



**Leading  
Parent  
Partnership  
Award  
Programme**

**prospects**



## **LPPA Programme and the Ofsted Framework 2012**



"Parental support and partnership forms the bedrock of sustained academic achievement for all children. Working towards the LPPA has provided an excellent framework from which to audit, develop and strengthen the school's work with parents and help our mission which is "In Pursuit of Excellence."

**(Middleton Technology College and Middleton Sixth Form College, Rochdale LA – LPPA achieved 2011)**

## 1. Parental engagement support for schools, early years settings and educational organisations

Working with the Leading Parent Partnership Programme, including the Leading Parent Partnership Award (LPPA) has supported schools in achieving 'out-standing' judgements for parental engagement since the introduction of the September 2009 Ofsted framework.

The 2012 framework does not include a single judgement on parental engagement, but includes the responsibility for working effectively with parents and carers throughout the inspection schedule.

As in 2009, a careful analysis of the new framework indicates that LPPA Objectives and Key Performance Indicators address all the requirements for parent and carer engagement under the January 2012 evaluation schedule, and support important new key themes, including good behaviour and the support for pupils with special educational needs and disabilities (SEND).

The LPPA Programme can support schools that are aiming to further develop parental engagement through:

- Involvement in the Leading Parent Partnership Award
- Participation in training courses, practical workshops and consultancy based on the LPPA framework
- Use of the LPPA Toolkit: a comprehensive practical guide to effective parent partnership based on the LPPA framework

## 2. The LPPA Framework and Objectives

Throughout the LPPA, the term 'parent' is used to include parents, carers, family members and other adults significant to a child's educational development.

The term 'school' is used to include all types of schools with all ages of pupils and students, plus early years settings and other organisations that work with parents in an educational context.

The LPPA framework promotes the development of effective and sustainable parent partnership through addressing ten key Objectives:

Objective 1	Commitment to working with parents, staff, governors, pupils/students and outside agencies to develop sustainable parent partnership
Objective 2	Effective leadership, management and organisation of parent partnership
Objective 3	Making your school, setting or organisation a communicative and parent-friendly place
Objective 4	Engagement of parents in adult and family learning
Objective 5	Engagement of parents and their children in learning together
Objective 6	Effective induction support for parents when their children are new to a school
Objective 7	High quality information provision to enable parents to support their children's learning
Objective 8	Parent-friendly policies and consultation strategies to support children's learning and development
Objective 9	Effective support for parents on their children's transition to the next stage of learning, training or employment
Objective 10	Monitoring, evaluation and further development of parent partnership

### 3. The Ofsted framework 2012: key themes, parental involvement and the LPPA approach

Ofsted's principles for school inspection begin with a statement indicating that school inspection "acts in the interests of children, young people, their parents and employers". The needs of parents are at the heart of the process.

The following chart highlights key elements of the 2012 framework, links them to parental involvement and indicates how they are addressed through the LPPA approach. Wording taken directly from the Framework for School Inspection and the Evaluation Schedule is shown in quotation marks.

Key theme	Parental involvement	The LPPA approach
"Helping to address inequality and disadvantage". Meeting the needs of "the range of pupils at the school, and particularly the needs of disabled pupils and pupils who have special educational needs".	The importance of working with all parents, "including those who might traditionally find working with schools difficult" and the parents of particular groups of pupils who "require particularly perceptive teaching and/or additional support".	Focuses on knowing all families well, developing a whole-school approach to working with them, and differentiating provision to ensure those with the most need receive the most support. Working with external agencies to support parents can be particularly effective.
"Focusing more sharply on those aspects of the work of schools that have greatest impact on raising achievement".	Extensive high-quality recent research evidence indicates that the involvement of parents in their children's learning impacts positively on achievement and social development.	The LPPA is 'for schools committed to investing in parents for the achievement of pupils'. This is the overarching theme of the LPPA approach.
"The behaviour and safety of pupils at the school." "How well the school ensures the systematic and consistent management of behaviour."	Effective shared understanding and co-operation in managing challenging pupil behaviour and celebrating good behaviour can contribute to creating a positive ethos in the school and prevent home-school conflict.	Behaviour and anti-bullying is one of the key home-school policies identified in the LPPA framework. Parent (and pupil) involvement in policy development and review, parenting support and an emphasis on promoting good behaviour are three aspects of the LPPA approach. Working effectively with the parents of children whose behaviour is challenging is essential.
Leadership and management of parental engagement: "Engage with parents and carers in supporting pupils' achievement, behaviour and safety and their spiritual, moral, social and cultural development."	Enabling parents to support their children's learning and development requires a coordinated, systematic, parent-friendly strategy involving all school staff that enables parents to participate through a variety of well-managed activities and approaches.	Three of the LPPA's ten Objectives focus on whole-school commitment, leadership and management and monitoring and evaluation of progress. They set the scene for the practical delivery of strategies that raise parents' aspirations and increase their knowledge and skills in order to enable them to better support their children's learning and development.
"The government expects schools to be in control of their own improvement and set improvement priorities", through the use of a self-evaluation approach.	The engagement of parents in evaluation, consultation, review and development is an essential part of the school self-evaluation process that also supports the Ofsted requirement for schools to "be user-focused".	The LPPA process begins with school self-evaluation in relation to the current quality of parent partnership, followed by systematic action planning, delivery, monitoring and evaluation of progress. The process is developmental, rather than inspectorial however, with LPPA Adviser support throughout.

