

School-led Action Plan

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Award

Use the following document to assist in completing the Action Plan: *LPPA Evidence Requirements for Portfolio*

School name			
School address, including postcode			
School telephone		School website address	
Head teacher		Head teacher's email	
LPPA coordinator		Coordinator's email	
Date of registration for school-led approach		Provisional month for verification visit <i>(Usually 12–15 months after registration)</i>	

Brief description of the school (this may be copied from the SSEF). You may wish to use information from Ofsted, RAISEonline or similar.

Objective 1

The school demonstrates a commitment to work towards achieving the LPPA.



Key performance indicator	SSEF level	Action to be taken	Who will deliver/monitor action?	When will action be taken?
1.1 LPPA coordinator and working group are in place.				
1.2 The statement of commitment is signed and stored in the portfolio of evidence.				
1.3 A commitment to achieving the LPPA, and information about the award, is shared with all LPPA key partners: teaching and support staff, parents, pupils and governors.				
1.4 There is evidence that external partners that work with the school, for example, feeder schools/nurseries/cluster groups, social care providers, family and adult learning and community organisations, churches and/or charities have been informed about the LPPA and have been encouraged to become involved.				

Objective 2

The school makes and implements effective plans to achieve and maintain the LPPA.

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Key performance indicator	SSEF level	Action to be taken	Who will deliver/ monitor action?	When will action be taken?
2.1 The school's fully completed Action Plan is included in the portfolio.				
2.2 Up-to-date information and ongoing involvement keeps all key partners in touch with developments in parent partnership and progress towards achieving the LPPA: teaching and support staff, parents, pupils, governors and local partners.				
2.3 The LPPA is included in the school's improvement plan, detailing strategies for LPPA achievement and for the maintenance of parent partnership after the award is achieved.				
2.4 EVALUATION: the LPPA Action Plan is regularly monitored (for example, the plan is annotated or RAG-rated). Progress is evaluated and the findings are recorded and acted upon.				

Objective 3

The school is a welcoming, communicative and friendly place for parents.

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Key performance indicator	SSEF level	Action to be taken	Who will deliver/monitor action?	When will action be taken?
3.1 The school's vision statement/aims of the school are displayed prominently.				
3.2 Clear internal and external location/direction signs and symbols meet the needs of parents when visiting the school.				
3.3 The school's physical environment is welcoming, including high quality, up-to-date displays of pupils' work and other materials throughout.				

(continued)

Objective 3 *(continued)*

The school is a welcoming, communicative and friendly place for parents.

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Key performance indicator	SSEF level	Action to be taken	Who will deliver/ monitor action?	When will action be taken?
3.4 The school's reception arrangements are well organised and welcoming for parents.				
3.5 Two-way home-school communication systems meet the needs of <i>individual</i> parents: one-to-one discussion, individual letter writing, telephoning, emailing, texting, and other online platforms used by the school.				
3.6 High-quality general information is provided for parents, using a range of media, such as notice boards, plasma screens, letters, newsletters, emails, texts, the school website, other online platforms used by the school.				

(continued)

Objective 3 *(continued)*

The school is a welcoming, communicative and friendly place for parents.

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Key performance indicator	SSEF level	Action to be taken	Who will deliver/monitor action?	When will action be taken?
3.7 All staff are made aware of their responsibility for engaging with parents, for example by including guidance in the staff handbook, in induction training, at staff and departmental meetings.				
3.8 EVALUATION: parents are asked regularly about the quality of two-way home-school communication; the general information they receive from the school; the welcome they receive when visiting or telephoning the school. This should include reference to linguistic diversity where appropriate.				
3.9 EVALUATION: parents' responses are analysed, feedback is provided through a range of media and appropriate follow-up action is taken.				

Objective 4

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.

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Key performance indicator	SSEF level	Action to be taken	Who will deliver/monitor action?	When will action be taken?
4.1 Training and development opportunities available include courses and/or activities to help parents support their children's learning.				
4.2 Training and development opportunities available include courses and/or activities that support parents in developing their own learning.				
4.3 A programme of opportunities and events is available that encourages parents and children to enjoy learning together, e.g. home-school learning; family learning; parent participation in school curriculum events and educational visits.				

(continued)

Objective 4 *(continued)*

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.

