



Leading Parent Partnership Award (LPPA)

Verification Report

School name:	Woodstock C E Primary School
School address and postcode:	Shipton Road Woodstock Oxfordshire
School telephone:	01993 812209
School website:	woodstock.oxon.sch.uk
Head teacher:	Lisa Rowe
Head teacher's email:	head.3145@woodstock.oxon.sch.uk
LPPA coordinator:	Jenny Meller
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Award verifier:	Jeanne Le Bars
Award adviser (if applicable):	School Led
Date of verification:	20 th May 2020

Commentary on the evidence provided:

The school has compiled an excellent portfolio of evidence illustrating its full commitment to the LPPA process. Initially a paper portfolio once a decision was made to pursue the verification virtually, due to the COV 19 lockdown, the school uploaded all the evidence onto Award Place, and the coordinator, Jenny Meller, emailed a page by page video of the original portfolio.

Objective 1.

A good, strong working group in place, including the Head, LPPA coordinator, staff, parent link governor and local Adult Education representative.

The statement of commitment is included in the portfolio.

All members of the school and wider community informed about the LPPA.

Objective 2,

A good LPPA action plan evidenced, with clear time lines.

All key partners, including parents and the children, were kept informed about the LPPA progress. All fully evidenced.

The LPPA is a key focus in the school's improvement plan. Known at Woodstock as the 'Raising Achievement Plan'.

The evidence shows that the LPPA action plan was regularly monitored and progress annotated.

Objective 3.

The vision statement, 'Nurture, Achieve, Believe, Discover' is prominently displayed and re-enforced throughout the school.

Excellent signage is in place both externally and internally. Footprints guide you from the gate to the school reception area. All doors are clearly signed and class names illustrated.

Displays are excellent and celebratory, fully illustrating the children's work and achievements.

Woodstock School has a consistent blue colour scheme throughout, including the school uniform.

This really enhances the school's identity and environment.

The reception arrangements were fully endorsed by the parents at final verification.

Two-way communication with individual parents is fully evidenced. Parent Mail is in place, the school has an open door policy, and records of phone calls are kept.

General information for parents is extensive, including well produced weekly newsletters. 'The Woodstock Weekly'. The website is full of information and links and a good parent portal.

The importance of a strong partnership with parents is a key focus in the staff handbook.

Evaluations throughout the portfolio are thorough, findings of evaluations analysed, and feedback to parents equally thorough. An annual survey is in place, with overwhelmingly positive responses from parents. All well evidenced.

Objective 4.

A programme of workshops helps parents to support their children's learning.

Excellent information is given to parents as they move from receptions to KS1 and then from KS1 to KS2.

A very good programme of workshops is in place both to help parents support the children's learning, but also to develop their understanding of the curriculum. The programme includes Reading Together, Keeping Up with the Children, Athletics, Table Rockstars and Spelling Bee and Esafety. The school has developed good relationships with Abingdon and Witney College Family Learning Team who have developed a programme of workshops for parents

Excellent home-school learning evidenced to support parents and the children during the CV 19 Lockdown.

Opportunities for joint learning are well evidenced, including Open Days, where parents share the children's learning, Forest School participation, Sharing the school's 'Poetry Roadshow', the Creative Arts Week, and the school's 'Question Fortnight', which has a whole school focus.

Community and cultural diversity is celebrated with the 'Big Question' and also with the school's 'International Day'.

Celebrations are clearly an intrinsic part of the Woodstock ethos, with Friday celebration assemblies, celebrations of the children's achievements and events in the 'Woodstock Weekly' newsletters and participation in local celebrations in the community. All well evidenced.

Events and workshops are promoted effectively, with plenty of advance notice for workshops, and for the Internet Safety Day the children composed text invitations to parents. That pupil pressure proved to be most effective and parents responded with high levels of attendance. Flexible timings are offered and the parents were consulted on the most appropriate times for workshops.

As above evaluations are thorough and well evidenced throughout the portfolio.

Objective 5.

Induction is sensitive, detailed and supportive for both nursery and reception parents and the children. Good information, guidance, tours, meetings, opportunities to meet the Head and staff and to sample school meals are all in place and well evidenced.

A clear Home School Agreement is in place, included in the induction pack, is on the website and reinforces the partnership ethos at Woodstock.

Analysis of attendance, follow up and evaluations are all evidenced. Parents's responses are again overwhelmingly positive.

A clear protocol for mid-year entrants is in place and reflects the normal induction process.

Objective 6.

Very good curriculum maps are in place and are on the website.

The school has a clear and comprehensive curriculum policy. Parents are given a wealth of information about the children's learning, and about school visits linked to the curriculum.

The portfolio illustrates how the school keeps parents fully informed about their children's progress.

In addition to the school's open door policy and practice parents are given detailed termly reports and parents' consultation evenings.

The school effectively uses Google Classroom, with good parental input evidenced.

Parents also receive excellent guidance and website links to help them support the children's learning and Woodstock Weekly has regular 'Learning Tips' for parents.

As per Objective 4 celebrations are an intrinsic part of the Woodstock ethos, celebration assemblies, WOW moments and creative arts week all involve parents in celebrating the children and their achievements.

As above evaluations, analysis and feedback are all in place and evidenced.

Objective 7.

