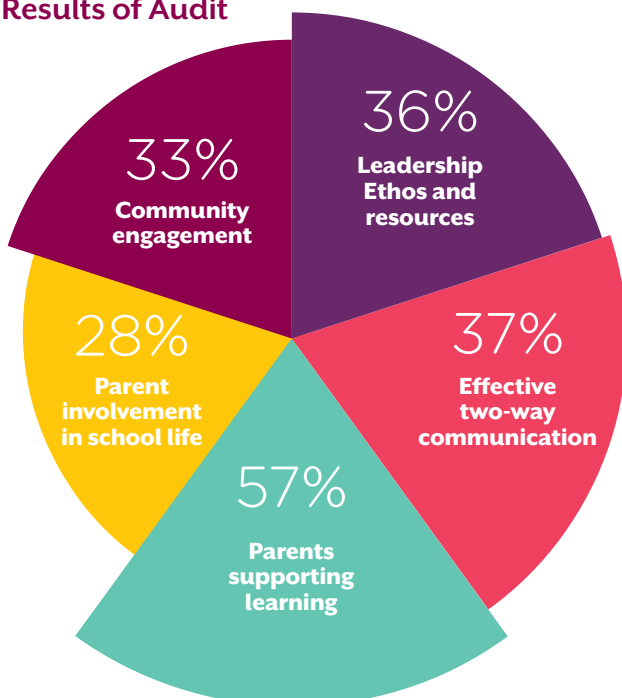


Key Driver 5: Community Engagement

In January, Parentkind met with the Senior Leadership Team (SLT) member that was leading on Parental Engagement at Woodlands Primary School. A number of activities and actions had already been implemented and planned for the next two terms and beyond. This case study shows what can be achieved when the whole school (staff, parents and pupils) and community engage together.

The school has had a very difficult time since being placed into Special Measures in October 2017. When two members of staff attended Parentkind's 'Whole School Approach' training, they shared that staff morale was low with turnover high. The relationship between parents and staff was poor and an Ofsted monitoring inspection was due.

Results of Audit



Actions taken during 1st term

Area 1:

1. Change of Headteacher – the Headteacher left in December 2019 following the Ofsted visit and there are discussions in place regarding becoming an Academy. The Leadership team are keen to continue working with Parentkind and becoming a parent-friendly school
2. Ofsted have completed a two-day monitoring visit, and the report can be seen here: <https://files.ofsted.gov.uk/v1/file/50143172>
3. Change of location for the Staffroom – it was previously in view of children and staff would be pulled out during lunch breaks to deal with behavioural issues. Since moving the staffroom, staff have been able to take their allotted break-time without interruption, which is starting to address the mental health needs of staff

Area 2:

1. SLT representatives, teaching staff and Family Liaison Officer are out in the playground every morning and afternoon to speak with parents
2. Class Dojo is no-longer used for reporting absences – parents are reminded to inform the school office of any absences
3. Parents that cannot read have been identified and strategies put in place for discreet support
4. SLT address specific communication issues with staff members when they are displayed; there are also weekly meetings with office staff where communication skills is an agenda item

Area 3:

1. Parents can come into the classroom at the beginning of the day to read with their child. This has had a good take-up throughout both Key Stage 1 and 2.
2. The Adult, Family and Community Learning team (AFCL) conducted a Story Sacks project. This was a success - AFCL worker Amy reported:

"The Autumn Craft Taster Session had 12 adults and 12 children attend; during the taster session parents and children created an autumn tree using the hand and arm to print the trunk & branches and bunched cotton buds to create the leaves.

Not all parents knew how to mix primary colours together, using the printout colour mixing sheets parents felt confident that they could cut costs on paints at home with their new knowledge on mixing.

The additional two activities produced were pumpkin paper bunting and tissue paper wreaths. Parents who created the pumpkin bunting were happy that they could use the same method for other seasonal buntings, including Christmas puddings, snow men or even multi-coloured for their child's birthday".

After the taster session's success AFCL ran a five week Storysack course with seven families.

AFCL worker Amy said, "Storysacks is a fantastic way to support children with their reading and communication skills. Bringing their chosen story book to life through puppets, props and games including creating a non-fiction book based on the animated characters within the story- stretching the child's knowledge and understanding; this also helps give parents the confidence to read aloud with their child and support with reading strategies and promote where possible nature walks or day trips to collect items they can include within the sacks.

All families enjoyed the course and the children looked forward to having some one-to-one time with their parent, especially those with additional siblings".

Area 4:

1. A teacher has taken on the PTA and this is in its early stages of reforming – they have already undertaken some fundraising events and are using Parentkind resources (<https://www.parentkind.org.uk/For-PTAs/PTA-Resources>)
2. The Senior Leadership Team are considering where volunteers could be used and this will be addressed in the Action Plan for Terms 2 & 3.

Area 5:

1. The local vicar has been approached and has started coming in to do assemblies and RE lessons
2. B&Q have donated benches, raised beds and other wooden equipment for the outdoor space
3. Local residential/nursing homes have been approached regarding children visiting, choir singing etc.

With the closure of schools during Covid 19, the community engagement has been put on hold – this will be continued and expanded upon once the school is operating fully, including further collaboration with B&Q regarding a variety of curriculum areas that they could be involved in.

○.....



@PTAExpertbyParentkind



parentkind.org.uk



@Parentkind.org.uk



info@parentkind.org.uk



@Parentkind



0300 123 5460