

# ST THOMAS COMMUNITY PRIMARY SCHOOL

## ENGAGING PARENTS

### What was the challenge to be addressed?

Following the 2001 Inspection it was decided that to further raise literacy and numeracy outcomes the impact of the home/ parents should be carefully considered. The headteacher and deputy attended an inspirational lecture by Andy Hargreaves which acted as a stimulus for addressing this area.

### What we did

- Continued to read relevant research and attend conferences including Andy Hargreaves, Charles Desforges, John West-Burnham and Alma Harris
- Developed parental consultations to include daytime appointments thereby adding to consultation time, reducing queuing and stress. As well as building trust we gained useful information about parental strengths and concerns regarding learning.
- Commenced inviting parents into lessons which was well attended and received
- Continued with our class welcome meetings in September and added a sharing session for each class at the end of the academic year
- Researched and implemented software packages for our school website learning zone which are funded by community licences
- Targeted specific groups of children and their parents for differentiated learning sessions
- Utilised RAISE funding to support the further development of all of the above
- Researched, introduced and taught accredited courses for parents on aspects of basic skills
- Continued to research our parents' views and needs in order to continually tailor our programme
- Built capacity with all of our staff and encouraged dialogue throughout all implementation periods to maximise success

### What impact it had

- Improved literacy and numeracy as measured by standardised tests and other evidence sources
- Less children receiving funded support through the annual reading survey – currently 11% of pupils (the lowest on record)
- More informed, knowledgeable and aspirational parents – Registered inspector in 2007 remarked on positive parental awareness of teachers and lessons
- More knowledgeable teachers engaging in a genuine learning partnership