



Barnabas Oley School

Parent and Community Partnership Policy

Version: 2.3

Reviewed: October 2017

Approved: J Hodges (Curriculum Chair)

Date: 19/10/2017

Revision History

Version	Author	Summary	Review Date	Next Review
1.0	Jon Beech	Transcribed from model policy as reviewed by Curriculum Committee on November 28 2004	Dec 2004	
2.0	Karen Whinney	Widened policy to community policy using example policies	Jan 2013	Nov 2015
2.1	Rachel Fogg	Minor changes to include DBS and new Home School Agreement	May 2013	Nov 2015
2.2	B Smith	Minor changes	Oct 2015	Oct 2017
2.3	J Hodges	Minor changes	Oct 2017	Oct 2019

Contents

1	Introduction	1
2	Purpose	1
3	Involvement in the life of the school	1
4	Involvement in children’s learning.....	2
5	Types of help at school.....	3
6	Organisational arrangements.....	4
7	Consultation with Parents/Carers	4
8	Community Partnership	5
9	Monitoring.....	5
10	Other Policies	5

Appendices

A.	Home School Agreement	7
----	-----------------------------	---

Blank Page

1 Introduction

- 1.1 All parents, carers and volunteers are equally valued as part of our School Community. We believe that a successful parent and community partnership is essential to enhance the quality of education that we provide for the children. In order to make this partnership successful we strive to work closely together, valuing and appreciating all contributions made in helping us to provide a high standard of education for all children.
- 1.2 All parents, carers and volunteers are encouraged to support the School in a range of different ways both in and out of School, as detailed in this policy.

2 Purpose

- 2.1 Our aims through parent and community partnership are to:
- enhance the learning experiences of all children;
 - encourage parents, carers, volunteers and the wider community to be involved in the children's learning;
 - provide a partnership between home and the School, seeking to ensure that families feel welcome and valued;
 - provide a partnership with the local community to widen the learning experiences of our children
 - ensure that maximum use is made of all these adults' skills to enrich learning opportunities.

3 Involvement in the life of the school

- 3.1 The School will encourage the involvement of prospective / new parents by ensuring that:
- Any parents who are interested in registering their children to start school are welcome to make an individual appointment to visit the School. This is particularly important for parents whose children start school after the start of the academic year in any age group.
 - New parents are officially invited and welcomed to the New Parents Evening in the June prior to their child(ren) starting school in September. Close partnership between home and the School is emphasised at these meetings and all parents are encouraged to attend. An induction programme is explained which allows parents and children to get to know the School and for parents to discuss any concerns that they may have. In the Reception year this includes an individual parent/child/teacher meeting, lunch for the new Reception children and their parents, an activity session for the child and a home visit.
 - At these evenings parents are given a "Starting School – Information booklet" which can also be accessed via the website. A Home School Agreement (Appendix A) also forms part of this booklet. Parents are asked to sign this agreement, which is in the form of a contract, to show that they support the policies of the school. A copy of the Home School Agreement can be found on the website. Details of the Parent Teacher Association (PTA) are also included to promote parental involvement. Presentations are made during the evening from Governors, Headteacher, classroom teacher and representatives from the PTA and Barneys After School Club.

- 3.2 The School will encourage the involvement of all parents, carers and volunteers by ensuring that:
- The School is open to parents and carers at all reasonable times.
 - Families are invited to regular events, activities and celebrations that are organised by the School or the PTA. These occasions provide an opportunity to celebrate success, and a viewing public for a lot of the pupils' work.
 - Regular newsletters are issued via Schoolcomms and are available on the website covering everything that is happening in School.
 - Copies of the School Prospectus are given to families visiting the school; the School Prospectus is also accessible via the School website.
 - Parents can view all the information that they need on the School website.

