



# **THE GREATER MANCHESTER CHALLENGE LEADING PARENT PARTNERSHIP AWARD PROGRAMME**

## **Phase 1 Summative Evaluation**

## **Phase 2 Review of Progress**

**October 2011**

**"The Award means a great deal to us in that we have improved our relationships with our parents immeasurably, and in so doing have raised attainment, achievement and most importantly the expectations of the children."**

**(Headteacher, Mossfield Primary School, GMC LPPA Phase 1, Salford)**

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## Part 1

### Executive Summary

#### Phase 1

- Seventy three schools from the ten Greater Manchester Local Authorities committed to the Greater Manchester Challenger Leading Parent Partnership Award (GMC LPPA) Programme in July 2009.
- By 26 September 2011, 58 (79%) of the schools had achieved the Award, with another 11(15%) aiming to achieve by 31 October 2011.
- Four schools (6%) withdraw from the process as a result of school issues not connected with the LPPA.
- No schools failed to achieve the Award following the Final Verification process.
- Evaluation of the training courses and workshops provided for GMC LPPA Local Advisers and LPPA School Coordinators indicated that provision had been of a very high quality.
- The schools' evaluation of the work of their LPPA Advisers was that 84% had been delivered 'very well' and 14% 'well'. LPPA quality assurance procedures supported this judgement in relation to the quality of report writing.
- LPPA Final Verifiers judged that all the schools undertaking Final Verification by 26 September had reached the required standard to achieve the Award, and a wide range of strengths were recorded in relation to the schools' commitment to, and enhanced delivery of, parent partnership.
- Headteachers' comments, which form a part of the Final Verification report, provided a very positive picture of their schools' experiences of the LPPA process, its impact on their schools, and their plans for on-going development.
- Although changes in staffing across the GMC Programme from August 2010 meant that the planned GMC LPPA good practice website was not developed, it is anticipated that evidence of good practice from the Programme will become available on the Learning Leads professional development portal that is currently being developed in the Greater Manchester area.
- Despite significant unexpected changes of local authority staff involved in GMC LPPA programme after August 2010, co-operation between remaining colleagues, the schools and the LPPA Team ensured the successful outcome of the Programme.

## **Phase 2**

- As a result of the positive responses of GMC schools and LAs to the Phase 1 GMC LPPA Programme, further funding was provided to develop a Phase 2 programme from July 2010.
- A total of 90 schools, across all ten LAs are involved. To date 15 schools have achieved the Award, and the remaining 75 are on target to complete by the end of the contract period in July 2012.

## **Part 2**

### **Background to the Greater Manchester Challenge Leading Parent Partnership Award Programme**

- 2.1 Initial contact was made between the GMC and the LPPA in April 2009, and early discussions identified many themes and priorities shared by the LPPA and the Parental Engagement strand of the GMC. These included:
- The importance of supporting schools\* in engaging parents\*, in contributing to the learning and development of children and young people, in order to raise achievement.
  - The involvement of all types of schools in a wide range of geographical and socio-economic settings.
  - The particular importance of: schools providing high quality information for parents; the active involvement of parents in their children's learning; supporting parents as their children enter and leave schools, that is induction and transition.
  - The involvement of all key partners in supporting parental engagement: parents; all school staff; governors; children and young people attending the schools; external partners.
  - The engagement of *a//* families, particularly those that find accessing services more difficult.

\* Throughout this report the term 'school' is used to cover all types of schools, early years settings and pupil referral units. 'Parents' includes all mothers, fathers, grandparents, carers and other key adults who contribute to the learning and development of children and young people.

- 2.2 Following discussion, the aims of the GMC LPPA partnership were agreed as follows:
- To contribute to the delivery of the Parental Engagement strand of the GMC by enabling schools to achieve the Leading Parent Partnership Award and go on to build sustainable parent partnership practice.

- To work with educational professionals in each of the ten Greater Manchester Local Authorities (GM LAs), enabling them to support schools in the delivery of the LPPA programme, and to develop skills and expertise that will contribute to future sustainability.
- To plan, develop, implement, monitor and evaluate a bespoke LPPA programme that meets the needs and matches the aspirations of The Greater Manchester Challenge, and provides good value for money, leaving a legacy of sustainability.

The evidence provided in this report indicates that these aims have been substantially achieved during Phase 1 of the programme.

- 2.3 The initial contract agreed between the LPPA and the GMC was to deliver one LPPA programme (later called Phase 1), involving each of the ten Greater Manchester Local Authorities (LAs), commencing in September 2009, with contract completion on 31 July 2011. It was agreed that the LAs would enter the programme in two cohorts, the first groups commencing in the Autumn Term 2009 and the second in January 2010.

It was not until the Summer Term of 2010 that additional funding was made available to deliver Phase 2 of the programme. This came about because of the very positive response of the LAs to the development of Phase 1.