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Key performance indicator	SSEF level	Action to be taken	Who will deliver/monitor action?	When will action be taken?
4.4 Community and cultural diversity is celebrated and reflected within the programme.				
4.5 The school recognises and celebrates parents' and pupils' success while participating in joint opportunities and events.				
4.6 The school actively and effectively promotes the attendance of parents at courses and/or activities, both in school and in the community, using a range of media.				

(continued)

Objective 4 *(continued)*

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.

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Key performance indicator	SSEF level	Action to be taken	Who will deliver/monitor action?	When will action be taken?
4.7 The school helps to facilitate parents' involvement in these courses and/or activities through providing, for example, child care, free or low cost places, transport, flexible timing, a range of locations.				
4.8 EVALUATION: the school gathers evaluative feedback from parents in relation to the quality of the courses and/or activities provided and the extent to which they have supported their own and their children's learning and development. Parents' responses are analysed, feedback is provided through a range of media, and appropriate follow-up action is taken.				
4.9 EVALUATION: the school collects statistics about the take-up of opportunities by groups of targeted parents, e.g. parents whose first language is not English, parents whose children attract the Pupil Premium, parents whose children are underachieving, etc. (Schools will need to decide which statistics will be most appropriate and relevant for them to collect.) The school acts upon the findings to make its work more inclusive of all groups of parents.				

Objective 5

The school provides a good induction for all new parents.

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Key performance indicator	SSEF level	Action to be taken	Who will deliver/monitor action?	When will action be taken?
<p>5.1 Induction meetings and/or events are held for groups of parents when their children are new to the school. These should support parents in building relationships with staff; getting to know the school site; meeting other parents; addressing practical issues; getting to know what the school has to offer to parents as well as to their children.</p>				
<p>5.2 Induction meetings and/or events are arranged with sensitivity to parents' availability.</p>				
<p>5.3 Accessible induction information is produced and distributed. It is made available through translation/interpretation where appropriate.</p>				

(continued)

Objective 5 *(continued)*

The school provides a good induction for all new parents.

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Key performance indicator	SSEF level	Action to be taken	Who will deliver/monitor action?	When will action be taken?
5.4 There is clear guidance for the responsibilities of parents, school and pupils and these expectations are provided in a format that is easy for parents to understand. This information is shared with parents as a key part of the induction process.				
5.5 The school analyses attendance at induction events and follows up with those parents who do not attend.				
5.6 Clear procedures are in place for parents of children joining during the school year, including those entering the country for the first time, or having other additional needs.				

(continued)

Objective 5 (continued)

The school provides a good induction for all new parents.

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Key performance indicator	SSEF level	Action to be taken	Who will deliver/ monitor action?	When will action be taken?
5.7 EVALUATION: the school gathers evaluative feedback from parents in relation to the quality of the induction meetings and/or events, in-year procedures and information provided.				
5.8 EVALUATION: parents' responses are analysed, feedback is provided through a range of media, and appropriate follow-up action is taken.				

Objective 6

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

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Key performance indicator	SSEF level	Action to be taken	Who will deliver/monitor action?	When will action be taken?
6.1 General curriculum information is provided for parents at each key stage on a regular basis and at least once a term.				
6.2 Parents are provided with comprehensive information about their own children's learning and progress, for example through parents' consultation events; school reports; individual pupil reviews; targeting and tracking information.				
6.3 There is a high level of parental involvement where home-school dialogue is encouraged about their own children's learning and progress.				

(continued)

Objective 6 (continued)

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

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Key performance indicator	SSEF level	Action to be taken	Who will deliver/monitor action?	When will action be taken?
6.4 Parents are actively involved in, and given the opportunity to feed back on, home-school learning.				
6.5 Parents are provided with appropriate and relevant guidance to help them to support their children's learning and development, such as guidance booklets; website references; materials posted on online platforms; home learning and revision guides; subject specialists' guidance.				
6.6 Parents are actively involved in, and informed about, the celebration of the school's and their own children's success.				

(continued)

Objective 6 (continued)

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



Key performance indicator	SSEF level	Action to be taken	Who will deliver/monitor action?	When will action be taken?
<p>6.7 EVALUATION: the school gathers evaluative feedback from parents in relation to the quality and relevance of the information and guidance they receive.</p>				
<p>6.8 EVALUATION: parents' responses are analysed, feedback is provided through a range of media and appropriate follow-up action is taken.</p>				

Objective 7

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.

