p>Community plan. Copies of screen shots, fliers. Attendance sheets. Evaluations etc.</p>
4.		*	<p>Achieved: Literacy and numeracy workshops. Out of hours extended schools. Nursery facilities. Football and dance activities.</p> <p>Action: Microsoft IT academy – perhaps to parents. Arts night school from September. Other offers later</p>	<p>VS LPPA team</p> <p>MAG / team</p>	<p>Sept. 2008</p> <p>Jan. 2009 onwards</p>	<p>Lists of those achieving qualifications. Photos. Agendas of training workshops. Evaluations. Calendar of events.</p>

5.			*	<p><i>Achieved: celebrations through and participation with/in: CIMA (Cambridgeshire Instrument Music Agency), carol concerts, POSH (Peterborough football club) centre circle, Band Sing-up project, community Poscars (Peterborough Oscars - short listed from 21 films), Future's Visions outward facing schools, Dohl drummers in Birmingham. In the last 17 nationwide for a cohesion award.</i></p> <p>Action: Instigate LEARN so that parents and students have full recognition of success. Monitor those attending celebration events</p>	<p>VS LPPA team</p> <p>MAG / Team</p> <p>Team</p>	<p>Ongoing from July 2008</p> <p>Ongoing</p> <p>Dec 08</p>	<p>Letters of invitation to parents. Programme of events. Good news postcards. MAG's evaluation. Award applications. Photos. Monitoring and evaluation documents. Copy of LEARN booklet.</p>
6.			*	<p>Achieved: Catering for ethnicity though events including traditional folk music, world ceilidh, parent choir (including Manchester United event), Children's conference as part of transition KS1 arts activities.</p> <p>Action: Bhangra dancing, family culture days. Formally record and monitor take up against age, gender, ethnicity etc</p>	<p>MAG / RC</p> <p>VS LPPA team</p>	<p>Summer 2009 21st June 2008</p> <p>Ongoing</p>	<p>Community plan. Programme of events. Evaluations. Actions taken to encourage wide take up (e.g. letters of invitation, log of phone calls etc)</p>
7.			*	<p>Achieved: The reception procedures have already changed. All consultation evenings have evaluations. The Parents Forum provides feedback.</p> <p>Action: Communicate <i>outcomes</i> more to all parents, possibly through the web site (You said... We did....) LEARN</p>	<p>(Web site - Neil to organise)</p> <p>RC / Team / MAG</p>	<p>Neil to organise</p> <p>Jan 09</p>	<p>Minutes of PF meetings Evaluations You said... we did...examples. Web site screen shots Log of issues and action taken as a result.</p>

Objective 5: The school holds and actively promotes enrichment opportunities or events for *joint* parent/child participation.

Key Performance Indicators

1. A programme of enrichment opportunities is available that encourages parents and children to enjoy learning together e.g. home-school learning; family learning; parent participation in school events, including trips/visits and work experience.
2. The school facilitates parents' and children's participation in the enrichment programme.
3. Community and cultural diversity is celebrated and reflected within the enrichment programme.
4. The school monitors and reviews the enrichment programme and evaluates the extent to which it provides support for pupils'/students' learning.

Adviser's comments on the school's achievements

Much of the commentary for objective 4 applies here too, especially as the newness of the school means that the Community Programme is not yet fully established and this will underpin the majority of this Objective in the future, beginning in September 2008. There are already events in place that enable parents and students to enjoy the full range of learning together. An example is the school's input to sing in the centre circle at Man United football ground later in the term. Again, having been open for less than a year, the school has not had time to build a well-developed history of regular events.

The Parents' Forum and other groups in the school are predominantly white ethnicity and this is something the school is keen to redress through the LPPA process.