## **Part 3**

### **Phase 1 Summative Report**

- 3.1 The GMC LPPA delivery model: Phase 1

3.1.1 The delivery model adopted was a 'licensing agreement'. In essence, this involved members of the LPPA Team training colleagues in each of the ten GM LAs as Local LPPA Advisers. These colleagues then delivered the first two key stages of the LPPA process in their schools – the Initial Audit and Interim Assessment – with the LPPA Team delivering the training programme, on-going quality assurance and the Final Verification process to determine whether each school had met the standard to achieve the Award.

3.1.2 The management structure established to ensure effective delivery was as follows:

- LPPA Contract Manager and GMC Parental Engagement Strand Manager – oversight of the programme
- LPPA Contract Manager and GMC Key Contact – leadership and management of programme delivery
- LA Local Link in each LA – link with the GMC Key Contact and LPPA office; management of Local Advisers

- Local LPPA Advisers – delivery of LPPA in LA schools

### 3.2 Local authority levels of involvement

Each LA was allocated a basic sum of 10k to deliver Phase 1 of the programme. This funded the involvement of seven schools, with a minimum of two Local LPPA Advisers trainer to undertake delivery. Some LAs chose to provide additional funding to extend the programme, as follows:

<b>LA</b>	<b>Cohort</b>	<b>Schools Involved</b>	<b>LPPA Advisers Trained</b>
Bolton	1	11	5
Bury	2	7	2
Manchester	1	7	2
Oldham	2	7	3
Rochdale	2	6	2
Salford	2	7	2
Stockport	1	8	5
Tameside	2	4	1
Trafford	1	7	6
Wigan	2	9	2
<b>Totals</b>		<b>73</b>	<b>30</b>

### 3.3 Timeline for delivery

3.3.1 All the Local LPPA Advisers undertook their initial training programme on Wednesday 7 and Thursday 8 October 2009, after which each trainee shadowed a experience national LPPA Adviser delivering an Initial Audit in an LA school (and later shadowed the same school's Interim Assessment).

3.3.2 The delivery programme for the Cohort 1 and 2 schools followed the same pattern, with Cohort 1 operating one term ahead of Cohort 2. The key features of each delivery programme were as follows:

- Initial LPPA briefing with headteachers
- Schools recruited
- Schools complete LPPA Initial School Self-evaluation Form
- School LPPA Coordinators' and Local LPPA Advisers' Workshop 1
- LPPA Initial Audits conducted in schools and Action Plans produced
- Schools work on Action Plan delivery and LPPA Portfolio building with support of their Local LPPA Advisers
- School LPPA Coordinators' and Local LPPA Advisers' Workshop 2
- LPPA Interim Assessments conducted in schools
- Schools continue to work on Action Plan delivery and LPPA Portfolio building with support of their Local LPPA Advisers

- LPPA Final Verifications and Award achieved

3.3.3 In addition, it was planned to hold termly Practice Development meetings, led by the GMC Key Link and supported by the LPPA Contract Manager, during which the Local LPPA Advisers could meet to share experiences and develop good practice. These meetings ceased after the Summer Term 2010 when the GMC was no longer able to fund the Key Link role. The LPPA Contract Manager and LPPA office worked directly with the LA Key Links and Local LPPA Advisers to maintain delivery of the programme after that date.

3.3.4 The target date for schools to achieve the Award was the end of the Spring Term 2011 for Cohort 1 schools and 31 July 2011 for Cohort 2 schools. Issues inevitably arose in that made these deadlines difficult for a small number of schools to achieve, including staffing issues and building programmes. The LPPA Team therefore extended the Final Verification date until October half term 2011 for schools able to complete the Award given this additional time.

### 3.4 Detail of school achievements

3.4.1 On 26 September 2011, the 'state of play' was as follows.

School	Award Achieved	Planned Final Verification or other outcome
<b>BOLTON LA</b>		
Castle Hill Primary	Jul 2011	
Red Lane Primary	Jun 2011	
St Catherine's Academy (Primary)		May complete by end October
St Catherine's Academy (Secondary)		May complete by end October
Blackshaw Primary		Withdrawn
St Theresa's Primary	Jan 2011	
Little Lever Secondary	Jul 2011	
Ladybridge Secondary	Apr 2011	
Rumworth Special		Final Verification by end October
Westhoughton Secondary		Final Verification 12.10.11
Johnson Fold Primary	Jan 2011	
<b>BURY LA</b>		
Radcliffe Hall CE/Methodist Primary	Jul 2011	
Unsworth Primary	Jun 2011	
Chesham Primary		Final Verification 07.10.11
St Joseph and St Bede RC Primary	Jun 2011	
St Luke's CE Primary		Final Verification 18.10.11
Phillips High School	Jul 2011	
Hoyle Nursery School and Children's Centre	Jul 2011	
<b>MANCHESTER LA</b>		
Ladybarn Primary	Mar 2011	
Christ the King RC Primary	Nov 2010	