#### 4. Ofsted requirements for parental engagement: detailed analysis and how the LPPA can provide support

The specific requirements of schools in terms of parental engagement are set out in the evaluation schedule. They are highlighted below, alongside an indication of the elements of the LPPA framework that support schools in addressing them:

Judgements and areas of evaluation with a parental engagement element	LPPA Objectives
<p><u>Judgement on: Achievement of pupils at the school</u></p> <p>No specific judgement on parental engagement, but it could specifically support:</p> <ul style="list-style-type: none"> <li>- Narrowing the gap between the performance of different groups</li> <li>- Raising standards and developing skills in reading, writing, communication and maths.</li> </ul> <p>Parent, pupil and staff questionnaires can be taken into account in making judgements.</p>	<p>Objective 2 – communication;</p> <p>Objective 4 – adult and family learning;</p> <p>Objective 5 – parent and child enrichment activities;</p> <p>Objective 7 – information provision;</p> <p>Objective 8 – homework strategy, parent volunteers;</p> <p>Objective 10 – monitoring and evaluation.</p>
<p><u>Judgement on: The quality of teaching</u></p> <p>Outstanding judgements:</p> <p>“Teachers and other adults generate high levels of enthusiasm for, participation in and commitment to learning.”</p> <p>and</p> <p>“Appropriate and regular homework contributes very well to pupils’ learning.”</p> <p>Evidence should include:</p> <p>“Taking into account the views of pupils, parents and carers and staff”.</p>	<p>Parents as ‘other adults’ supporting their own children’s learning and working as volunteers:</p> <p>Objective 3 – communication;</p> <p>Objective 4 – adult and family learning;</p> <p>Objective 5 – joint parent and child enrichment activities;</p> <p>Objective 7 – information provision;</p> <p>Objective 8 – parent partnership policy, homework strategy, parent volunteers, rewarding good and improved progress;</p> <p>Objective 10 – monitoring and evaluation.</p>
<p><u>Judgements on: Behaviour and safety of pupils</u></p> <p>Outstanding judgement:</p> <p>“Parents, carers, staff and pupils are highly positive about behaviour and safety.”</p> <p>Evidence should include:</p> <p>“The impact of the school’s strategies to improve behaviour and attendance, including the use of rewards and sanctions, work with parents and carers, and the following up of absence.” and take into account:</p> <p>“The views of parents and carers, staff, governors and others.”</p> <p>Inadequate judgement:</p> <p>Parents, carers, pupils or staff raise major and/or well founded concerns about behaviour that are not being addressed.</p>	<p>Objective 10 – monitoring and evaluation.</p> <p>Objective 5 – parenting training; Objective 6 – the home-school agreement;</p> <p>Objective 8 – behaviour and anti-bullying policy, attendance policy, parent partnership policy, rewarding good and improving attendance and behaviour, consultation strategies, CRB checks and parent volunteers;</p> <p>Objective 10 – monitoring and evaluation.</p> <p>Utilising the above LPPA Objectives to work with parents to ensure that an Inadequate judgement is not given.</p>

#### 4. Ofsted requirements for parental engagement: detailed analysis and how the LPPA can provide support

Judgements and areas of evaluation with a parental engagement element	LPPA Objectives
<p><u>Judgements on: The quality or leadership and management of the school</u></p> <p>Outstanding judgement:</p> <p>“The school has highly successful strategies for engaging with parents and carers, to the very obvious benefit of pupils, including those who might traditionally find working with the school difficult.”</p> <p>Evidence should include:</p> <p>“Engage with parents and carers in supporting pupils’ achievement, behaviour and safety and their spiritual, moral, social and cultural development.”</p> <p>“The extent to which staff, pupils, parents and carers are engaged by and contribute to realising the vision and ambition of leaders, managers and governors.”</p> <p>“Promotes a successful progression to the pupils’ next stage of education, training or employment.”</p> <p>“Promoting the confidence and engagement of parents and carers in their children’s learning and the development of good behaviour.”</p> <p>“Working in partnership with other schools, external agencies and the community, including business, to improve the school.”</p> <p>“Managing safeguarding arrangements...”</p> <p>Evidence should include:</p> <p>“Taking into account the views of parents, carers and other stakeholders”.</p> <p>Inadequate judgement:</p> <p>“The schools strategies for engaging with parents and carers are weak so that parents and carers are not involved sufficiently in supporting their children’s learning and development.”</p>	<p>Objective 1 – commitment of all key partners; Objective 2 – leadership and management of parental engagement; Objectives 3 – 9 differentiated approach to communication, information provision and all practical delivery to support parents with particular needs.</p> <p>As for ‘achievement’, ‘teaching’ and ‘behaviour’ judgements above, with a focus on Objective 5 – parent and pupil joint enrichment activities and Objective 8 – parent partnership policy, positive participation in school – in relation to spiritual, moral, social and cultural development; Objective 10 – monitoring and evaluation.</p> <p>Objective 1 – commitment of all key partners; Objective 2 – leadership and management of parental engagement; Objective 3 – welcome and communication; Objective 7 – information provision; Objective 8 – policy development, consultation strategies; Objective 10 – monitoring and evaluation.</p> <p>Objective 6 - engagement of parents in transition of their children into a new school or educational setting; Objective 9 – engagement of parents in transition of their children out of a school or educational setting.</p> <p>As for ‘achievement’, ‘teaching’ and ‘behaviour’ judgements above, with a differentiated approach to support vulnerable parents and those lacking confidence and aspiration.</p> <p>Objective 2 – gaining the commitment of a range of external agencies to support the school’s work with parents.</p> <p>Objective 8 – CRB checks and parent volunteers’ policy.</p> <p>Objective 8 – consultation strategies.</p> <p>Utilising the above LPPA Objectives to work with parents to ensure that an Inadequate judgement is not given.</p>