KPI	Level/ description of achievement (from IASSEF)		Action to be taken	Who will deliver and monitor the action to be taken?	When will the action be taken?	Evidence that will be provided
1.		*	Achieved: Man United choir event Action: Community programme to address this further	VS LPPA Team MAG / Team	Ongoing	Community plan. Programme of events. Evaluations. Updates
2.		*	Achieved: The extended nature of the school offers a wide enrichment programme where other providers use the school facilities Action: Community Programme to address this for school specific activity	VS LPPA Team MAG / Team	Ongoing Ongoing	List of all the extended school clubs/events etc with take up numbers. Other evidence as Objective 4 above
3.		*	Achieved: Action: Community programme to address this. In particular, a multi-ethnic family day in June 2009.	VS LPPA Team MAG / Team	Ongoing	Photos. Fliers. Programme. Agendas. Numbers participating with ethnicities, genders, ages analysed
4.		*	Achieved: A range of courses for parents and students through LEAP courses, NVQs, Brook Street Adult Learning Centre, NACRO, etc. Reports are sent to parents. Parents are briefed in advance of work related learning and before pathways for education are chosen. The Parents' Forum provided feedback. Action: Find ways to contact parents to see how it's going for off site provision and ensure they have the opportunity to respond. Complete an annual survey eliciting parental views. Provide an open forum as well as the established Parents' Forum to reach wider numbers. Invite representative parents from different ethnicities to evaluate and contribute to different aspects of school life, not just those on the Forum.	AIR Dean Eardley Tina Alexander RC RC/Team VS LPPA Team	After first month of students beginning externally provided pathway course, and again at end of year. Ongoing from September	Letters to parents. Lists of courses and participation numbers. Feedback. Published calendar of events for open sessions etc Numbers participating with ethnicities, genders, ages analysed. Emails.

Objective 6: The school provides a good induction for *all* new parents.

Key Performance Indicators

1. Induction meetings or events are held for groups of parents when their children are new to the school.
2. Induction events and activities are arranged with sensitivity to parents' availability.
3. The Home-School Agreement is shared with parents as a key part of the induction process.
4. Induction information is produced, distributed and made accessible through translation/interpretation where appropriate.
5. Clear procedures are in place for parents of children joining during the school year, including those entering the country for the first time.
6. All induction events and documentation are evaluated and the findings acted upon as needed.
7. The school analyses attendance at induction events and follows up those parents who do not attend.

Adviser's comments on the school's achievements

The school has good induction procedures, not just for those transferring from Y6 into Y7, but also for students and parents moving from KS3 to KS4, post 16, Y12 to Y13 and post sixth form. There are also established induction processes for new arrivals with students always beginning at the start of a full week to enable staff to be fully ready to accept them into classes. (The LPPA adviser has some concerns that this could mean young people are possibly delayed in getting in to school) An information pack is available for new students and there are consultation evenings and booklets for other key times (such as pathways options). Translators are made available for non-English speaking parents.

KPI	Level/ description of achievement (from IASSEF)		Action to be taken Key items of info through community leaders and web site	Who will deliver and monitor the action to be taken?	When will the action be taken?	Evidence that will be provided
1.	*		<p>Achieved: Y6-7, Y9 –10, post 16, 12/13 to FE. New admissions systems. Information packs in place.</p> <p>Action: Systematise follow up for parents not attending key date evenings/days. Establish follow up letters for Y6-7 parents to see how child felt during induction. Have key documents translated. Use web site for information.</p>	<p>AIR / Team</p> <p>AIR / Team</p> <p>KJC</p>	<p>July 2008 and ongoing.</p> <p>From September 2008</p> <p>As above</p>	<p>Evaluations from consultation evenings and the Y9-10 day. Reports. Y6 questionnaire and responses. Information documents.</p>
2.	*		<p>Achieved: Induction during school day</p> <p>Action: Consult with parents about the convenience of timings for induction and the quality of induction they received.</p>	<p>AIR / Ste / CSU</p> <p>At each event</p>	<p>After each major induction event and following individual arrivals during the year.</p>	<p>Database of calls Email trails. Appointments with evidence of when these have changed to accommodate parents.</p>
3.		*	<p>Achieved: In student diaries.</p> <p>Action: Need to get new intake signed and ensure parents understand the home school agreement as opposed to just signing it.</p>	<p>AIR</p> <p>Parents' Forum</p> <p>AIR / RC</p>	<p>Yearly (At the start of the academic year.)</p>	<p>Copy in folder</p>
4.		*	<p>Achieved: Interpreters at admissions, Parents' Evenings and individual parent meetings as well as at some behaviour meetings</p> <p>Action: Translation of key documents. Visual and DVD versions for parents not literate in their own language in keeping with school status. Instigate evaluations from parents to ensure the service meets their needs (part of the You said ... We did ... process).</p>	<p>KJC / ACE / Team</p> <p>KJC / ACE / Team</p>	<p>After each major event contact.</p> <p>Feb 09</p>	<p>Copy of pack + translations</p> <p>Evaluations from parents.</p> <p>Calendars of induction events. Photos.</p> <p>List of interpreters with languages spoken and dates when used to support parents.</p>