Plymouth Grove Primary	Jun 2011	
Manchester Creative and Media Academy - boys	May 2011	
St Paul's CE Primary	Dec 2010	
The Birches	Jul 2011	
All Saints CE Newton Heath	Jul 2011	
<b>OLDHAM LA</b>		
Higher Failsworth Primary	Jun 2011	
Royton Hall Primary	Jun 2011	
Fir Bank Primary	Jul 2011	
Stanley Road Primary		Withdrawn
The Radclyffe		Withdrawn
Hathershaw College of Technology and Sport	Feb 2011	
Glodwick Infant		May complete by end October
<b>ROCHDALE LA</b>		
Parkfield Primary	Jan 2011	
Sacred Heart RC Primary	Jul 2011	
St Peter's CE Primary		May complete by October 2011
St Joseph's RC Primary Heywood	Jul 2011	
Middleton Technology College	Jul 2011	
Newlands Special School		Final Verification being arranged
<b>SALFORD LA</b>		
All Hallows RC High	Mar 2011	
St Boniface RC Primary	Jul 2011	
Mossfield Primary	Jul 2011	
Alder Brook Primary PRU		Withdrawn
Lower Kersal Primary	Jul 2011	
St Augustine's CE Primary	Jul 2011	
St Philip's CE Primary	Jul 2011	
<b>STOCKPORT LA</b>		
Ladybridge Primary	Mar 2011	
All Saints CE Primary (Marple)	Dec 2010	
Cale Green Primary	Nov 2010	
Meadowbank Primary	Jan 2011	
St Elizabeth's CE Primary	Nov 2010	
St Mary's Catholic Primary (Marple)	Mar 2011	
Reddish Vale Technology College	Jul 2011	
Norris Bank Primary	Dec 2010	
<b>TAMESIDE LA</b>		
Ravensfield Primary (Dukinfield)	May 2011	
St Peter's CE Primary (Ashton)		May complete by October 2011
Wildbank Primary (Stalybridge)	May 2011	
The Heys Primary (Ashton)	Jul 2011	
<b>TRAFFORD LA</b>		
Seymour Park Community Primary	Nov 2010	
St Matthew's Primary	Apr 2011	
Pictor School	Mar 2011	
Oldfield Brow Primary	Mar 2011	
Lime Tree Primary	May 2011	

Acre Hall Primary	Jul 2011	
Broad oak High	Jun 2011	
<b>WIGAN LA</b>		
St Cuthbert's Catholic Primary	Jul 2011	
Abraham Guest High		Final Verification 10.10.11
Hawkley Hall High	Jun 2011	
Wigan Worsley Mesnes Primary	Jul 2011	
St James' CE Worsley Mesnes Primary	Jun 2011	
St Patrick's Primary Wigan	Jul 2011	
Sacred Heart Primary Wigan	Jul 2011	
St Mark's CE Primary Newtown	Mar 2011	
Platt Bridge Primary	Jul 2011	

### 3.4.2 Outcomes to date:

- The achievement rate for Phase 1 on 26 September 2011 is 58 schools, that is **79%**.
- Five more schools have Final Verifications booked and are likely to achieve the Award by the end of October, that is **7%**.
- A further six schools have the opportunity to undertake Final Verification by the end of October, that is **8%**.
- There is the potential for a **94%** achievement rate.
- The four schools that have withdrawn from the process – **6%** - have done so because of internal school issues not related to the LPPA.

## 3.5 Monitoring and evaluation

3.5.1 Strategies for the monitoring and evaluation of the programme delivery and outcomes were built into the programme from the outset, as follows.

### 3.5.2 Responsibilities for monitoring progress

- Overall progress: GMC Parental Engagement Strand Manager, GMC Key Contact and LPPA Contract Manager.
- Progress within each LA: GMC Key Contact and LA Key Links.
- Progress of individual schools: LA Key Links and Local LPPA Advisers working with the LPPA Office.

### 3.5.3 Responsibilities for programme evaluation

- LPPA Local Adviser training and LPPA School Coordinators' workshops: LPPA Contract Manager.
- Quality of programme delivery to schools by Local LPPA Advisers: LPPA Quality Assurance Manager and LPPA Contract Manager.
- Quality of Initial Audit and Interim Assessment reports written by LPPA Local Advisers: LPPA Quality Assurance Manager.

- Overall impact of the LPPA on the development of parental engagement in individual schools: Final Verification process – headteachers’ comments and Verifiers’ reports.
- Detailed impact of LPPA activities on schools: GMC LPPA good practice data base managed by the GMC Key Contact with contributions from all schools.
- Summative programme evaluation report: LPPA Contract Manager and GMC Key Contact.

3.5.4 While the GMC LPPA programme has been monitored and evaluated effectively, some aspects have not been delivered as initially planned. This has been largely due to unforeseen changes in the overall GMC programme from August 2010.

3.5.5 The loss of the GMC Key Contact in October 2010, plus employment changes that impacted on the roles of more than 50% of the Local LPPA Advisers and Key Links, meant that the monitoring of school progress increasingly fell to the LPPA Contract Manager and LPPA office, working with the Local Advisers and Key Links who were still active. The willingness of Local Advisers to take on additional work and responsibilities to ensure that the schools in their LAs were able to complete the Award, and do so on time, plus and the increased volume of work undertaken by the LPPA Office Team is acknowledged here. Without their cooperation and commitment, many schools would have been left without the support they needed.

