

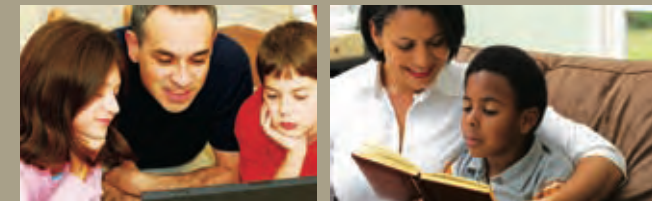


Leading Parent Partnership Award

For schools
committed to
investing in parents
for the achievement
of children



A Handbook for Schools



department for
children, schools and families

DCSF recognised and externally validated, the LPPA is designed to help strengthen and enhance the relationship between parents, children and their schools.

prospects

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Introduction

The Leading Parent Partnership Award (LPPA)

The LPPA provides a challenging framework to enable schools to strengthen their partnership with parents and carers. The LPPA is a developmental process which, through the involvement of parents, aims to enhance children's life chances as young people and adults.

The LPPA supports the delivery of the Every Child Matters and Extended Schools agendas. The Award is a key tool for school self-evaluation and complements the standards required by Ofsted, Chartermark, Investor in People and other national awards.

The LPPA self-review process provides ongoing evidence relevant to the school's annual conversation with its School Improvement Partner and development of its Self Evaluation Form (SEF).

The LPPA supports all schools in developing parent partnerships, whatever context they work in.

The LPPA Framework

The LPPA framework covers four areas:

- Commitment
- Organisation
- Delivery
- Self-evaluation

"We have backed initiatives which support schools to develop and refine their own practice, such as the Leading Parent Partnership Award."

'Every Parent Matters' DfES 2007

The LPPA Process

The LPPA process involves:

- School self-evaluation
- Initial Audit
- Action Plan completion
- Portfolio building
- Interim Assessment
- Final Verification

Duration of the Award

Successful schools hold the LPPA for three years and then seek re-assessment.

Quality Assurance

Quality assurance is provided by Prospects, through training LPPA advisers and verifiers and monitoring their work. Schools are also involved in every stage in the LPPA quality assurance process.

"Parents are of course key partners in their children's learning and it is critical that modern school systems involve and respond to them."

'Schools Achieving Success' DfES 2001

Benefits of the LPPA

For schools

- Improves home school communication
- Supports school self evaluation, feeds into the SEF and provides evidence for Ofsted
- Provides qualitative and quantitative evidence of improvement and success
- Engages parents in discussion about the life and development of the school

For parents

- Ensures provision of high quality information about the life of the school and their children's learning and progress
- Leads to improved communication with school staff
- Facilitates more effective participation in their children's learning at home and at school
- Builds confidence through participation in lifelong learning opportunities

For pupils and students

- Increases confidence in the school context
- Provides enhanced support for learning at home and at school
- Promotes social and emotional well-being through improved parent school partnerships
- Supports improvement in behaviour, attitudes, attendance and achievement

"The LPPA has been active in the school during a period when the standards at GCSE have risen significantly."

Secondary headteacher

The LPPA Objectives

The LPPA consists of ten evidence-based Objectives:

1. The school demonstrates a commitment to work towards the LPPA
2. The school makes and implements effective plans to achieve and maintain the LPPA
3. The school is a welcoming and friendly place for parents/carers
4. The school promotes an awareness of and participation in lifelong learning opportunities available in school and the community to all groups of parents/carers
5. The school holds and actively promotes enrichment opportunities or events for joint parent/child participation
6. The school provides good induction for all new parents/carers
7. The school provides parents/carers with relevant and user-friendly guidance and information to help them support their children's learning
8. The school produces and implements parent/carer friendly policies to establish effective home school-links and improve pupil/student attendance, punctuality, behaviour and progress and positive participation in school
9. The school provides good support for transition for parents/carers when their children leave the school
10. The school evaluates performance against the LPPA Objectives and Key Performance Indicators (KPIs)

"The LPPA process is developmental – the best piece of INSET I have had all year."