5.	*			<p>Achieved: Interpreters at admissions</p> <p>Action: Formalise processes. Ensure translations of key documents are available (possibly through web site).</p>	<p>Philip Lane</p> <p>KJC / ACE</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Time line for admissions and rationale. Copies of how staff are briefed. Links with other agencies supporting parents of new arrivals. Key documents</p>
6.		*		<p>Achieved: Some evaluation already in place (following parents' evenings)</p> <p>Action: Need greater evaluations such as Y6 parents' feedback. Write and ask how students got on, paying particular attention to vulnerable students, those with particular needs and ensuring a cross section to represent gender and ethnicity.</p>	<p>AIR/ LMM / RC</p> <p>AIR/LMM/Ste/RC</p>	<p>July each year</p>	<p>Evaluations plus actions taken as a result. Welcome letter. Questionnaire. Email.</p>
7.			*	<p>Achieved: When new arrivals or transfers do not arrive, a letter is sent to the LA contact. The Attendance Welfare Officer is also involved.</p> <p>Action: Formalise processes.</p>	<p>AIR/PC</p> <p>PC/Team</p>		<p>Database kept (odd printout). Copies of letters sent to LA etc. Copies of parental letters, emails responding to school contact, or dates of phone calls, visits etc.</p>

Objective 7: The school provides parents with relevant and user-friendly guidance and information to help them support their children's learning.

Key Performance Indicators

1. The school provides high quality information in a variety of ways that meet parents' needs e.g. newsletters; website; e-mail; letters; school calendar.
2. Curriculum information is provided for parents on a regular basis and at least once a term.
3. Parents are provided with meaningful information about their children's learning and progress.
4. There is a high level of parental involvement in individual discussions about their children's learning and progress.
5. Parents are helped by the school to support their children's learning and development.
6. Parents are actively involved in home-school learning.
7. Parents are actively involved in the celebration of the school's and their children's success.

Adviser's comments on the school's achievements

The school is fast establishing a range of ways to communicate effectively with parents. It is because the Voyager wishes to include as many parents as possible in the full life of the school that it has embarked upon the LPPA process. Consequently, it is rapidly developing new processes and procedures, some of which have not had time to embed and will naturally change over the next couple of years. The next step is to garner, analyse and act upon parental responses to the formats, events and methods for information that helps them support their child's learning.

The VS LPPA Team is particularly keen to develop KPI.7

KPI	Level/ description of achievement (from IASSEF)			Action to be taken	Who will deliver and monitor the action to be taken?	When will the action be taken?	Evidence that will be provided
1.		*		<p>Achieved: The school web site has key dates for parents and other events</p> <p>Action: Develop community links such as feeder primary schools and local mosques to provide verbal information in home languages to parents. Use local free papers.</p>	<p>VS LPPA Team</p> <p>MAG</p>	<p>Ongoing from June 2008</p> <p>Sept 08</p>	<p>School calendar. Screen shots. Copies of latest communications via letter, email etc. Phone logs. Press cuttings. Logs of communication with community leaders and topic for communication.</p>
2.			*	<p>Achieved: Parents receive termly updates about progress with a formal reporting annually. There are booklets for KS4 Pathways. Some subjects send letters about the curriculum.</p> <p>Action: Instigate LEARN to include extra-curricular information too. Ensure parents are given curriculum information termly (possibly through the website). Formalise procedures that involve external partners delivering the curriculum. Translations where feasible.</p>	<p>AIR / MAG</p> <p>RC / AIR / LMM / PC</p>	<p>Termly</p> <p>Ongoing</p>	<p>Subject information. Web screen shots. LEARN booklets. Translations. Copies of external provider information for parents.</p>
3.	*			<p>Achieved: Termly reports. Y9 feedback from parents.</p> <p>Action: Develop the rewards aspect of rewards and sanctions further. Monitor parental evaluations from reporting and add to You said... We did...</p>	<p>Senior tutors</p> <p>MAG / Team</p>	<p>Termly</p> <p>Sept 08</p>	<p>Parents' forum feedback minutes – QA levels?</p>