All policies are in place, are clear and are on the website. The school has a good parent partnership policy and there are effective mechanisms in place to encourage good attendance, behaviour and positive participation in school. Letters are sent to parents if attendance falls below expectations and these are proving to be effective. *Please make sure the letters are anonymous.*

100% attendance during the term is celebrated with certificates presented at the celebration assemblies.

Behaviour issues provide an opportunity for the child to reflect and record the findings of their reflections, and parents have an input to this process.

Volunteers are encouraged at Woodstock; there is a clear volunteer policy. Parents contribute in a variety of ways, supporting reading, running clubs, actively participating in the creative arts week, and some educational visits.

The school keeps parents informed about current national strategies and British Values are included on the website.

Parents are regularly consulted on policies and procedures, and relevant actions taken where appropriate. All the above are well evidenced.

Objective 8.

Transition, both internal from nursery to reception, from KS1 to KS2 and then from year 6 onto secondary school are all sensitively managed.

Most of the Woodstock children move on to the local secondary school, Marlborough, with visits, meetings and information all in place. Children with special needs, or who are considered to be vulnerable are given additional support and visits, all well evidenced.

There is a clear protocol for children who leave during the school year, with additional support for those children with special needs.

Parents are given clear guidance as the children move through the school as to what the school's expectations are in the development of the children's independence. Children are given opportunities to meet their new teacher, and see their new classroom. Parents also are invited to a transition meeting in the summer term as the children move from phase to phase.

All the above are well evaluated and evidenced.

Objective 9.

This objective which summarises the key findings of the LPPA process and outlines the school's ideas for future developments are, as throughout the portfolio, fully evidenced. The Headteacher is retiring at the end of this summer term 2020, and a new Headteacher has been appointed. The evidence for objective 9 provides clear guidance as to how the school can build on its current excellent partnership with parents and the wider community.

Strengths identified during verification:

This verification took place during the COVID 19 lockdown so it has been a virtual process. Nevertheless the online portfolio has been compiled so effectively that it was easy to see that all the objectives have been fully and clearly met. The coordinator, headteacher, parents and staff and pupils were all part of the verification in telephone calls. In addition the verifier received an excellent presentation outlining the reasons the school embarked on the LPPA, the key findings, impact, and clear next steps.

Talking to staff they said the LPPA process had enabled them to realise how much they were already doing with parents, and to see the opportunities to build on their practice.

In addition to all the many, many strengths illustrated in the portfolio evidence parents praised the strong sense of community, the open door and effective home school communication, the holistic support given to the children and the quality of the teaching.

A mother of a child with special needs who had recently moved from another school was so pleased with the way the school had managed the transition. She particularly appreciated being able to join a school visit as she could see how her child interacted with the other children. "The school makes every child feel special". "The school is so welcoming". Another parent said "The moment you enter the school you know it's something special. The headteacher, Mrs Rowe, is a remarkable lady. She inspires everyone to be the best they can be. You feel you are part of your child's schooling".

The Chair of Governors, also a parent, said that the school has effectively managed to maintain the children's learning during the current Covid crisis. She is pleased that the school has continued to produce the Woodstock Weekly providing opportunities for sharing ideas and retaining a sense of community.

Pupils are also happy with the way the school has managed the distance learning during the school closure. "We use Google Classroom and meet our teacher on Google Meet every week. I miss my friends and just being in school. Though it is nice to be able to spend more time with my family."

In conversation with a year 5 pupil she said that the best word to describe Woodstock is "It is welcoming". That same word was frequently repeated throughout the conversations with the parents.

That sense of community is a key strength of the school, which is re-enforced with the school's 'Walking Bus'. Every morning members of staff, on a shift basis, meet a group of children at the

town's library in the centre of the town and walk from there to the school, Staff said it provides an opportunity for them to chat informally to the children. It also makes the school part of the town and the town part of the school.

The school provides an enriching curriculum enhanced by the Creative Arts Week' with musicians, many of them parents, welcoming the children every morning. The 'Big Question Fortnight' has a whole school focus, giving the children opportunities to reflect and discuss. Woodstock also maximises opportunities for the children to experience outdoor learning.

Partnership with parents and the community is a constant in all information including the curriculum policy which states that 'the school aims to work in collaboration with families and the community.' Woodstock is a model of excellent parent and community partnership practice

Impact:

In the presentation the school perceives that the LPPA process has enabled staff to:
Reflect on and refine its existing good practice.

To develop a strong relationship with Abingdon and Witney College Family Learning Team.

To establish a greater focus on parental engagement.

To refine and clarify school policies following parental feedback.

To develop greater rigour in partnerships with the Local secondary Marlborough School and feeder nurseries.

Areas for development:

- In the presentation the school wishes to establish a Parent Hub.
- With the growing number of EAL Children to increase the provision for EAL families.
- To introduce 2 Way technology.

Verifier recommendation:

That Woodstock CE Primary School receives the
Leading Parent Partnership Award
for a period of three years.

Headteacher comments:

Thank you Jeanne, for your support and encouragement. Working toward the LPPA has been a rigorous and interesting process. It has promoted lots of reflection, identification of strengths and areas for improvement and enabled us to further develop our practice.

Your report is very affirming and will motivate us to think outside the box and consider what more we can do to enhance our partnership with parents and the wider community.

Lisa Rowe

May we use your comment for website/marketing purposes? **Yes**