3.5.6 The changes outlined above also impacted to some extent on the evaluation of the programme, but there is sufficient evaluation evidence to indicate a generally very successful outcome. The findings of each element of the evaluation process are outlined below.

### **The Local LPPA Adviser Training Course and LPPA School Coordinators’ Workshops**

3.5.7 The strategy adopted by the LPPA Team when evaluating their training courses, workshops and similar events is to clearly set out the aims of the activity at the outset and to gather feedback on the quality of provision in terms of meeting each of the aims. A response summary for each event is provided below.

<b>Event</b>	<b>Exce</b>	<b>V good</b>	<b>Good</b>	<b>Sat</b>	<b>Unsat</b>
Local LPPA Adviser Training Course (7, 8 Oct 2009)	48%	40%	12%	0%	0%
LPPA School Coordinators’ Workshop 1 Cohort (10 Nov 2009)	36%	39%	21%	3%	1%
LPPA School Coordinators’ Workshop 1 Cohort 2 (12 Jan 2010)	25%	51%	22%	2%	0%

LPPA School Coordinators' Workshop 2 Cohort 1 (23 Jun 2010) (14 Jul 2010)	50% 50%	43% 22%	7% 28%	0% 0%	0% 0%
LPPA School Coordinators' Workshop 2 Cohort 2 (23 Sep 2010)	45%	29%	20%	0%	0%
<b>Average %</b>	<b>42%</b>	<b>37%</b>	<b>18%</b>	<b>1%</b>	<b>0%</b>

3.5.8 An average of 36 people attended the above activities, with an average evaluation form completion of 83%.

3.5.9 The overall response to the provision made by the LPPA Team was 79% excellent or very good and only 1% satisfactory or unsatisfactory.

3.5.10 In addition, opportunities are provided for trainees and delegates to provide additional positive comments about the event, and to make suggestions for future improvements – which are acted upon. The outcomes were as follows:

<b>Event</b>	<b>Additional positive comments</b>	<b>Suggestions for improvement</b>
Local LPPA Adviser Training Course (7, 8 Oct 2009)	40	21
LPPA School Coordinators' Workshop 1 Cohort (10 Nov 2009)	43	18
LPPA School Coordinators' Workshop 1 Cohort 2 (12 Jan 2010)	34	17
LPPA School Coordinators' Workshop 2 Cohort 1 (23 Jun 2010) (14 Jul 2010)	11 3	4 0
LPPA School Coordinators' Workshop 2 Cohort 2 (23 Sep 2010)	14	10
<b>Totals</b>	<b>145</b>	<b>70</b>

3.5.11 There were twice as many additional positive comments as suggested improvements. Trainees and delegates were positively encouraged to suggest areas for improvement in relation to all LPPA activities, and actions taken as a result were reported in feedback to client groups.

3.5.12 Detailed feedback and follow-up action to be taken was provided to the GMC Parental Engagement Strand Leader and the DCSF GMC lead following each of the six activities.

## Quality of programme delivery to schools by Local LPPA Advisers

3.5.13 The GMC Key Link and Local LPPA Advisers were responsible for the distribution of standard LPPA evaluation forms to schools following the Initial Audit and Interim Assessment visits to each school, with the LPPA Quality Assurance Manager and LPPA Contract manager undertaking analysis and providing feedback.

3.5.14 Completed Initial Audit evaluation forms were returned by 34 of the GMC LPPA schools (47%) by the end of May 2010. The questionnaire asked schools to judge how effective their LPPA Adviser had been in covering each of five key areas during the Initial Audit day. Responses were as follows:

Area of delivery	Very well	Well	Satisfactory	Unsatisfactory
Initial discussions with senior staff/governors	28	6	0	0
Clarification of what school already had in place	31	3	0	0
Clarification of what the school needed to do	29	4	1	0
Portfolio building	24	9	1	0
Action plan preparation	30	2	2	0
<b>Total responses</b>	<b>138</b>	<b>23</b>	<b>4</b>	<b>0</b>
<b>%</b>	<b>83.7%</b>	<b>13.9%</b>	<b>2.4%</b>	<b>0%</b>

3.5.15 In total **84%** of the delivery was deemed by the schools to have been carried out 'very well'. This is measure of the commitment of the Local LPPA Advisers and the national LPPA Advisers who worked with them. It also indicated the effectiveness of the LPPA Local Adviser Training Course.

3.5.16 Ten of the schools chose to add additional written comments on the evaluation form, which reinforced their views on the quality of Adviser support they received.

3.5.17 A second round of feedback and analysis was due to take place after the Interim Assessment phase of the programme, but the loss of the GMC Key Contact, and the early impact of LA staff changes on the roles of LA Key

Links and Local LPPA Advisers meant that insufficient evaluation forms were returned to provide a meaningful sample.