4.	*			<p>Achieved: Year group parents' evenings and the full day November Achievement day already in place. Pastoral teams are established. Pathways evenings are established. There are follow up phone calls in Y7 and 8.</p> <p>Action: Ascertain follow up procedures for parents' evenings in other years. Analyse which parents are getting the contact (by age, gender and ethnicity)</p>	<p>RC / Team</p> <p>AIR / PC / LMM</p>	<p>Ongoing</p> <p>From Sept 08</p>	<p>Pastoral team details with responsibilities. Logs of contacts (include copies of emails, letters) with parents and outcomes. Screen shot of 'You said... We did...' from web site. Numbers (analysed against age, gender and ethnicity) from events.</p>
5.	*			<p>Achieved: KS3 and 4 evenings already exist. There is information on the web site. Consultation evenings provide a good arena to help parents support learning. Learning mentors have ongoing contact with parents as do key workers, the Bridge team – transition team, Connexions and Aim Higher. Parents are well informed about interventions.</p> <p>Action: Establish departmental workshops. Ensure external partners provide high quality support for parents.</p>	<p>ACE KJC</p> <p>Heidi Latronico - Ferris</p> <p>Learning Mentors</p> <p>RC / Faculty Leaders</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Feb 09</p>	<p>Copies of lessons. Dates of consultation evenings. Evaluations from these evenings and the November day. Programmes of departmental training for parents. Logs of contact from Connexions, mentors etc.</p>
6.			*	<p>Achieved: Some parents are already attending workshops and consultation evenings. The web site. Parents make contact with the school.</p> <p>Action: Develop a parental aspect to the new learning platform, especially to involve parents appropriately in the Supported Self Study (with a type of WALT and WILF approach).</p>	<p>RC / Team</p> <p>MAG / Team</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Screen shots. Logs of involvement from parents. Parental homework? Monitor numbers participating.</p>

7.			*	<p>Achieved: Celebrations include assemblies, post cards home, quick notes, rewards trips and certificates for attendance. Sports' day cups and phone calls home are also used.</p> <p>Action: Promote celebrations beyond the immediate school community, making use of the local press.</p>	<p>Karen Read (Press officer)</p> <p>Karen Reed</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Timetable of events Logs of emails and phone calls. Newspaper clippings. Log all parental success events. Photos. Copies of certificates used etc.</p>
----	--	--	---	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------	-------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Objective 8: The school produces and implements parent/carer friendly policies to establish effective home-school links and improve pupil/student attendance, punctuality, progress and positive participation in school.

Key Performance Indicators

1. The following school policies are easy for parents to read, free of jargon and translated where appropriate:
 - Parent Partnership
 - Homework or Home-School Learning
 - Behaviour
 - Anti-bullying
 - Race Equality
 - Attendance and Punctuality
 - Administration of Medicines
 - Complaints Procedure.
2. The Home-School Agreement is clear and in a format that is easy for parents to understand.
3. Guidance is provided for parents on how they can help to achieve the aims of the school policies.
4. The school has an agreed protocol for parents volunteering in school and CRB checks are carried out appropriately.
5. The school has effective mechanisms to promote and reward good behaviour, attendance and progress, which have been shared with parents and governors.
6. The school regularly seeks, values and acts upon parents' views on all relevant policies and procedures.

Adviser's comments on the school's achievements

The school has a complement of policies, but has not yet analysed their accessibility for parents, nor involved them fully in creating and reviewing these policies. Having been open only 10 months, this is hardly surprising. However, there has been involvement from parent governors through the Ethos and Community committee and the Parents' Forum. The school has a wide range of support staff to help parents achieve the aims of policies. It now needs to involve greater numbers of parents in establishing and reviewing policies and practices in school.

