



**Leading  
Parent  
Partnership  
Award  
Programme**

**prospects**



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



from September 2009

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

The Leading Parent Partnership Award (LPPA) Objectives and Key Performance Indicators address all the requirements for parent and carer engagement under the new Ofsted evaluation schedule of judgements that comes into effect from September 2009.

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 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 LPPA Objectives and key Ofsted judgements

The overall judgement on parental engagement sits within the Ofsted evaluation schedule under 'How effective is leadership and management?' . There are four specific areas to be evaluated, and their links to the LPPA Objectives are indicated below:

<b>Key Ofsted Judgement</b>	<b>Key Objective(s)</b>	<b>Other Objectives</b>
'The effectiveness of the school's engagement with parents and carers': leadership and management (overall judgement)	1, 2 and 10 involve overall leadership and management of parent partnership	All other Objectives include specific leadership and management elements
'The extent to which the school takes account of parents' and carers' views and how well they are involved in contributing to decision-making about whole-school matters.'	8 and 10 focuses on whole-school decision-making and parents' contributions	3 to 9 involve listening to and acting on parents views through evaluation of specific priorities
'The extent to which the school enables parents and carers to support, and make decisions about, their own children's learning, well-being and development.'	Central to 4, 5, 6, 7, 9	
'The quality of the school's communication with parents and carers'	Central to 1, 2, 3 and 8	Implicit in all other objectives

#### 4. Aiming for Outstanding

An analysis of the Outstanding judgement under 'The effectiveness of the school's engagement with parents and carers', suggests that many schools that have achieved and sustained the Leading Parent Partnership Award at a high level should be aiming to provide the evidence to justify an 'outstanding' judgement.

The Outstanding judgement is set out below, and linked to the LPPA framework.

'The school has highly positive relationships (1) with all groups (2) of parents and carers (3), particularly those groups of parents and carers who might traditionally find working with schools difficult (4). Parents and carers are highly involved in decision-making on key matters through well-established procedures (5). Parents and carers are exceptionally well informed about all aspects of their own children's achievement, well-being and development (6). The school provides tailored guidance and information about precise ways parents and carers can support their children's learning across a wide range of subjects (7). All groups of parents are able to communicate with the school through a range of media (8). Consistent and productive partnerships ensure that parents and carers are strongly engaged with their children's learning and the school's work (9). The school's systems for keeping parents informed about aspects of its work ensure parents and carers have co-ordinated, up-to-date, accurate and timely information (10).'

- (1) Objective 3 with links to all other Objectives
- (2) The need to work with *all* groups of parents and carers is a key LPPA theme
- (3) The involvement of parents, carers and other adults relevant to the child's learning and development is stressed
- (4) Emphasis is placed on strategies for working with 'harder to reach' families
- (5) A theme throughout the LPPA, with a focus in Objective 8
- (6) Objective 7, plus Objectives 4, 5, 6, and 9
- (7) Objectives 4, 5, 6, 7, 9
- (8) Objectives 3 and 7
- (9) Objectives 4, 5, 6, 7, 8, 9
- (10) Objectives 3 and 7 with links to all other Objectives

## 5. Digging deeper

While the key judgement on the engagement of parents and carers is analysed above, the need to involve them is emphasised throughout the evaluation schedule. The following table highlights other specific areas featuring parental engagement, and links them to the LPPA framework:

Ofsted Judgement	Key LPPA Objective(s)
<p><b><u>Outcomes: how well are pupils doing, taking count of any variation?</u></b></p> <p><b>The extent to which pupils feel safe</b> ‘The views expressed by.....parents and carers..... regarding pupils’ safety at school.’</p> <p><b>Pupils’ behaviour</b> ‘Parents’.....views on the standard of behaviour, such as those expressed in parental questionnaires and discussion with parents.....’</p> <p><b>The extent to which pupils adopt healthy lifestyles</b> ‘views (of) ....parents and carers.....regarding their (pupils’) adoption of a healthy lifestyle’</p> <p><b>The extent to which pupils contribute to the school and wider community</b> ‘The views of parents and adults, including members of the local community, about the pupils’ interaction with them’</p> <p><b>Pupils’ attendance</b> Emphasis placed on consistently high attendance for all pupil groups</p> <p><b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being and development</b> ‘(views) of parents and carers about how well the school prepares pupils for future education, training and employment’</p>	<p>Objectives 3, 8 and 10</p> <p>Objectives 3, 8 and 10</p> <p>Objectives 3, 8 and 10</p> <p>Objectives 3, 8 and 10</p> <p>Objective 8</p> <p>Objective 9</p>

<p><b>The extent of pupils' spiritual, moral, social and cultural development</b> Emphasis is placed on joint parent and child engagement, especially in relation to cultural understanding</p> <p><b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b> Parent partnership is seen as making an essential contribution to children's curriculum learning through joint parent child enrichment activities and through family learning</p> <p><b>The effectiveness of care, guidance and support</b> 'how the school works with parents and carers to support and guide pupils' 'parents' views of the information, advice and guidance provided to pupils'</p>	<p>Objective 5</p> <p>Objectives 4 and 5</p> <p>Objectives 3, 4, 5, 6, 7, 8, 9</p> <p>Objectives 3, 4, 5, 6, 7, 8, 9</p>
<p><b><u>How effective are leadership and management?</u></b></p> <p>These judgements include parents in their roles as stakeholders, users, volunteers, visitors and local community members.</p> <p><b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b> 'how systematically governors consult and gather the views of users and stakeholders and how these views are taken into account in future planning'</p> <p><b>The effectiveness with which the school promotes equal opportunities and tackles discrimination</b> 'arrangements for consulting with users and stakeholders'</p> <p><b>The effectiveness of safeguarding procedures</b> (the school) 'takes reasonable steps to ensure that pupils are safe on the school site, for example by monitoring visitors or volunteers or those using the premises during school time'</p> <p><b>The effectiveness with which the school promotes community cohesion</b> 'the extent to which the school has developed an understanding of the religious, ethnic and socio-economic characteristics of its community in a local, national and global context'</p>	<p>Objectives 8 and 10 plus parental evaluation within Objectives 3 to 9</p> <p>Objective 8</p> <p>Objective 8</p> <p>Objective 5</p>

<p>'evidence of the impact of the school's work in the local community'</p> <p><b>The effectiveness with which the school deploys resources to achieve value for money</b></p> <p>'the views of parents, carers and pupils in relation to the suitability and availability of resources'</p>	<p>Whole LPPA</p> <p>Objective 8</p>
<p><b><u>How effective is the Early Years Foundation Stage?</u></b></p> <p><b>The quality of provision in the Early Years Foundation Stage</b></p> <p>'there are effective partnerships with parents/carers'</p> <p><b>The effectiveness of leadership and management of the Early Years Foundation Stage</b></p> <p>'how well the setting/school engages with users and works in partnership with parents/carers and others'</p> <p>'how effectively links with parents/carers.....promote the integration of care, education and extended services'</p> <p><b>Overall effectiveness: how well does the setting/school meet the needs of children in the Early Years Foundation Stage?</b></p> <p>The partnership between parents and carers and the school or setting is strongly emphasised in the grade descriptors.</p>	<p>Whole LPPA</p> <p>Objectives 3 and 7</p> <p>Objectives 1 and 2</p> <p>Whole LPPA</p>
<p><b><u>How effective is the sixth form?</u></b></p> <p><b>How effective is the leadership and management of the sixth form?</b></p> <p>'how effectively the sixth form engages with students, parents/carers and partners to support and promote improvement'</p> <p>'the views of different groups, including students and parents/carers, are canvassed and acted upon'</p>	<p>Objectives 8</p> <p>Objective 8</p>

**“The result of achieving the LPPA has been a more inclusive school community with the commitment to ensure every child reaches their potential.”**

(Headteacher, Kibworth Primary School, Leicestershire)



## Further information

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:

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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.

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