Primary school headteacher

Long Term Success Criteria

The LPPA will contribute to the following areas of school improvement:

1. Attendance of pupils/students will be good or better
2. Punctuality of pupils/students will be good or better
3. Behaviour of pupils/students will be good or very good and the number of exclusions will be low
4. Pupil/student progress will be at least good
5. The percentage of parents attending consultation events will be high
6. The number of parents asked into school to discuss pupils'/students' poor behaviour will be low
7. The community and its diversity will be reflected in levels of parental involvement in school
8. The percentage of pupil/student turnover due to parental dissatisfaction will be low
9. The number of parents attending training and support sessions will be high
10. The number of parents actively involved with the work of the school will be high
11. A wide range of effective home school links will be in place

The LPPA Process in Outline

1. The school completes and returns the LPPA registration form
2. An LPPA adviser is allocated and contacts the school to arrange a date for the Initial Audit
3. The school receives, completes and returns a short LPPA Self Evaluation Form
4. The school briefs all staff, governors, parents and pupils/students about the Award and what is involved
5. A formal letter of commitment is sent to Prospects by the headteacher, designating an LPPA co-ordinator
6. The Initial Audit is undertaken by the adviser, working with senior staff of the school. The adviser provides the school with:
 - a. The portfolio of evidence folder
 - b. The LPPA Handbook
 - c. Details of additional support available
7. The adviser completes the first stage of the Initial Audit Report and Action Plan (IARAP), based on the outcomes of the Initial Audit. This is emailed to the school within ten working days to be checked for accuracy. The IARAP records the school's existing achievements and specifies where further action is needed to achieve the KPIs for each Objective
8. The school completes its sections of the IARAP and returns the completed document to the LPPA adviser for comment
9. The school implements the IARAP

10. As this work is undertaken, the school gathers evidence and stores this in the LPPA portfolio
11. Additional adviser time, workshops and training can be purchased by the school if required, and may be recommended by the adviser
12. The adviser carries out the Interim Assessment when the school is ready, usually within eight months of the Initial Audit
13. The Interim Assessment report outlines for the school the progress it has made and offers advice on what remains to be done
14. The school undertakes the work that remains to be done to meet the Objectives and KPIs
15. The school agrees a date for its Final Verification, usually within twelve months of the date of the Initial Audit
16. An LPPA verifier carries out the Final Verification: the school is told the outcome and given oral feedback on the day
17. The Final Verification Report is completed within five working days and emailed to the school for the headteacher's comments. When these have been received, a hard copy is sent to the school which includes information about the LPPA certificate and plaque
18. The successful school informs all stakeholders, and may choose to organise a celebration event and a press release
19. If the school is unsuccessful recommendations for improvement are made and the school is invited to apply for a repeat Final Verification, for which there is an additional charge
20. The Award is retained for three years. The school is sent details of the re-assessment process shortly after gaining the Award and the LPPA team activates the process six months before re-assessment is due

Stages in the LPPA Process

The School Self Evaluation

The first step in the LPPA process is a brief self evaluation exercise designed to help the school consider its current position in relation to parent partnership, and to ensure that the best use is made of the Initial Audit visit.

The School Self Evaluation Form and guidance notes will be sent to the school as soon as a date has been agreed for the Initial Audit.

Completion of the form should involve at least one member of the senior leadership team and should take about an hour.

The completed form should be returned by email to the LPPA team at least one week before the date of the Initial Audit visit. The LPPA adviser will use it in planning the Initial Audit visit.

The Initial Audit

A full school day is allocated for the Initial Audit process and it is important that the adviser works with the school's designated LPPA co-ordinator and at least one member of the senior leadership team.

The aim of the Initial Audit is to discuss the outcome of the school's LPPA self evaluation, identify key areas for development, recommend good practice and support the development of the school's IARAP.

The adviser will complete the first stage of the IARAP process, and return it to the school within ten working days to be checked for accuracy.

Completion of the Initial Audit Report and Action Plan (IARAP)

The school completes the IARAP, focusing on timescales, responsibilities and the evidence to be provided.

The completed IARAP will be returned to the adviser by email within twenty working days. The adviser will provide feedback to the school.

