



Outwoods Primary School

Written: January 2013

Ratified: May 2016

Review Date: April 2019

PARENTAL INVOLVEMENT POLICY

At Outwoods Primary School we believe that children benefit most from education and care when parents and schools work together in partnership.

When we refer to 'parents' we mean both mothers and fathers; these include both natural or birth parents as well as step-parents and parents who do not live with their children, but have contact with them and play a part in their lives. 'Parents' also includes same sex parents as well as foster parents.

'Parental responsibility' is defined as all the rights, duties, powers and responsibilities and authority which by law a parent of a child has in relation to the child and his property.

Aims of the policy

1. To enhance and widen our children's education through the involvement of parents and the community when possible.
2. Foster and promote a two way partnership based on mutual respect between parents, children and all those working within our school.
3. Ensure that Outwoods Primary School is a culturally appropriate environment that values parents and carers and is sensitive to family needs.
4. Recognise that parents and carers are the most important influence in a child's life and that school is most effective when there is partnership between parents, children and school.
5. Outwoods Primary School seeks to provide helpful communication with parents about how their child is doing.

Introduction

Both home and school want the best for the children in our care. Parents want them to have the best opportunities so that they can become successful and happy members of the school and wider community. At Outwoods we want to provide pupils with the environment and support they need to achieve all their potential.

Effective partnership between home and school is key to these aspirations. Parents and carers are the most important influence in a child's life, and the school needs to listen to and communicate with parents effectively to build the trust and understanding needed for pupils to achieve their best. The school needs to be a resource for the community it serves.

Involvement in the life of the school and the children's learning

- We are committed to on-going dialogue to improve our knowledge of the needs of children and to support families.
- Headteacher, staff and learning mentors are available in the morning and after school to see any parents. Appointment can be made to see the Headteacher or staff.
- We encourage and support parents to play an active part in the governance and management of the school. We have parent governors who represent the views of the parents and a very active PFTA group to which all parents are invited. The PFTA works voluntarily to raise money for the school.
- We encourage parents to play an active part in their child's education. In the Early Years Foundation Stage we have sessions for parents to play and learn with the child.
- In the Early Years Foundation Stage parents are encouraged to share their child's development and record keeping.
- We welcome parents into school to help with trips, reading, spelling or sharing their skills. Regular helpers have a CRB.
- Through regular newsletters and other mailings we keep parents informed. This is done electronically through our SLN2 website unless previous arrangements have been made for paper copies.
- The governors' minutes and policies are available for parents and parents can phone school or communicate through their child's reading record book or home/school book.
- We inform parents on a regular basis about their child's progress. We have termly parents' evenings and bi-termly drop-in sessions; we will meet parents outside of these times if requested.
- We continue to ensure all parents are included and communicate with parents who do not live with their children. We ask parents who would like separate paper copies of information to supply stamped addressed envelopes.
- We seek the parents' views and strive to make things better for the children.
- We inform parents about evenings to help and support their child e.g. internet safety, reading schemes, Year 6 expectations, Shugborough.
- We have a good transition for children starting school.
- We ensure all parents have access to their child's written records.
- Annual report on each child's academic and personal development is made available in the summer term. An acknowledgement slip is attached.
- Information for registering queries, complaints or suggestions is in the school prospectus and on our website. We have a written complaints procedure.
- Year group newsletters are available on the website for each family termly, detailing the aspects of learning each child will undertake, and how families might support that learning, for example by visiting museums, galleries, websites, etc.
- Parents and carers are invited to our regular 'sharing assemblies', after which children have the opportunity to have lunch with their family and show off their work.
- The governing body publishes its school profile/school prospectus annually.
- After an Ofsted inspection parents and carers will receive a summary on the findings, and later on they will be sent a summary of the action plan written in response to the report.
- All helpers are asked to sign in and sign out of the school when visiting, for security reasons.

Ways in which effective partnerships can support pupils

1. Parents training - ICT, etc
2. Provide good induction for all groups of new parents - transitional decisions, etc
3. Provide high quality information to parents/carers - newsletters, website, advance notice of all school events, celebrations assembly, parents notice board, communication between home and school, etc.
4. Ensuring all relevant school policies are effective and easy to read by parents. Home school agreement, administration of medicines, admissions, anti-bullying, attendance, homework, etc.

Consultation

Our home-school agreement, signed by pupils, parents and the school, details the responsibilities and expectations of all parties.

The school will make every effort to consult parents and carers, both formally and informally, about their views on school life, children's learning and new initiatives.

Parents or carers of a child with a disability are asked to keep the school fully informed about any relevant issues, so that the school can make all reasonable efforts to meet the requirement of that child.

The school values regular feedback, and will make every effort to act on parents' and carers' views.

Teachers (including the Headteacher) can be approached informally before and after school, and will always take careful account of any information forwarded to them.

Periodically the school will seek parental views more formally, through an annual survey, or a questionnaire on a particular theme.

This policy will be reviewed every 3 years.

By working in close partnership with parents we nurture the development of trust, respect, confidence, independence, self-esteem and the desire to learn. We provide quality learning experiences with the expectation that all will have the opportunity to achieve their full potential.

Signed:

(Chair of Governors)

Date:

