



# **Parental Engagement at Tredworth Junior School**



**TOGETHER WE MAKE THE DIFFERENCE**



## School Context

### Tredworth Junior School

Larger than average junior school - 283 on roll

Area of high social and economic deprivation

35% SEN

42% FSM

20% EAL

2002 lowest achieving school in Gloucestershire

School was finding it hard to engage hard-to-reach parents in meaningful conversations about progress and attainment.



## **Key challenges**

### **Availability**

In 2002 take-up of parent consultation evenings - 65%.

### **Low aspirations**

Parents and children had low aspirations that needed to be addressed.



# Solutions

## Organised activities

A range of additional activities were provided for parents to encourage their initial engagement with the school

- ✓ adult learning
- ✓ parenting skills
- ✓ cooking

## Sharing skills

A cascade model for training and support was established, ensuring that all key teachers developed the appropriate skills.

Each teacher was given time to have a 'structured conversation day' to hold conversations with each parent of initially a sample of lowest achieving pupils in Y5.

## **Developing the provision map**

Progress and Support Meetings with Pastoral Team.

Outcomes of this meeting were used to inform development of the provision map.

### **Key processes**

Organisational processes were put in place for setting up structured conversations and encouraging parents to attend.

Processes were also set in place to record the outcomes of the conversations.

Pupil-owned learning plans were used to record targets and evidence.



## **Focused conversations**

Structured conversations were focused on pupil learning plans and formulating social and personal targets, as well as academic partnerships with parents and children to encourage shared ownership.

### **Tredworth Community Partnerships**

#### **Kingfisher Church**

Counselling

Confidence Building

Social Skills

#### **Hartpury College**

Aspiration

Health and Fitness

Nutrition Advice

Vocational Training (NVQs)

#### **Adult Education**

Literacy and Numeracy Workshops

EAL Workshops

## **Next steps**

Following positive feedback from parents, the SMT introduced structured conversations across the whole school and for all pupils.

As a result of the structured conversations, parental training was scheduled to include literacy, numeracy and listening skills provided by the school partners.

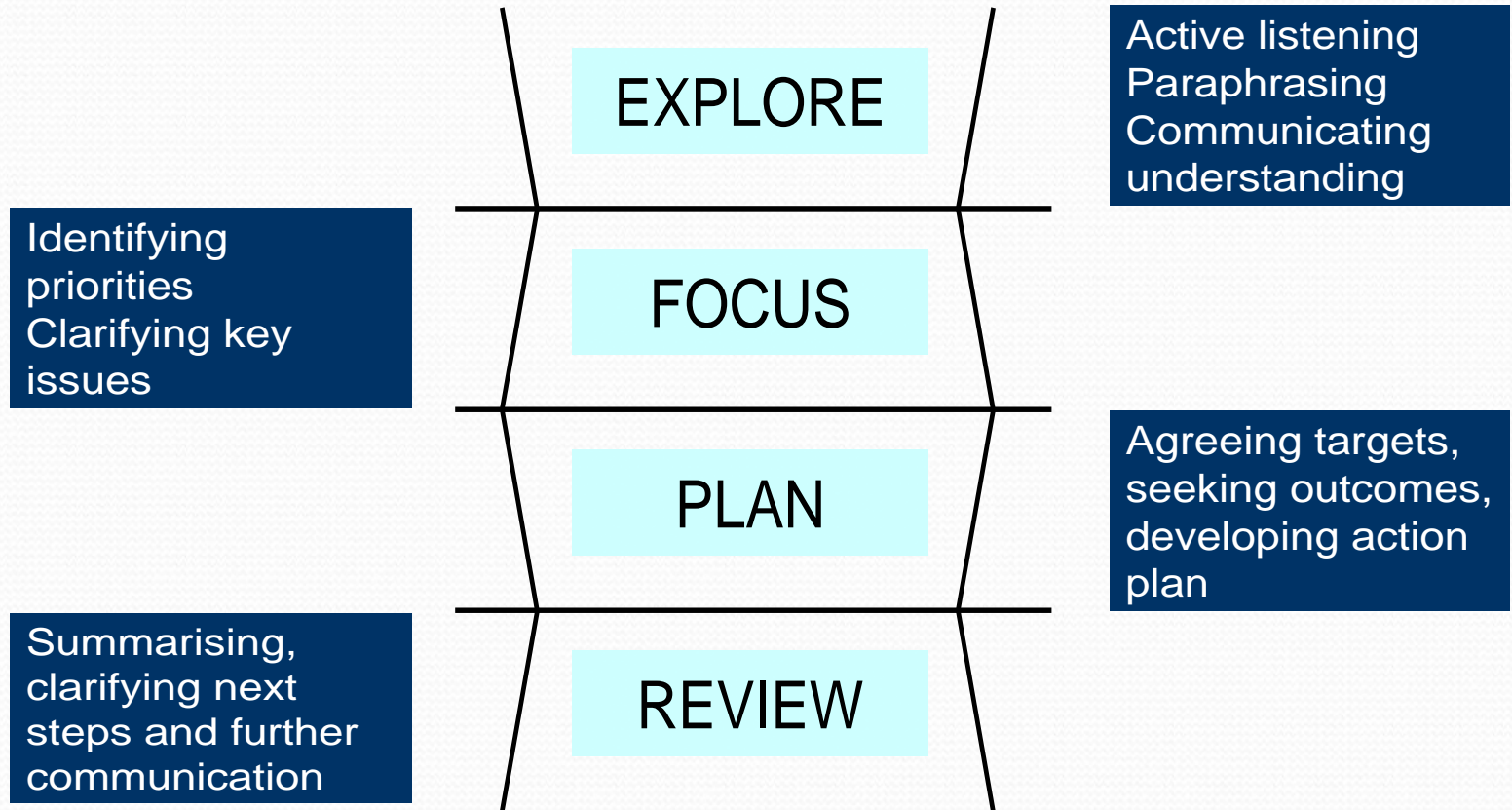
The school also extended opportunities for parents and children to learn together.



# The Structured Conversation

- ✓ Open conversation
- ✓ Teacher to focus on listening and guiding conversation
  - ✓ Emphasis on engaging parent
    - ✓ Attainment
    - ✓ Interventions
- ✓ Support or opportunities available through school and partnerships
- ✓ Discussion between parents and teacher not teacher talking at parents

# The Structured Conversation





## Key elements of change

- ✓ Parents now understand the targets and progress related measures, and feel that they can make a positive contribution.
- ✓ Structured conversations were held with 81% of parents/carers at the end of the first year (2010) – the latest figure for 13/14 was 98%
- ✓ In order to reach all parents, all avenues of communication are explored.
  - ✓ Parents and children now share ownership of targets.
  - ✓ Aspiration has improved for both children and parents.
- ✓ Staff feel that the additional time spent exploring pupils' learning and sharing objectives has been extremely positive.



**WHERE TO NEXT ?**





EARLY SUPPORT

TRANSITION

COMMUNITY

PUPIL PREMIUM