### **Quality of Initial Audit and Interim Assessment reports written by LPPA Local Advisers**

3.5.18 All LPPA Advisers, including Local LPPA Advisers are required to submit their first (and every forth) Initial Audit Report and Interim Assessment Report to the LPPA Quality Assurance Manager for checking before it is sent to the school. The QA Manager reads and comments on these reports and indicates any changes or suggestions for improvement that should be made.

3.5.19 This process was carried out in relation to each of the 30 trained GMC LPPA Advisers, and the quality of their work was generally found to be very good, with Advisers welcoming and responding to feedback. No of the Advisers' reports gave any cause for concern.

### **Overall impact of the LPPA on the development of parental engagement in individual schools: Verifiers' reports**

3.5.20 The impact of the LPPA on the development of parental engagement is recorded in the school's Final Verification report. The LPPA Verifier lists the school's *key areas* of strength - not *every* strength - at the point of Final Verification, highlighting achievements to date and the extent to which the school is putting strategies in place to ensure sustainable development.

3.5.21 The feedback below is drawn from the areas of strength identified by the Verifiers of the 59 GMC LPPA schools that received their Final Verifications by 26 September 2011. An average of nine area of strength per school were recorded – a total of 531. The broad areas they covered are summarised below:

<b>Area of strength</b>	<b>Number of schools</b>
Commitment of LPPA key partners – particularly school managers, staff, parents and governors – to parental engagement and/or to achieving the LPPA.	55
Specific comment on the effective management of the LPPA process by the headteacher, school LPPA Coordinator and others.	40
Welcoming school environment in a personal sense – often focussed on the support and encouragement given to parents by staff.	59
Welcoming school in terms of the environment – including quality of display and reception area, for example.	29

An inclusive approach to working with families and the community; recognition of diverse needs; support for vulnerable families.	40
High quality (usually improved) communication between school and home, often with increased use of ICT-based approaches.	59
Increasingly effective consultation (often developed during the LPPA period), including feedback to parents and action taken on findings.	46
Engagement of parents in learning for themselves and to support their children's learning, plus provision of opportunities to learn together. (Sometimes strengths noted separately and sometimes jointly.)	59
Particularly effective induction and/or transition support for parents when their children joined and/or left a school.	32
Strong monitoring and evaluation of progress and/or clear strategy for further development of parent partnership.	37
Other key strengths noted in relation to between 10 and 25 schools each:	
<ul style="list-style-type: none"> <li>- High level of pupil understanding and involvement</li> <li>- Positive work with external agencies</li> <li>- Particularly effective reporting to parents on their children's progress</li> <li>- Involvement of parents in the celebration of success</li> <li>- Focus on the appointment of appropriate staff to support parent partnership</li> <li>- Effective use of parent volunteers/parents' skills</li> <li>- General note of parents feelings of trust in the school/their children's happiness</li> </ul>	
Specific impact of enhanced parent partnership:	
The FV report generally focuses on broad strengths, but specific impacts that have already been noted by the time of the Final Verification are also recorded, focussing largely on improved pupil an student attendance and achievement.	

3.5.22 The following extracts from the Final Verification reports of the GMC LPPA schools illustrate the above findings in relation to key strengths. The LPPA Team does not seek the permission of schools to publish extracts from their reports, and the quotations below are therefore identified by local authority and phase only.

**Commitment**

"The enthusiasm and commitment to the LPPA by the coordinators, headteacher and staff as a whole have ensured that it has become an integral part of school development. From the interviews, it is clear that this commitment and enthusiasm to further develop parental partnership is evident at all levels." (Oldham, primary)

**Leadership and management**

"The very positive leadership and management of the headteacher and LPPA school coordinator has facilitated a strong collaborative approach involving staff, parents, governors and a multi-disciplinary team." (Trafford, special)

**Welcome – personal**

"Parents view the school as an open, safe and welcoming environment. They feel comfortable in contacting the school to ask questions of any member of staff. Action is always taken on queries and appropriate feedback provided to parents." (Bolton, primary)

**Welcome – environment**

"The excellent tour of the school conducted by pupils was very informative and provided the opportunity to view displays of pupils' work along with photographs of celebrations, rewards and achievements which are shared with parents." (Tameside, primary)

**Inclusion and support**

"The support for parents of children with additional needs is exemplary, and much appreciated by parents, the parent of one child with additional needs reported that she had '100% faith and trust in the people here.'" (Bury, Nursery and Children's Centre)

**Communication**

"The very significant improvement of communication between school and

home: efficient use of e-mail and text messaging and improved telephone systems; weekly newsletter are produced and the website contains a good range of relevant and up to date information, as do parents' noticeboards." (Stockport, primary)

### **Consultation**

"The school listens very well to parents and uses their views effectively. Parents felt their contributions were valued and feedback ensured that they knew about the outcomes of questionnaires, surveys and consultations. The variety of strategies used enables all parents to actively contribute to sharing ideas, providing constructive advice and showing praise for the good work of the school." (Stockport, primary)