4 Involvement in children's learning

- 4.1 **Informal Liaison** - As a school with an open-door policy, liaison is often of an informal nature e.g. teachers may let parents know when children have worked particularly well or to show a specific piece of work. Equally parents may wish to share incidental information with teachers without the need for a formal appointment
- 4.2 **Individual Appointments** - Parents may make individual appointments with class teachers or the Headteacher to discuss specific matters. Equally class teachers may wish to make appointments with parents. These will be arranged at a mutually convenient time. Records of these meetings are kept. Appointments to see a teacher or the Headteacher can be made through the school office, and can be set up for as soon as required in most instances.
- 4.3 **Consultation Evenings** - there are opportunities for parents to have a formal discussion with their child(ren)'s teacher during the Autumn and Spring Terms. At the Autumn consultation it is discussed how the child has settled into his/her new class. The Spring consultation, where parents can look at the child's work, is centred around the progress a child is making. A further voluntary appointment can be arranged during the Summer Term to discuss the child(ren)'s report. Parents and the child are encouraged to comment on this report in written form. Teachers value these opportunities to celebrate successes, review learning targets and listen to parental views. Records of these consultations are kept by teachers.
- 4.4 **Meet the Teacher Evenings** – these are held at the start of each Autumn term and give the parents an opportunity to meet their child(ren)'s teacher. At these evenings "Class Information Sheets" are issued detailing the timetable for the class together with other useful information. The Autumn term curriculum sheet for each class is also looked through at these meetings.
- 4.5 **Curriculum Information** – this is available on our website under Learning.
- 4.6 **Curriculum Sheets** – these are sent to each family at the start of each term, detailing the aspects of learning each child will undertake, and how families might support that learning, for example by visiting museums, galleries, websites, etc
- 4.7 **Curriculum Evenings** - Presentations or workshops about specific areas of the curriculum are held, as a response to demand or to address a particular perceived need. Material from the evenings is made available on the website for those people who cannot attend.
- 4.8 **Homework** - This allows parents to become actively involved in their child(ren)'s learning. Our homework policy is based on government expectations. Homework set consists of regular reading at home. A home school dialogue is kept in the form of a child's individual reading diary, which parents are asked to comment in on a regular basis. In addition, spellings

and/or mathematic skills are sent home on a weekly basis for the children to practice and learn. As a further involvement in learning, children are given Homework sheets each term from which they choose a number of activities to complete within their Homework book. Other additional activities may be suggested to parents, particularly if children have Special Needs.

- 4.9 **National Curriculum assessments** as well as records of progress and achievement are made available as part of the annual report.
- 4.10 **Children with Additional Needs** - Parents of children with additional needs are asked to attend a termly review of their child's progress during which a new Individual Education Plan (I.E.P.) will be shared. This may be in addition to the termly consultation. Parents are asked to sign to show that they have received and reviewed the IEP.
- 4.11 **Collective Worship / Concerts** - Parents, carers and volunteers are invited to our regular end of term and festival assemblies which typically take place in the church. At Christmas parents are invited to attend the Christmas assemblies or performances during the school day and evening.

5 Types of help at school

- 5.1 All parents are invited to help in school on a regular or occasional basis, by prior arrangement. Parents may help in their child's class, or a different class, with a group of children. Alternatively, parents may help by doing a job either in school or at home. Parents may also wish to help on school trips or on certain occasions e.g. to demonstrate a particular skill or help at a special event. It is recommended that parent helpers attend the parent helper session with the Headteacher at the start of the Autumn term to cover what it involves and in particular the confidential nature of helping in the School. Parents are given a 'Helping in School' booklet and they are asked to sign to say they have received child protection information.
- 5.2 It is essential that any parents wishing to help in any capacity in school be subject to the school's Disclosure and Barring arrangements.
- 5.3 Parents, carers and volunteers are invited to help on a regular basis with groups and activities in class (e.g. listening to children read, or helping with practical activities).
- 5.4 Parents, carers and volunteers offer valued support when they respond to invitations to accompany school groups on educational visits.
- 5.5 Parents, carers and volunteers are invited, where possible, to visit classes and groups of children to give talks or demonstrations on areas of interest in which they are experts.
- 5.6 Parents play an active role in the Governing Body and therefore in developing every aspect of the school. Parents have the opportunity to present an application for joining the Governing Body when vacancies arise for a parent governor position. Governors are invited to take an active role in school life by taking responsibility for a subject area and visiting the School accompanied by the appropriate subject coordinator to see the children at work.
- 5.7 We value the work of the PTA. This body of parents and school staff works voluntarily to raise money for the school and to arrange social events. The PTA offers an opportunity to parents to become involved in helping to raise money for "extras" to the school resources. The PTA arranges the social aspects of the school and include events such as the Summer Fete, School Cinema Evenings, School Discos. The PTA meets monthly.