KPI	Level/ description of achievement (from IASSEF)			Action to be taken	Who will deliver and monitor the action to be taken?	When will the action be taken?	Evidence that will be provided
1.			*	<p>Achieved: Most policies in place (include which ones)</p> <p>Action: Ethos and community groups to review and make sure all policies are in place. Parental evaluation and input to be included in the review process.</p>	<p>HH LPPA team SLT Governors sub committee</p>	<p>March 09</p> <p>March 09</p>	<p>Copies of policies (with major ones translated). Copies of parental feedback on efficacy and ease of understanding. Minutes of meetings involving parents in the policy review process.</p>
2.			*	<p>Achieved: There is a home-school agreement in student planners that is signed by parents.</p> <p>Action: Ethos committee to review accessibility. Ensure signatures are monitored and missing parental signatures followed up. Ascertain how well parents understand the home-school agreement.</p>	<p>Pastoral Year heads VW/CSU/JB/JS/KC</p> <p>Ethos and Community</p>	<p>Oct 08</p> <p>March 09</p>	<p>Copy of home school agreement. Copies of parental feedback of ease of understanding. Analysis of missing parental signatures and evidence of follow up carried out.</p>
3.			*	<p>Achieved: A range of staff help parents achieve the aims of school policies including the Safer Schools welfare officer, PCSOs, attendance and welfare attendance officers, learning mentors and senior tutors.</p> <p>Action: Greater numbers of parents to be involved in future development and review. Parent friendly versions of policies on web site. Translations of those with greatest impact such as anti-bullying.</p>	<p>RC Natalie Marshall Scott Houghton Kate Blundell Hiedi- Latronico Ferris</p> <p>Ethos and Community / VS LPPA Team</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Logs of contact with parents. Monitoring (for example, increased attendance figures following communication of attendance policy in parent friendly format). Full list of services provided to parents.</p>

4.			*	<p>Achieved:</p> <p>Action: Ensure a minimum behaviour expectation for parents for trips etc. Make sure all adults with regular contact with students are properly CRB checked.</p>	<p>Anne Mason</p> <p>Karen English</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>List of those with CRB clearance and role in school. Dates/text of briefings to parents involved in school activities. Risk assessment for a couple of events such as the Man United day.</p>
5.			*	<p>Achieved: Termly reports that include attendance. Good news postcards.</p> <p>Action: Behaviour needs more work with a greater emphasis on rewards. Audit parental views on how to improve behaviour and what types of recognition and reward for good behaviour they feel is appropriate. New behaviour policy for Sept 2008.</p>	<p>P Cherry</p> <p>VS LPPA Team</p> <p>SLT</p> <p>JLM / RC</p>	<p>From September 2008</p> <p>July 08</p>	<p>Copies of communications with parents.</p> <p>Behaviour policy. Dates of celebrations. Photos.</p> <p>Attendance figures.</p>
6.			*	<p>Achieved: There is parental representation on the governor Ethos and Community group as well as through the Parents' Forum.</p> <p>Action: Include greater numbers of parents (better to represent the ethnicity of the school). Newsletter and web site to include feedback aspects.</p>	<p>RC / H Thorn</p> <p>RC / VS LPPA Team</p>	<p>Termly Meetings</p> <p>From Sept 08</p>	<p>Revised dated policies as a result of parental involvement.</p> <p>Copies of newsletters.</p> <p>Analysis of feedback by ethnicity.</p>

Objective 9: The school provides good support for parents of all pupils/students as they leave the school.

Key Performance Indicators

1. Meetings and events are held for groups of parents when their children are about to leave the school.
2. Meetings and events are arranged with sensitivity to parents' availability.
3. Appropriate and accessible information and impartial guidance are provided for parents about the next stage of education, training or employment.
4. Clear procedures are in place for parents whose children leave during the school year.
5. Additional support and impartial guidance are available for parents of children with special educational needs, or who are vulnerable, to help them prepare for the next stage of education, training or employment.
6. The school follows up those parents who are not participating in their children's move to the next stage.