### **Engagement in learning**

"There is a wide range of enrichment opportunities for parent and child joint learning. Parents organise or attend many of the extended services activities, and attendance is monitored to enable as many parents as possible to attend." (Rochdale, primary)

"A wide variety of opportunities for parental engagement is available. These include: family learning courses and activities; information sessions for year groups, targeted groups and individual parents; sharing students' learning through showcasing and successful celebration events." (Wigan, secondary)

### **Induction and transition**

"The innovative and outstanding ways that the school works with primary schools, which establishes a good working relationship with parents before their children transfer to secondary education." (Salford, secondary)

### **Monitoring, evaluation, sustainability**

"All involved in the (LPPA) process felt that parental confidence and contribution to school life had increased and the whole school approach to working with parents would continue to develop this." (Manchester, special)

"The school has measured improvement in lessening regression following holidays, achieved through sharing progress information and providing parents with strategies to support their child's learning in school holidays." (Wigan, primary)

### **Other key strengths**

"Pupils at the Final Verification showed they were enthusiastic about involving their parents more in their learning, which they feel will support their behaviour and achievement." (Bury, primary)

"The staffing structure, with non-teaching pastoral and learning managers facilitates personal and easily accessible communication between home and school. Parents value having a named contact with a phone number, and staff have regular contact with families." (Oldham, secondary)

"Parents felt that the regular reporting systems were supportive in helping them understand their child's achievements, attainment and progress. The colour coded system provided visual clarity so it was easy to understand if their child's learning was on track." (Stockport, secondary)

"Parents are encouraged to use their own talents to support and enhance both the school and learning activities. Parents have shared their diverse cultures and languages with both parents and pupils, for example by reading aloud to children and cooking." (Trafford, primary)

"The school has excellent links with external agencies: parents are aware of these links and are happy to access support both via the school or via the agency involved. Key agencies are represented on the LPPA working party." (Wigan, secondary)

### **Specific impact**

"The school has measured the successful impact of parental involvement on pupil achievement." (Bolton, secondary)

"During the LPPA process, the school had measured improvement in attendance through its persistent support to families." (Manchester, primary)

"The school has evidence of measured improvement in children's attendance and in improved KS2 SATs results since having focused on parental involvement. There are also individual case studies of parental engagement having a positive impact on children academically and socially." (Rochdale, primary)

"There is evidence of improved attainment since the school began the LPPA process – increased phonics knowledge through the Playclub home-school project and excellently improved SATs results at KS2." (Salford, primary)

"There is clear evidence of improving attendance throughout the LPPA period." (Wigan, primary)

## Overall impact of the LPPA on the development of parental engagement in individual schools: Headteachers' comments

3.5.23 Following Final Verification, headteachers are invited to write a brief open comment on the school's experience of the LPPA process. When the data for this report was analysed, 43 headteachers' comments had been received. These included 121 positive comments and no negative comments. The broad areas they covered are summarised below:

Nature of Comment	Number of schools
Impact of the LPPA	32
Potential for sustainability and future development	28
Value of the LPPA framework as a self-evaluation and organisational tool	27
Satisfaction on recognition of achievement	18
Quality of support received from LPPA Advisers/Verifiers	12

3.5.24 The following extracts from headteachers' comments illustrate the key themes above. The LPPA Team does seek the permission of headteachers to publish extracts from their comments, and the quotations below are therefore identified by school, local authority and phase.

### Impact of the LPPA

"The Award process encouraged us to think even more about our hard to reach parents. We approached our most challenging parents to join the LPPA forum and have since found them not as challenging."  
(Johnson Fold Primary School, Bolton LA)

"The (LPPA) process energised staff and brought us the unexpected reward of building greater confidence within the school as we worked more closely with our parents and the wider community."  
(St Joseph and St Bede RC Primary School, Bury LA)

"The impact on individual parents has been immense and has made all the work so worthwhile."

(Ladybarn Primary School, Manchester LA)

"The award means a great deal to us in that we have improved our relationships with our parents immeasurably, and in so doing have raised attainment, achievement and most importantly the expectations of the children."

(Mossfield Primary School, Salford)

"The LPPA is, perhaps, the most relevant award a school can achieve. The process has refined how we have worked with our community in helping children to achieve."

(All Saints Primary School Marple, Stockport LA)

"The (LPPA) process has been an extremely effective tool for self evaluation and has enabled our engagement of parents in school life, their children's learning, and (our) communication with them to strengthen significantly."

(Meadowbank Primary School, Stockport LA)

"The LPPA process has allowed the time and opportunity to review our work in this area and to develop new strategies to reach out even further."

(Lime Tree Primary School, Trafford LA)

"Working towards the LPPA has brought effective parent partnerships to the forefront of our school evaluation and development. As a result we have seen a significant improvement in the numbers of parents engaged in their child's learning and the quality of parent partnership across the school."

(Pictor School – special, Trafford LA)

### **Potential for sustainability and future development**

"Little Lever School is committed to expanding and developing our work with families to support the very best outcomes for all."