Portfolio Building

As the school works towards the LPPA, a portfolio of evidence is built to demonstrate that each Objective and KPI has been achieved. Further details of this process can be found on pages 23-30. The adviser will also provide guidance on portfolio building.

Interim Assessment

A full school day is allocated for the adviser to undertake the Interim Assessment visit and complete the report. The Interim Assessment process should take place no more than eight months after the Initial Audit.

The Interim Assessment is designed to be supportive. It will highlight the KPIs that have been achieved and help the school to identify what remains to be done to achieve the LPPA.

During the day, the adviser will review the portfolio of evidence, hold discussions with the LPPA co-ordinator and a member of the senior leadership team and provide advice and feedback.

The adviser will, with the co-ordinator, agree the Objectives that will form the focus for Final Verification, which should take place about four months after the Interim Assessment.

Final Verification

The Final Verification will involve a half day visit to the school by a trained and experienced LPPA verifier, who will judge whether the school has met the KPIs and achieved the Award.

The school will be contacted shortly before the Final Verification date agreed at the Interim Assessment. A letter will then be sent confirming the date and outlining the process which will include: a presentation from key LPPA staff/partners, including the headteacher, on the impact of LPPA on the school; follow up discussion with a range of LPPA partners and examination of evidence not presented at the Interim Assessment.

In addition the school should provide a brief written summary of the progress that has been made since the Interim Assessment.

The Final Verification should take place no later than twelve months after the Initial Audit.

On the day of the Final Verification the school is encouraged to 'bring alive' the impact of LPPA on parent partnership in the school.

The verifier will give oral feedback on the day of the Final Verification visit and confirm his/her decision in a written report.

Following the Final Verification

If successful the school will be sent a certificate and will also have the option of purchasing a plaque.

If unsuccessful the school will be given the opportunity to undertake a repeat Final Verification.

The Re-assessment Process

Once the school has achieved the Award, Prospects will provide details of the Re-assessment Process within three months.

Prospects will keep the school updated about LPPA developments and training opportunities through the schools' newsletter, 'Parent Matters', and the LPPA website.

The LPPA team will contact the school six months before Re-assessment is due to activate the process and discuss the details.

The Re-assessment Process involves the school demonstrating it has maintained and developed its work in parent partnership since the Award was gained. Schools will be required to produce a mini portfolio evidencing their continued commitment to LPPA, and complete a Self Evaluation Form that demonstrates ongoing delivery of the LPPA KPIs.

Quality Assurance in LPPA

LPPA advisers and verifiers have a range of senior educational experience and are trained to a high standard. Quality assurance procedures cover all aspects of their work, and include:

- Training of new advisers
- Ongoing professional development
- Work shadowing
- Moderation of reports
- Evaluations of each stage of the Award process by the school

LPPA Key Performance Indicators (KPIs)

	Objective	Key Performance Indicator
1	<p>The school demonstrates a commitment to work towards achieving the LPPA</p>	<ol style="list-style-type: none"> 1. LPPA co-ordinator in place 2. Written commitment in place following discussion with staff, governors, parents and pupils/students 3. The commitment is communicated to all those professionally and personally involved, including teaching and support staff, parents, pupils/students and governors, particularly parent and community governors 4. There is evidence that local agencies, including local training providers and voluntary agencies, have been informed and are actively involved

	Objective	Key Performance Indicator
2	<p>The school makes and implements effective plans to achieve and maintain the LPPA</p>	<ol style="list-style-type: none"> 1. Evidence exists of the Initial Audit Report and Action Plan (IARAP) as completed by the LPPA adviser, which compares current practice with LPPA Objectives 2. The school completes the IARAP by indicating: <ul style="list-style-type: none"> • Who will deliver and monitor the action to be taken • Clear timescales for when the action will be taken • The evidence that will be provided • Additional action identified at this point by the school may be added under the appropriate Key Performance Indicator (KPI) 3. Ongoing communication keeps all partners informed of developments in parent partnership and progress towards achieving LPPA 4. The school's improvement plan details the plans for LPPA implementation and maintenance, including those beyond the achievement of the Award 5. The LPPA IARAP and those sections of the school's improvement plan relevant to LPPA are regularly monitored and evaluated, the findings recorded and acted upon

