STEETON PRIMARY SCHOOL SELF EVALUATION 2022-2023

PARENT AND COMMUNITY INVOLVEMENT - GOOD

Strengths

Rationale

We consider our relationships with parents and the wider community to be essential to raising the attainment, aspirations and life chances of our pupils. This is reflected in:

- our school vision (*Your inspirational community*);
- our decision to include Parent and Community Involvement as a discrete section in both our SEF and our School Development Plan, which otherwise follow the structure of the Ofsted framework; and
- the appointment of a Link Governor for Parent and Community Involvement to contribute to our thinking and monitor our progress.

As confirmed by school research, the barrier to success for Steeton's pupils typically include poor cultural capital, low aspiration and a high level of deprivation. To address these barriers and improve both academic and long-term life outcomes, we need to support families to support their children and draw on the resources of families and the wider community to bring to life for children the opportunities that we teach them about.

Our work with parents and the wider community shares with our curriculum work (Magic Mondays, the Big Idea etc) and extracurricular work (Pupil Offer, Forest School etc) a highly creative and imaginative approach designed to excite and engage participation. Our aim is to establish Steeton at the heart of a vibrant and confident community of life-long learners.

Parents and pupils

We use a range of ways to communicate with parents about the progress that their child is making, described in more detail in the SEF checklist. We are continually alert to parents' communication preferences: for example, during Covid we conducted Parents' Evenings virtually and have found that some parents found this more convenient than in-person meetings. While we prefer parents to come into school for Parents Evenings, we continue to offer the virtual option for those who prefer it, and we seek other opportunities to encourage them to come into school to see their child's work and learning environment.

We run Parent Information meetings to brief parents on various aspects of school life. These include regular sessions on how to support Phonics, Maths or other learning at home, how to keep their child safe online; as well as one-off briefings on changes to school life. These Parent Information meetings were held online during Covid: they are now held in-person but we intend to record them so that they are available on the website for parents who are unable to attend, and to monitor how often they are viewed to determine whether this is useful to parents.

In 2022-23 we hope to offer multi-activity sessions at which parents and their children can work together on a range of creative activities. In the same spirit, we plan to invite parent and pupils into school in the autumn term to carry out tidying and maintenance tasks in return for a barbecue. We hope that this will encourage parents who do not feel comfortable with the academic aspect of the school to participate in

more practical activities.

Parents and the school

We run a range of in-school activities for parents, including attendance at assemblies, Book Looks, Book and Bun sessions etc. These are being resumed following Covid and we plan in 2022-23 to reintroduce adult education classes in partnership with Keighley College and invite parents to start volunteering again to come into school (for example to read with children).

We consult parents regularly on changes (such as the introduction of the new RSE curriculum) or proposals (such as whether they would make use of Nursery provision if the school were to offer it). We consider these consultations to be essential in enabling us to make sensible and workable decisions.

Our staff are in daily contact with parents through Tapestry and Ping.

Aspirations/careers – parents' aspirations for pupils

Our formal teaching about career opportunities is encapsulated in the PSHE curriculum, but our teachers take every opportunity throughout wider curriculum and extracurricular activities to prompt pupils to think about the kinds of work they could do in future, and to challenge preconceptions and stereotypes.

We have started to resume our programme of external speakers, who talk to pupils about their educational and working lives. Speakers include sportspeople, parents, artists, DJs, governors, democratic functionaries (eg Mayor, MP), ex-Pupils etc. Our aim is to expose our children to as many ideas as possible, in practical spheres (eg) plumbing, hairdressing) as well as the more academic. We would like to expand this further next year by inviting several people from a large organisation (eg the local hospital) to talk to pupils about the wide range of jobs they do – so that pupils can see, for example, that a hospital employs porters, gardeners, financial and administrative staff, caterers etc, as well as doctors and nurses.

Pupils and the community

We reinforce our teaching of British Values through a range of activities designed to show pupils how to engage with their local community. These include fundraising for local as well as national charities; participation in community events (eg singing or dancing performances); visits (Covid restrictions permitting) to local care homes. As the local hospital further relaxes Covid restrictions our children will help to refurbish a railway car as a play area for children who are in hospital for long periods, and work with the Head Gardener from a local care home to establish a new garden area at the hospital.

The Art Club is currently working on a banner showing the school at the heart of the Steeton community, which will be reproduced on vinyl and displayed in the school grounds.

School and the wider community

The local Scouts, Cubs and Beavers use our Forest School and other areas of the school premises to hold their meetings, and we are keen to share the use of our premises, which we see as a community resource, with others. During Covid, we have played an important role in supporting families with food parcels and monitoring their wellbeing, and our staff are often the link between families and Early Help or other

	sources of support. We lobby local government for improvements in the community as necessary (eg the restoration of the local park), and we see it as part of our contribution to the wider community to respond where appropriate to national and local government consultations.
Areas for development	*Autumn 2022*: Develop a formalised parent and community engagement strategy to draw together the threads of our engagement activity, to include positioning of the school at the centre of the community and engagement with hard-to-reach families. Doesn't need to be a big complicated job: we could just ask LGs to agree (a) what the purpose of PCi is (other than just being "A Good Thing", how what we do contributes to that purpose and how we tell whether what we do is working. Then that part of the minutes is, effectively, the strategy.] *Autumn 2022*: Re-launch of the full Pupil Offer, which includes many opportunities for pupils to contribute to the local community, following its constriction during and in the aftermath of Covid; and launch the associated Pupil Passport. *Spring 2023*: • launch programme of adult education classes. • careers fair is a carousel-type event at which children speak to representatives of a range of different kinds of work. *2022-23*: Secure the evidence base. *Medium to long term*: • assess the level of parental interest in re-establishing and running Friends of Steeton. • this might, itself, be a measure of the success of PCi work – if we succeed in driving up parent engagement with the school, they might be more interested in FoS]
Next steps	• Continue work to re-establish links and activities that were suspended due to Covid, as our partners feel comfortable doing so – to include: o Opportunities for our children to work in the community (eg with Airedale Hospital, local care homes etc)

	○ Opportunities for parents to undertake adult education in school (provided by, eg, Keighley College, Stronger Opportunities) ○ Opportunities for parents and pupils to work together in school, eg on Maintenance Days or multi-activity events, and explore possible funding sources to cover costs of staff overtime ○ Opportunities for parents and others to volunteer in school, particularly to read with pupils. • Establish a second-hand uniform hub in school. • Resume Book Looks and Book and Biscuits sessions from Autumn 2022. • Through the Chair of the Governing Body, continue to press the Parish and Bradford Councils to rectify the poor state of repair of the park beside the school. • Investigate the use of book collections, such as Little People Big Dreams, to stimulate thinking on inspirational lives. • Encourage parents to share their working histories with pupils at assemblies. • Work with pupils to produce banners for the school playground showing examples of different kinds of jobs. • Arrange event for several people doing different jobs the local hospital (or a large local company) to speak to pupils to demonstrate the range of opportunities available in a single organisation. • Gather evidence of the impact of our engagement with families and the wider community, including: ○ Establish a system, with analytical capability, to record engagement with parents and the community ○ LG/PCi to use the data analytics functionality on the school website to determine how many parents view the recording of the Summer 2 2022 Parent Information session on Reading For Pleasure (to determine whether this is useful to parents) ○ Work with LG/PCi to develop a facility to compare responses to Parent Surveys over time. ○ Introduce the Pupil Passport in Autumn 2022 to record pupils' school and other activities in the community ○ Introduce parent feedback forms for use at assemblies and other events; post comment on the website. ○ Establish a comments section on the school website.