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Key performance indicator	SSEF level	Action to be taken	Who will deliver/monitor action?	When will action be taken?
7.1 The following essential school policies are provided for parents in a form that is easy to read, free of jargon and translated where appropriate: homework or home-school learning; behaviour, including anti-bullying; attendance and punctuality; any key school policies where appropriate.				
7.2 The school provides a Parent Partnership policy, handbook or guide for parents, which is easy for parents to read. This should give them information about the steps they can take to help achieve the key school policies and set out the key arrangements for home-school links. (Essential policy information – KPI 7.1 above may be included within this.)				
7.3 The school has effective mechanisms to promote and reward good attendance, punctuality, behaviour, progress and positive participation in school which have been shared with parents and governors.				

(continued)

Objective 7 *(continued)*

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.



Key performance indicator	SSEF level	Action to be taken	Who will deliver/monitor action?	When will action be taken?
7.4 The school has an agreed protocol for parents volunteering in school, and all safeguarding requirements are met.				
7.5 Parent volunteers contribute to a range of activities, where appropriate.				
7.6 The school regularly seeks, values and acts upon parents' views on policies, procedures and developments using a range of consultation strategies, such as a parents' forum; focus groups; annual and single-issue questionnaires; one-to-one discussion; website or online surveys.				

(continued)

Objective 7 *(continued)*

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.

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Key performance indicator	SSEF level	Action to be taken	Who will deliver/monitor action?	When will action be taken?
<p>7.7 The school informs parents about its implementation of current national strategies and initiatives for schools, describing how the school is taking action, for example through the school website.</p> <p>Such strategies and initiatives may include, for example, safeguarding; British Values; use of the Pupil Premium funding; Prevent; student attainment and progress measures.</p>				
<p>7.8 EVALUATION: the school gathers evaluative feedback from parents in relation to the quality and relevance of its policies, procedures and developments, and its strategies for consulting with parents.</p>				
<p>7.9 EVALUATION: parents' responses to KPI 7.6 and KPI 7.7 are analysed, feedback is provided through a range of media and appropriate follow-up action is taken.</p>				

Objective 8

The school provides good support for all parents as their children move through or leave the school.

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Key performance indicator	SSEF level	Action to be taken	Who will deliver/ monitor action?	When will action be taken?
8.1 In partnership with receiving schools and/or organisations (and local authorities, when involved), impartial transition information, advice and guidance is produced, distributed and made accessible to parents, through translation/interpretation where appropriate.				
8.2 Additional support and guidance are provided during transition for parents of children with special educational needs, or who are vulnerable.				
8.3 Clear procedures are in place to support parents whose children leave during the school year, including those who have recently entered the country, or have other additional needs.				

(continued)

Objective 8 *(continued)*

The school provides good support for all parents as their children move through or leave the school.

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Key performance indicator	SSEF level	Action to be taken	Who will deliver/ monitor action?	When will action be taken?
8.4 Appropriate opportunities are provided for parents to be involved in 'in-school' transition as their children move through a school, for example from nursery to reception, Key Stage 2 to 3 or Key Stage 3 to 4.				
8.5 EVALUATION: the school gathers evaluative feedback from parents in relation to the quality of transition meetings and/or events, procedures and information provided (including provision for parents whose children leave the school during the school year).				
8.6 EVALUATION: parents' responses are analysed, feedback is provided through a range of media, and appropriate follow-up action is taken.				

Objective 9

The school summarises its achievements against the LPPA Objectives and outlines its future plans.

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Key performance indicator	SSEF level	Action to be taken	Who will deliver/ monitor action?	When will action be taken?
9.1 The school has plans to ensure the effective leadership and management of parent partnership beyond the achievement of the LPPA and sets these out on the <i>Objective 9 Evidence Record</i> .				
9.2 The school has identified its key evaluative findings under each of Objectives 2–8 using the <i>Objective 9 Evidence Record</i> .				
9.3 The school has identified the next steps for future development under each of Objectives 2–8 using the <i>Objective 9 Evidence Record</i> .				