	Objective	Key Performance Indicator
3	The school is a welcoming and friendly place for parents/carers	<ol style="list-style-type: none"><li data-bbox="943 338 2048 372">1. The vision statement and/or aims of the school are prominently displayed<li data-bbox="943 415 2079 491">2. Clear internal and external directional signs and symbols (with appropriate recognition of community and linguistic diversity) are prominently displayed<li data-bbox="943 534 2008 611">3. The school environment is welcoming, including high quality display of pupils'/students' work and other materials throughout the school<li data-bbox="943 654 1966 731">4. The school's systems respond effectively to the needs of the parent telephoning/emailing/visiting/writing<li data-bbox="943 773 2130 884">5. Parents are asked regularly about the reception and support they receive when they come into school. The school analyses responses regarding welcome and acts on the findings as needed

	Objective	Key Performance Indicator
4	<p>The school promotes awareness and participation of <i>all</i> groups of parents/carers in relation to the lifelong learning opportunities available in the school and in the community</p>	<ol style="list-style-type: none"> 1. Training and enrichment opportunities available include courses or sessions to help parents support their children's learning 2. Training and enrichment opportunities enable parents to develop their own learning 3. The school actively and effectively promotes attendance of parents at courses or training, both in school and in the community, through a range of media 4. The school helps to facilitate parents' involvement in lifelong learning 5. The school recognises and celebrates parents' success in supporting their children's learning and in their own learning 6. The school records and analyses take-up of opportunities, reflecting the groups present in the community e.g. by age, gender, ethnicity, home location etc. 7. The school acts upon findings in order to make its work more inclusive of all groups of parents

	Objective	Key Performance Indicator
5	The school holds and actively promotes enrichment opportunities or events for <i>joint</i> parent/child participation	<ol style="list-style-type: none"><li data-bbox="943 338 2137 491">1. A programme of enrichment opportunities is available that encourages parents and children to enjoy learning together e.g. home school learning; family learning; parent participation in school events, including trips/visits and work experience<li data-bbox="943 534 2079 611">2. The school facilitates parents' and children's participation in the enrichment programme<li data-bbox="943 654 2013 731">3. Community and cultural diversity is celebrated and reflected within the enrichment programme<li data-bbox="943 773 2137 850">4. The school monitors and reviews the enrichment programme and evaluates the extent to which it provides support for pupils'/students' learning

	Objective	Key Performance Indicator
6	<p>The school provides a good induction for <i>all</i> new parents</p>	<ol style="list-style-type: none"> 1. Induction meetings or events are held for groups of parents when their children are new to the school 2. Induction events and activities are arranged with sensitivity to parents' availability 3. The Home School Agreement is shared with parents as a key part of the induction process 4. Induction information is produced, distributed and made accessible through translation/interpretation where appropriate 5. Clear procedures are in place for parents of children joining during the school year, including those entering the country for the first time 6. All induction events and documentation are evaluated and the findings are acted upon as needed 7. The school analyses attendance at induction events and follows up those parents who do not attend

	Objective	Key Performance Indicator
7	<p>The school provides parents with relevant and user-friendly guidance and information to help them support their children's learning</p>	<ol style="list-style-type: none"> 1. The school provides high quality information in a variety of ways that meet parents' needs e.g. newsletters, website, email, letters, school calendar 2. Curriculum information is provided for parents on a regular basis and at least once a term 3. Parents are provided with meaningful information about their children's learning and progress 4. There is a high level of parental involvement in individual discussions about their children's learning and progress 5. Parents are helped by the school to support their children's learning and development 6. Parents are actively involved in home school learning 7. Parents are actively involved in the celebration of the school's and their children's success