Adviser's comments on the school's achievements

The school provides several opportunities for parents to find out what possible choices are open to their children in the next stage of their lives. There is, for example, a 14+ pathways evening for KS4 and a 16+ evening that provides information about HE/FE. A higher education mentor provides support for students, and parents can access their expertise. Where parents do not attend 'options' type evenings, information packs are sent home. Parent consultation evenings are held from 4pm to 8 pm to accommodate as many parents' working patterns as possible. As mentioned earlier in this document, space prohibits daytime consultation so the school collapses the timetable for a full day in November so that parents can have greater contact with tutors and other staff. Usual procedures exist to transfer information about students to other schools when they leave part way through a year, but currently there is limited information specifically designed for parents that explains supports given, coursework completed or syllabi followed for example.

KPI	Level/ description of achievement (from IASSEF)		Action to be taken	Who will deliver and monitor the action to be taken?	When will the action be taken?	Evidence that will be provided
1.		*	<p>Achieved: 16+ evening. HE/FE options evening. The HE mentor supports students.</p> <p>Action: Ensure parents are invited to HE mentor meetings. Advertise provision from other providers appropriately (such as PRC)</p>	<p>LMM / BSc</p> <p>Jan French</p>	<p>Feb 09</p> <p>Ongoing</p>	<p>Dates of meetings and agendas. Copies of communications. Analysis of take up. Evidence of ways in which non-attendance is followed up (Calls, emails letters etc.)</p>
2.		*	<p>Achieved: There is a full day in November with consultation evenings throughout the year between 4 and 8. Limited space does not allow a more flexible offer for large groups although individual parents are seen during school times.</p> <p>Action: Ensure appropriate follow up for parents unable or unwilling to attend meetings (local community leaders to promote information and school events e.g). Audit best times for parents.</p>	<p>RC</p> <p>Team / Heads of Schools</p>	<p>Ongoing</p> <p>After each event – within 3 working days</p>	<p>Evaluations. Analysis and records of numbers. Contact with non-attendees. Copies and dates of communications with community leaders. Audits.</p>
3.		*	<p>Achieved: Careers and guidance are part of the school's offer (such as Connexions).</p> <p>Action: Instigate a careers convention with local and national businesses and colleges represented?</p>	<p>Becky Schein Tina Alexander</p> <p>Becky Schein Anne Mason</p>	<p>Ongoing</p> <p>March 09</p>	<p>Lists of careers, training and education partners. Dates of events. Photos. Parent feedback and evaluation.</p>

4.		*		<p>Achieved: Transfer to other schools through normal procedures is in place.</p> <p>Action: Create a KS4 parent information pack that explains the Exam boards, syllabi etc needed to make informed choices in future schools. Create a student profile for parents to take that outlines extra-curricular aspects as well as current/predicted grades etc. Instigate more personalised letters of good luck when students are leaving mid-year.</p>	<p>Learning co-ordinators.</p> <p>JLM / Faculty Heads</p>	<p>Ongoing</p> <p>March 09</p>	<p>Copy of materials provided to parents (including those who are leaving the country)</p>
5.		*		<p>Achieved: Parents of children with particular needs are invited to transition/induction as separate day. Students also attend the regular days too.</p> <p>Action: Investigate and adapt procedures to accommodate parents/carers of traveller students and Looked After Children more effectively too.</p>	<p>Karen Cragg JA EF JAR ACE team (achievement, challenge, enrichment)</p>	<p>July 2008 and onwards.</p>	<p>Photos. Letters and emails. Dates of contact with traveller community. Induction day agendas for SEN children (e.g. a case study of totally visually impaired student)</p>
6.			*	<p>Achieved: Packs are sent home.</p> <p>Action: Investigate a wider means of communicating information about the next stage of learning – web site, DVD, fliers, newsletters etc.</p>	<p>KJC / MAG</p>		<p>Log of contact. Copy of communications as outlined in actions. The information packs.</p>

Objective 10: The school evaluates performance against the Leading Parent Partnership Award Objectives and Key Performance Indicators.