6 Organisational arrangements

- 6.1 The school will follow its Disclosure and Barring procedures with any person who will be working with children in the school, prior to that person's involvement.
- 6.2 Insurance cover is in place regarding parents' and carers' work at school, but those involved in transporting children in private vehicles will have to check their own insurance arrangements in this regard. (The school will make it clear to the parents of children who are to travel in a private vehicle and their agreement is necessary before the journey is made.)
- 6.3 All helpers are asked to sign the parent helper book held in reception when visiting and also wear a visitor or named badge, for security reasons and so a check can be made in the event of evacuation of the premises in an emergency.
- 6.4 All helpers working with children in class are asked to check the purpose and details of the activity, before commencement, by talking with the teacher or the teaching assistant.
- 6.5 All helpers are asked to inform the School, in advance if possible, should they be unable to attend the School at a prearranged time.
- 6.6 All helpers will be reminded of the confidential nature of their work in school and sign to show they have read and understand the Confidentiality Statement annually and have been briefed on child protection procedures.

7 Consultation with Parents/Carers

- 7.1 Our Home School Agreement details the responsibilities and expectations of all parties.
- 7.2 The School will make every effort to consult parents and carers, both formally and informally, about their views on school life, children's learning and new initiatives.
- 7.3 Parents or carers of a child with a disability are asked to keep the School fully informed about any relevant issues, so that the school can make all reasonable efforts to meet the requirements of that child.
- 7.4 The School values regular feedback, and will make every effort to act on parents' and carers' views, wherever possible. Teachers (including the Headteacher) can be approached informally after school, and will always take careful account of any information forwarded to them. Parents are encouraged to make appointments if further discussion is needed. Some classes have message boards for parents. Urgent messages can be relayed to teachers at any time, especially if affecting the welfare of the child.
- 7.5 At least annually the School will seek parental views more formally, through a survey, or a questionnaire on a particular theme.
- 7.6 The Governing Body publishes an Annual Report to Parents. Also, if desired by a sufficient numbers of families, or if the Governing Body feel that there is a need, the Governing Body will hold an annual meeting at which issues of interest and concern can be raised by parents, carers and volunteers.
- 7.7 After an Ofsted inspection parents and carers will receive a summary of the findings, and later on they will be sent a summary of the action plan written in response to the report.

8 Community Partnership

- 8.1 **Relationships With Other Schools** - the Headteacher is an active member of the CB23 Heads' Forum. The PE coordinator liaises regularly with the Schools Sports co-ordinator as part of the South Cambs school Sports Partnership initiative. Training links are being fostered with CB23 for staff and Governors. Links are being established with other schools to promote an understanding of interfaith schools and overseas schools: school in Peterborough and Polish School.
- 8.2 **Relationships With Other Community Organisations** – we work with several community organisations to ensure that children can develop to their full potential. With the help of the Gransden Football Club and Gransden Tennis Club we have been able to develop school football and tennis teams. The Gransden Allotment Society has been closely involved in the development and ongoing maintenance of our vegetable garden with the children. The School also has links with the Roundabout Revellers (an amateur dramatic organization) which enabled children of the School to become involved with various productions.
- 8.3 **Outside Agencies** - Many outside agencies provide support for the school. These include The Educational Psychologist, Speech & Language Therapists, specialist teachers from STT, (Specialist Teaching Team), Visual Impairment Service and Hearing Impairment Service.
- 8.4 **Local Business and Charities** - We have developed links with local businesses and charities that are willing to support the school in a variety of ways, including financial help. These include: Macro Art (school banners), Potton Timber (building of vegetable planters), Poors' Land Trust (Swimming Pool and Playground Refurbishment), Gransden Airshow, Gransden and District Agricultural Society, and the St Neots Rotary Club.
- 8.5 **Charities** - we support a range of charities including Children in Need, Jeans for Genes, NSPCC and Cancer Research. The school is linked with a project in Watoto to provide education for the underprivileged children there by sending educational equipment overseas.