	Objective	Key Performance Indicator
8	<p>The school produces and implements parent/carer friendly policies to establish effective home school links and improve pupil/student attendance, punctuality, progress and positive participation in school</p>	<ol style="list-style-type: none"> 1. The following essential school policies are easy for parents to read, free of jargon and translated where appropriate: <ul style="list-style-type: none"> • Parent Partnership • Homework or Home School Learning • Behaviour • Anti-bullying • Race Equality • Attendance and Punctuality • Administration of Medicines • Complaints Procedure 2. The Home School Agreement is clear and in a format that is easy for parents to understand 3. Guidance is provided for parents on how they can help to achieve the aims of the school's policies 4. The school has an agreed protocol for parents volunteering in school and CRB checks are carried out appropriately 5. The school has effective mechanisms to promote and reward good behaviour, attendance and progress, which have been shared with parents and governors 6. The school regularly seeks, values and acts upon parents' views on all relevant policies and procedures

	Objective	Key Performance Indicator
9	The school provides good support for parents of all pupils/students as they leave the school	<ol style="list-style-type: none">1. Meetings and events are held for groups of parents when their children are about to leave the school2. Meetings and events are arranged with sensitivity to parents' availability3. Appropriate and accessible information and impartial guidance is provided for parents about the next stage of education, training or employment4. Clear procedures are in place to support parents whose children leave during the school year5. Additional support and impartial guidance are available for parents of children with special educational needs, or who are vulnerable, to help them prepare for the next stage of education, training or employment6. The school follows up those parents who are not participating in their children's move to the next stage

	Objective	Key Performance Indicator
10	The school evaluates performance against the LPPA Objectives and KPIs	<ol style="list-style-type: none"><li data-bbox="936 338 2156 411">1. The school systematically monitors its progress and evaluates its performance against all LPPA Objectives and KPIs<li data-bbox="936 454 2156 527">2. The school's self-evaluation indicates that parent partnership is beginning to impact positively on pupil/student achievement<li data-bbox="936 570 2156 609">3. Evaluation evidence indicates parental confidence in the school<li data-bbox="936 652 2156 725">4. Regular headteacher reports to governors indicate progress against LPPA Objectives<li data-bbox="936 768 2156 807">5. The school's SEF includes evidence of the impact of the LPPA

Guidance on Building the LPPA Portfolio of Evidence

The Portfolio and its Purpose

The LPPA portfolio is a purpose-made ring binder set out in ten sections, one for each Objective. A front page is provided for each Objective in order that the school can record and cross-reference the evidence that is being provided for each KPI.

The portfolio contains the evidence collected by the school to demonstrate that it has achieved the KPIs under each Objective, thus leading to the achievement of the Award.

At Interim Assessment, the adviser will review the evidence in the portfolio against each Objective and KPI, cross-referencing this with the school's IARAP. Any evidence not in place for Interim Assessment will be recorded in the Interim Assessment Report in order that it can be provided for the Final Verification.

Guidance on Portfolio Building

The approach to portfolio building and the associated advice given below has been developed with LPPA schools over a number of years and aims to keep the process as manageable as possible for both the school and the adviser.

Portfolio building step-by-step

Step 1

The IARAP pro forma includes a column for recording the evidence that the school will provide under each KPI. Some items of evidence will be pre-entered into the forms, as all schools will need to provide this.

During the Initial Audit, the adviser will discuss with the school additional items of school-specific evidence to be included in the portfolio, and will record these on the IARAP form.

The school may add further items of evidence to the IARAP as the form is completed, or during LPPA development.

Step 2

As the LPPA develops in the school, the items of evidence listed should be collected, ticked off on the IARAP list, and placed in the appropriate Objective section in the portfolio. Items relevant to more than one Objective will be cross-referenced later (see below).

Step 3

Before the Interim Assessment, each item of evidence should be listed on the front cover sheet for the Objective and should be given a reference e.g. 3.2 a will be the first item of evidence (a) for Objective 3, KPI 2.

Each item of evidence should be labelled with its reference and placed in order in the appropriate section.

Where a piece of evidence meets more than one KPI, it should be labelled with each reference and placed in the portfolio under the first relevant Objective.

Evidence not available for Interim Assessment

Where a school knows that certain items of evidence are not available for Interim Assessment, a temporary note on the front cover sheet for the Objective should indicate this.

Step 4

At Final Verification the verifier will focus on the evidence that was not available at Interim Assessment.