(Little Lever School, Specialist Language College, Bolton LA)

"The LPPA has been a key focus of our school development and it will continue to be a priority as we further strengthen links with our community."

(Radcliffe Hall CE/Methodist Primary School, Bury LA)

"We look forward to extending our work through the areas for development (identified in the Final Verification Report) and the ongoing feedback from our parents about their needs."

(Royton Hall Primary School, Oldham)

"On achieving this award, our intention now is to continue this journey to

increasing the participation and involvement of parents in our efforts to ensure that pupils achieve their full potential and leave the school fully prepared to cope with the opportunities presented to them post 16.”  
(All Hallows RC High School, Salford LA)

“We feel confident to continue moving forward with our plans to further engage parents in the life of the school.”  
(Wildbank Primary School, Tameside LA)

### **Value of the LPPA framework as a self-evaluation and organisational tool**

“We have really appreciated the structure that the LPPA has given us in furthering our work with parents. It has provided focus and rigour which has resulted in improvement in our practice.”  
(Red Lane Primary School, Bolton LA)

“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)

“The LPPA was a challenge – it made each of us review WHY we did things and WHAT was the impact. The whole school community gave 100% - children, families, governors and staff.”  
(Sacred Heart RC Primary School, Rochdale LA)

“The process leading to the award was rigorous, ensuring that we were reflective about the way we interacted with and supported our families.”  
(Ravensfield Primary School, Tameside LA)

“Working towards our achievement of the LPPA has been both a rewarding and challenging experience at a time of change and thorough self-evaluation for the school. The process has provided a strong structure and a clear pathway. Through these we have been able to identify what our next steps need to be and how we might achieve these.”  
(St James’ CE Primary School, Wigan LA)

### **Satisfaction on recognition of achievement**

“We are all proud of achieving this award here at All Saints.”  
(All Saints CE Primary School, Manchester LA)

“We are very pleased to have achieved this award.”

(Reddish Vale Technology College, Stockport LA)

"We are more complete in meeting the needs of our parents by taking part in the LPPA. It has been a rewarding process in many, many ways."

(Oldfield Brow Primary School, Trafford LA)

"Empowering parents is inspirational; particularly when the parent is vulnerable or at risk, feeling marginalised or considered hard to reach. We hope to continue making a positive and significant difference to people's lives. The LPPA has enabled us to celebrate more than ever and guided us towards even greater outcomes."

(Seymour Park Community Primary School, Trafford LA)

"The whole process was a positive experience and has impacted positively on our practice. We have thoroughly enjoyed the experience!"

(Platt Bridge Community School, Wigan)

### **Quality of support received from LPPA Advisers/Verifiers**

"The support and feedback from our Verifier has been invaluable."

(St Joseph's RC Primary School, Rochdale LA)

"I personally would like to thank the LPPA for the guidance it has given my school in formalising and deepening the relationships we have with our parents. Our school is much stronger as a direct result of winning this award."

(Lower Kersal Community Primary School, Salford LA)

"The LPPA personnel who have supported, assessed and verified our work have been most supportive throughout the process. The school community greatly appreciates their involvement."

(St Mary's Catholic Primary School, Stockport LA)

"We felt that the assessment process was managed excellently. The assessor ensured that the process was rigorous and challenging, whilst at the same time fully understanding the context of the school and the part that the LPPA process had in strengthening relationships between home and school."

(Cale Green Primary School, Stockport LA)

"Our Verifier was professional throughout the visit and gave us opportunities to discuss our work in detail. She is someone I would welcome back into school to support and further work with parents and families."

(The Heys Primary School, Tameside LA)

## **Detailed impact of LPPA activities on schools**

3.5.25 The GMC Parental Engagement Strand Manager and DCSF GMC Manager, in consultation with the LA GMC Key Links devised an evaluation pro forma to be used by all GMC LPPA schools to record the impact of a number of key LPPA activities in each school. This information was intended to:

- Provide evaluative and impact evidence for the school's LPPA Portfolios
- Provide a systematic approach to gathering evidence that would be placed on the GMC website, enabling GMC LPPA schools and others in the GMC area to access good practice examples of parent partnership work.

3.5.26 As a result of changes at DCSF and GMC LA level, this approach was not developed, and the good practice website was not created. This is a significant loss in terms of the overall ability to judge the impact of the GMC LPPA Phase 1 programme.

3.5.27 At the time of writing, however, the GMC Parental Engagement Strand Manager, in her wider role, is about to launch a continuing professional development portal for school and governor networking and sharing best practice. This will be called Learning Leads, and it is anticipated that evidence from the GMC LPPA Programme will be made available through this route in due course.

## **Summative programme evaluation report**

3.5.28 It was initially anticipated that the GMC LPPA Programme would be externally evaluated, but GMC funding was not available to commission this work. It was then agreed that a joint summative evaluation report on the Phase 1 programme would be produced by the LPPA Contract Manager and GMC Key Link. In view of the loss of the Key Link role in October 2010 this report has been produced by the LPPA Contract Manager using all the available data.