## 5. The roles of parents in the Ofsted process from January 2012, what this means for schools and how the LPPA can help

### The roles of parents in the Ofsted process

#### a) Recipients of information:

The first noted function of inspections is: "To provide parents with an expert and independent assessment of how well a school is performing and help inform those who are choosing a school for their child to attend in the future." Parents must also receive copies of inspection reports and interim assessment letters. The latter are provided following the risk assessment process carried out on 'outstanding' schools and those 'good' schools that are not to receive routine full inspections.

#### b) Providers of evidence during Ofsted inspections and risk assessments:

The 2012 framework indicates that inspectors will give "greater consideration to the views of parents, pupils and staff as important evidence". Parents' views will be sought via a "brief questionnaire", with responses analysed as early as possible during the inspection. The team will also do "all it can" to accommodate requests from individual parents to meet inspectors.

Parents' views will be taken into account when "planning and carrying out inspections", and to "inform judgements". They will also be used to "inform inspection activities".

The risk assessment process for schools that are not routinely inspected will also take parents' views into account.

#### c) Providers of information at other times through Parent View:

Parent View is an Ofsted website that will enable individual parents to give their opinion on a four-point scale about each of 12 aspects of their child's school.

While this is not specifically referred to in the 2012 Ofsted framework, the Parent View-FAQs document indicates that the information provided:

"will be available to inspectors at the point of inspection along side the traditional paper-based school questionnaires."

"may contribute to a school's annual risk assessment to help decide if and when a school should be inspected."

"may also lead to an Ofsted review of all the inspection data held about a school, which could trigger an inspection."

Find out more about Parent View at <http://parentview.ofsted.gov.uk>

## d) Complainants

In addition to being able to provide unfavourable feedback about a school through the Ofsted pre-inspection questionnaire, through Parent View or in person to inspectors through a requested meeting during an inspection, the formal process through which parents can complain to Ofsted remains in place, and Ofsted retains the power to investigate 'qualifying complaints'.

The framework also states that "a rapid decline in parental confidence" or a "qualifying complaint" can also trigger an inspection in an exempt outstanding school. The framework does not indicate how "a rapid decline in parental confidence" will be identified, but this may be through analysis of Parent View data.

What this means for schools and how the LPPA can help

As previously, schools will want to maximise the amount of positive feedback from parents to Ofsted, and minimise the negative. With the capacity for parents to provide both positive and negative feedback annually, and at any point during the year, schools may wish to give more thought to:

- The welcome, communication and information strategies they adopt to keep in touch with parents, keep them informed about their children's progress and to avoid misunderstandings about school policy and practice.
- The practical advice they provide for parents to enable them to understand what their children are learning and how they can provide support.
- The parent consultation processes they adopt, and the strategies that are used to feedback findings and report on actions to be taken – including what cannot be done, and why.

The LPPA process helps schools to enhance their work in all these areas, with Objectives 2 and 7 focusing on welcome, communication and information provision; Objectives 4 and 5 focusing on support for learning, and every LPPA Objective including an evaluation and feedback process that involves parents.

For further information about how the LPPA Programme can support your work in parental engagement and assist you in meeting Ofsted's requirements, contact the LPPA national office:

**Tel:** 020 8315 1246  
**E-mail:** [lppa@prospects.co.uk](mailto:lppa@prospects.co.uk)  
**Visit:** [www.lppa.co.uk](http://www.lppa.co.uk)

**“Parents and carers are overwhelmingly supportive of the work the school is doing to help their children. Inspectors feel that this sentiment is fully justified.”**

**(Ofsted report, Holly Grove School Burnley, 2011  
– LPPA achieved 2010)**

## Further information

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The Leading Parent Partnership Award (LPPA) is a quality standard developed by Prospects, one of the UK's leading providers of educational support services.

Vers: June 2010



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