9 Monitoring

- 9.1 The Headteacher will monitor the implementation of this policy, and will submit a report to the Governors Curriculum Committee on the effectiveness of the policy and any proposed changes.

10 Other Policies

- 10.1 Please read in conjunction with the Public Sector Equalities Duty Policy.

Appendices

A. Home School Agreement

Barnabas Oley Golden Rules

- We are kind and polite
- We always try our best
- We care for others.
- We are honest
- We listen

Help our school be the best we can be

Barnabas Oley Ethos

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at a parish and diocesan level. The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.

Barnabas Oley Vision

respect involvement

achievement joy kindness

inspiration aspiration

community partnership

excitement creativity

honesty



Home School Agreement

We the adults responsible for children at home and at school want Barnabas Oley C of E Primary School to provide a safe, supportive and stimulating learning environment in which each child is treated as an individual and the needs of all are considered.

We will encourage children to work hard, to behave appropriately and to take pride and pleasure in their own and other's achievements.

We look forward to working together on a basis of mutual respect to help our children become confident and enthusiastic learners.

Child's Name

Signed For School

Signed For Home

Curriculum	
<p>The School will endeavour to: Ensure that every child is taught at an appropriate and challenging level;</p> <p>Maintain the environment with good materials and equipment</p> <p>Teach a full curriculum, including RE;</p> <p>Teach swimming throughout the school;</p>	<p>I, the parent intend to: Encourage my child to participate fully in school activities;</p> <p>Support my child's learning at school by attending parents' meetings and performances;</p> <p>Provide my child with appropriate clothing for all school activities.</p>
Behaviour	
<p>The School will endeavour to: Make sure that all children are familiar with the school's Golden Rules.</p> <p>Establish an environment which upholds high standards.</p> <p>Use rewards and sanctions fairly.</p> <p>Make sure that school staff set high standards of personal behaviour.</p> <p>Respect the views of children and parents acknowledging the different circumstances that exist.</p>	<p>I, the parent intend to: Help my child understand and follow the school rules.</p> <p>Encourage my child to care for school property both at home and at school.</p> <p>Work constructively with the school to assist in disciplinary issues.</p> <p>Behave in a way that sets children a good example when I am on the school site.</p>
Attendance & Punctuality	
<p>The School will: Start the school day at 9.00am</p> <p>Maintain an accurate record of attendance</p>	<p>I, the parent intend to: Make sure that my child is at school regularly and on time. Make sure that my child is collected on time.</p> <p>Contact the school promptly when my child is absent</p>

Homework	
<p>The School will endeavour to: Set regular and appropriate homework and respond to it.</p>	<p>I, the parent intend to: Help my child return completed homework on time.</p> <p>Help my child find a quiet place and time to do their homework.</p> <p>Read to and with my child frequently.</p>
Welfare & Communication	
<p>The School will endeavour to: Ensure that children are safe on school premises and on school trips.</p> <p>Give full and clear information about each child's progress, standard achieved and development needs, via parent's evenings and annual reports.</p> <p>Communicate frequently with parents about school matters and inform parents of dates for school events.</p>	<p>I, the parent intend to: Teach my child about personal hygiene and safety.</p> <p>Make sure the school always has an up to date emergency contact number.</p> <p>Raise any concerns with an appropriate person as early as possible.</p> <p>Let the school know of issues that may affect my child's welfare or progress at school.</p>
Equal Opportunities	
<p>The School will endeavour to: Enable all children to take part in a range of activities.</p> <p>Celebrate the diverse backgrounds in multi-cultural Britain whilst maintaining the Christian ethos of the school.</p> <p>Use different cultural examples in teaching.</p> <p>Ensure that bullying, racist, sexist and other discriminating behaviour is not tolerated.</p>	<p>I, the parent intend to: Help my child understand that everyone is of equal importance.</p> <p>Encourage my child to appreciate and respect the views and religions of others.</p>