# **Part 4**

## **Phase 2 Progress Review**

### **4.1 Background**

4.1.1 Positive progress with Phase 1 led to the allocation of a further 50k – 5 k per LA - of GMC funding to enable each LA to participate in a Phase 2 Programme, commencing in September 2010. Bolton LA had already made a commitment for more schools to participate before this date, and each of the other nine LAs then joined the Phase 2 Programme. Some LAs added additional funding to support increased school involvement.

4.1.2 The Phase 1 programme had been entirely delivered through the LPPA licensing approach. This involved the LPPA Team training 30 suitably qualified and experienced LA colleagues to be Local LPPA Advisers. They delivered the first two stages of the LPPA in their LA schools, with the LPPA Team taking responsibility for quality assurance and Final Verification.

4.1.3 Significant changes had begun to take place in LA staffing structures and employment by the summer of 2010, and there was considerable uncertainty as to how many of the Local LPPA Advisers trained for Phase 1 would be in a position to continue to fulfil their roles in Phase 2. As a result, different contractual arrangements were made between the LPPA and each GMC LA. The full range of options in terms of LPPA delivery was employed to meet each LA's specific needs as follows:

<b>Local Authority</b>	<b>LPPA Approach(es) Adopted</b>	<b>Number of schools</b>
Bolton	Adviser-led – LPPA Team delivery	36
Bury	Adviser-led, LPPA delivery School-led	1 4
Manchester	Adviser-led, LPPA delivery Adviser-led, Local Adviser delivery Trainer-led, LPPA delivery School-led	1 1 2 4
Oldham	Adviser-led, LPPA delivery	3
Rochdale	Adviser-led, LPPA delivery	1
Salford	School-led	11
Stockport	Adviser-led, Local Adviser delivery	7
Tameside	School-led	2
Trafford	School-led	10
Wigan	Adviser-led, Local Adviser delivery	7
	<b>TOTAL</b>	<b>90</b>

4.1.4 The Adviser-led, Trainer-led and School-led approaches to the LPPA all result in the school achieving exactly the same Award. The process varies only in terms of the amount and nature of the support received by the school during the LPPA process, with associated variations in cost.

## 4.2 Record of school progress

4.2.1 The start dates of the Phase 2 contracts varied from June 2010 to January 2011. To date 15 schools have achieved the Award and 75 are in progress. No schools have withdrawn. As LPPA contracts run for 15 – 18 months, it is reasonable to assume that the 75 remaining schools will complete the Award by June 2012.

4.2.2 A full list of LAs and schools is provided below:

### **Bolton LA**

Sacred Heart Primary	Award achieved July 2011
Greenfold	Award achieved July 2011
Sharples Secondary	
Spindle Point Primary	
Harwood Meadows Primary	
St Stephen's Primary	Award achieved June 2011
St William of York Primary	Award achieved June 2011
St Matthew's Primary (Little Lever)	Award achieved June 2011
St James' Primary (Famworth)	
Turton Media Arts College	
Walmsley Primary	
St Brendan's Primary	
Bishop Bridgeman	
Ealock Primary	
SS Simon and Jude's	
Thornleigh Salesian College	Award achieved March 2011
St Matthew's (Bolton)	
Moorgate School	Award achieved July 2011
Eagley Junior	
St Mary's Horwich	
St Michael's (Green Lane)	Award achieved June 2011
Holy Infant and St Anthony Primary	
Ladywood Primary	
Egerton Primary	
Haslam Park	
St Peter's Famworth	Award achieved July 2011
Brownlow Fold	Award achieved July 2011
St Stephen and All Martyrs	
Eagley Infants	
Bolton Parish	
St Thomas Primary (Halliwell)	Award achieved July 2011
Mytham Primary	
Prestolee Primary	
Masefield Primary	
Bowness Primary	
St Saviour's Primary	Award achieved July 2011

### **Bury LA**

Butterstile Primary  
Park View Primary  
Holcombe Brook Primary  
Chaplefield Primary  
Tottington Primary

## **Manchester LA**

Abbey Hey Primary  
The Divine Mercy RC Primary  
Crowcroft Park Primary  
Harpur Mount Primary  
Briscoe Lane Primary  
Piper Hill Specialist School  
St Clement's CE Primary  
St James' CE Primary

## **Oldham LA**

New Bridge  
Springbrook  
Kingsland

## **Rochdale LA**

Woodlands Community School

## **Salford LA**

Barton Moss Community Primary  
Buile Hill Visual Arts College  
Cadishead Primary  
Cathedral School of St Peter and St Paul  
Christ Church CE Primary  
Fiddlers Lane Community Primary  
Godfrey Ermen CE Primary  
James Brindley Community Primary  
Moorside Primary  
Wardley CE Primary  
Wentworth High

## **Stockport LA**

Rose Hill Primary  
Greave Primary  
Castle Hill High  
Hazel Grove Primary  
Bramall High  
St James' Catholic High  
Priestnall High

Award Achieved July 2011

## **Tameside LA**

Lyndhurst Community Primary  
Rosehill Community Primary