This additional evidence should be labelled with a reference using the system described above. It can then either be placed in the main portfolio, clearly marked to make it easily accessible to the verifier, or placed in a separate folder.

Examples of evidence

Some items of evidence will be the same for all schools, for example, the inclusion of the completed IARAP under Objective 2 KPI 2.

Evidence for many KPIs will vary from school to school. The following examples indicate some of the types of evidence that schools may use and some sample KPIs to which they could be applied:

Evidence type	Sample KPIs	Use
Records of discussions, noted feedback from discussion groups	Objective 1 KPI 2 Objective 8 KPI 6	Evidence of initial discussion with key partners about the LPPA Evidence that parents' views about school policies and procedures have been sought and acted upon
Sample pages from the school website	Objective 2 KPI3 Objective 8 KPI 3	Evidence that all partners are being kept informed of ongoing LPPA development Evidence that guidance is provided for parents on how they can help to achieve the aims of school polices

Evidence type	Sample KPIs	Use
Brief notes to describe school systems and who is responsible for them	Objective 3 KPI 4 Objective 6 KPI 5	Evidence of how the school responds to parental contact by telephone, email, visits and letters Evidence of how the school provides induction for parents new to the school during the school year
Records of parents taking part in activities	Objective 4 KPIs 1 and 2 Objective 6 KPI 7	Evidence of parental participation in training and enrichment opportunities Evidence of parental attendance at induction events, and the follow up of non-attendees
Samples of promotional materials: leaflets, posters, letters	Objective 4 KPI 3 Objective 7 KPI 1	Evidence of the school promoting training opportunities for parents Evidence that the school provides information for parents on how they can support their children's learning

Evidence type	Sample KPIs	Use
Photographs of events and activities	Objective 4 KPI 5 Objective 5 KPI 1	Evidence of parents participating in award ceremonies relating to training successes Evidence of pupils and parents involved in activities with a range of cultural themes
Records of data analysis and notes of subsequent action taken	Objective 4 KPIs 6 and 7 Objective 9 KPI 6	Evidence of analysis of parental take-up of training by different groups, and action taken to increase the involvement of under-represented groups Evidence of parents taking part in transition activities, and follow up of those not involved.
Copies of programmes of activities offered by the school	Objective 5 KPI 1 Objective 4 KPIs 1 and 2	Evidence that the school offers an annual or termly programme of enrichment opportunities to pupils and parents Evidence of termly programmes of training opportunities offered to parents

Evidence type	Sample KPIs	Use
Minutes of meetings	Objective 10 KPI 4	Evidence that governors have been regularly informed of LPPA progress
	Objective 10 KPI 1	Evidence that the school is monitoring progress against all the LPPA KPIs

Tips for Portfolio Building

- Keep evidence concise and be selective. Choose items that best meet each KPI, rather than including every possible relevant item
- Aim to include all evidence in one, or at the most two, ring binders
- Where possible use existing materials. Minimise the amount of material produced specially for the portfolio
- Gather the evidence bit-by-bit as the LPPA progresses. Do not leave the building of the portfolio until just before the Interim Assessment
- Gather the evidence for the KPIs that are recorded as 'already achieved' at the Initial Audit immediately after the Audit, and organise these in the portfolio
- Evidence that is presented at the Interim Assessment should not be more than two years old at the date of the Interim Assessment
- Ensure that the LPPA co-ordinator is responsible for managing the building of the portfolio
- Ensure that it is clear who is responsible for gathering the evidence under each Objective and KPI, and how they will work with the LPPA co-ordinator to complete the finished portfolio
- Ensure that a copy of the completed IARAP is kept with the portfolio and that the evidence column is ticked of as items are placed in the portfolio

Support and Guidance for Schools

Throughout the LPPA process, advice and guidance is available for schools as follows:

The school's LPPA adviser

The school will be provided with their individual adviser's contact details

The LPPA website

www.lppa.co.uk

The LPPA office

Phone: 0208 315 1246

Email: lppa@prospects.co.uk

LPPA training workshops and additional consultancy support are also available through the LPPA office.









tel 020 8315 1246
email lppa@prospects.co.uk
visit www.lppa.co.uk