Key Performance Indicators

1. The school systematically monitors its progress and evaluates its performance against all Leading Parent Partnership Award Objectives and Key Performance Indicators.
2. The school's self-evaluation indicates that parent partnership is beginning to impact positively in pupil/student achievement.
3. Evaluation evidence indicates parental confidence in the school.
4. Regular headteacher reports to governors indicate progress against the LPPA Objectives.
5. The school's Self Evaluation Form (SEF) includes evidence of the impact of LPPA.

Adviser's comments on the school's achievements

At the initial audit it was decided that the LPPA team would meet informally every fortnight and formally every half term to monitor progress and evaluate performance. The LPPA adviser informed the team that this is a working document and columns and rows or any reformatting that will help the school in the monitoring process is perfectly acceptable. The Parents' Forum and the Ethos and Community governors will also monitor every half term or term as appropriate and as fits their meetings cycle. LPPA is already a standing item on the Ethos and Community group. Because of the demands on the Head Teacher's time and the devolved leadership style of the school it was decided to approach the Head Teacher with a view to the parent/governor representative on the LPPA team reporting regularly to governors about the LPPA process, challenges and successes.

KPI	Level/ description of achievement (from IASSEF)			Action to be taken	Who will deliver and monitor the action to be taken?	When will the action be taken?	Evidence that will be provided
1.			*	<p>Action: I recommend that you include the evaluative evidence for each Objective in that particular section of the portfolio, rather than gathering it together under section 10. The main elements to cover are:</p> <ul style="list-style-type: none"> • Regular monitoring and evaluation of LPPA progress and follow-up action. (See Obj 2.5). • Feedback from parents re their welcome in the school and follow-up action taken (See Obj 3.5). • Evaluative feedback from parents on the quality of learning activities and follow-up action taken (See Obj 4.1 and 4.2). • Monitoring of parental involvement and follow-up action taken (See Obj 4.6 and 4.7). • Evaluation of enrichment activities in terms of pupils' learning and follow-up action taken (See Obj 5.4). • Evaluation of induction activities and materials and follow-up action taken (See Obj 6.6 and 6.7). 	<p>VS LPPA Team</p> <p>Parents' Forum</p> <p>Ethos and community governor group</p> <p>Full Governing Body</p> <p>LPPA Working Team</p> <p>R Campbell</p>	<p>Fortnightly</p> <p>Half Termly</p> <p>Termly</p> <p>Termly</p> <p>Half termly</p> <p>Weekly progress</p>	<p>No additional evidence to be included under Obj 10, as this will be Included in relevant Objectives and KPIs throughout the portfolio.</p>

				<ul style="list-style-type: none"> Feedback from parents on the whether the help they receive to support their children's learning is of good quality, and follow-up action taken (See Obj 7 – no specified evaluation KPI). Parents responses to consultation on policies and procedures and follow-up action taken (See Obj 8.6). Feedback from parents on the quality of the support provided for them during the primary-secondary transfer process and follow-up action taken (See Obj 9 - no specified KPI). 			
2.			*	Action: <ul style="list-style-type: none"> Pull together the strands of evaluation evidence from Objs 2 – 9, and note any evidence that is pointing towards the impact of parent partnership on pupil achievement. SEF needs updating	VS LPPA Team	Ongoing	Summary of points drawn from evaluation evidence.
3.			*	Action: <ul style="list-style-type: none"> Pull together the strands of evaluation evidence from Objs 2 – 9, and note any evidence that is pointing towards parental confidence in the school. Draw on other evidence the school holds, such as letters from parents or informal feedback. 	VS LPPA Team Nicky Elliot Nicky Elliot	Ongoing Ongoing Ongoing	Summary of points drawn from evaluation evidence. Samples of evidence held by the school.

4.			*	Action: <ul style="list-style-type: none"> Ensure that headteacher's' reports to governors include updates on LPPA. (HH to designate Helen Thorne?) 	VS LPPA Team Mrs Thorn for HT	Termly	Sample reports to governors and minutes of meetings. (Cross-reference to Obj 2. 3 if appropriate)
5.			*	Action: <ul style="list-style-type: none"> Ensure that the SEF includes evidence of the impact of the LPPA as appropriate. 	VS LPPA Team	Half termly or in line with normal school cycle	Appropriate sections of the SEF.