



## ASSESSORS' REPORT

<b>SCHOOL</b>	Canterbury Nursery School & Centre for Children & Families	<b>ASSESSORS</b>	Pam Khan and Paul Grundy
<b>TELEPHONE</b>	01274 574539	<b>ASSESSMENT DATE</b>	12 <sup>th</sup> July 2016
<b>EXECUTIVE HEADTEACHER</b>	Duncan Jacques		
<b>HEAD OF SCHOOL</b>	Jackie Bracewell		
<b>CHAIR OF GOVERNORS</b>	Naveed Mushtaq		

<b>IMPROVED OUTCOMES FOR CHILDREN</b>	<p>The school demonstrates a strategic commitment to engaging families, with a clear focus on accelerating children's achievement and narrowing the attainment gap.</p> <p>Evaluative evidence is used in the self-evaluation process and the work with families is acknowledged in the most recent Ofsted Inspection.</p> <p>There are numerous references in the Inspection Report to the way in which the school works effectively with parents e.g. <i>"Parents are highly involved in their children's learning. They are kept well informed and are supported to develop their understanding of how children learn through a range of workshops."</i> And <i>" Parents are effectively involved in the life of the school through the Parent Factor group, where suggestions for improvements are discussed and the best ideas are implemented by the school."</i></p> <p>Effective monitoring and evaluation processes are in place to evidence the impact of work with families, including qualitative and quantitative data.</p> <p>Several case studies provide powerful evidence of the positive impact of working in close partnership with families. These highlight the way in which the social, emotional and educational needs of children and their families are met, and the way barriers to learning are minimised in order to achieve the best possible outcomes for children.</p> <p>Data evidences the rapid progress made by children, demonstrating that a very large majority make outstanding progress. Analysis of outcomes highlights accelerated progress for all children, including but not exclusive to, pupil premium children, EAL &amp; non-EAL children as well as the more able.</p> <p>The Family Support Team have implemented the Outcome Star as part of a family support package, and data shows improvements in each area. Family support plans are reviewed every 4-6 weeks in order to measure progress and work towards achieving the desired outcomes.</p> <p>An electronic system for recording statistical data provides quarterly reports and monitors access to services and highlights patterns over time. These are regularly scrutinised in order to track and challenge the performance of the Centre in meeting Local Authority targets. The data also informs the development of practice and is used to help prevent 'families falling through the net' by flagging up those that are registered with the Centre, but have not engaged in the past 12 months.</p> <p>There is clear recognition of the need for a flexible approach in response to identified need. This is reflected in planning and provision.</p>
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	<p>Dedicated members of the Family Team linked to each unit, meet and greet families and are able to form strong and trusting relationships, which support the teaching and learning process. <i>“We believe that our holistic approach which includes the input of outside agencies as well as our own family support workers pays dividends in ensuring the pupils make good progress from their low starting points, as evidenced in our assessment data.”</i></p> <p>An Engaging Families Award Steering Group has been established, to collate evidence, monitor progress and steer developments. <span style="float: right;"><b>STANDARD MET</b></span></p>
<p><b>FAMILY PARTNERSHIP IS EXPLICIT WITHIN THE SCHOOL’S DEVELOPMENT PLAN</b></p>	<p>Canterbury recognises the value of strong relationships with parents and carers and the importance of the home learning environment. It is clear that working together in a close learning partnership to improve outcomes for children and their families is central to the Centre’s planning and practice.</p> <p>The school’s self evaluation considers relationships with families and the community to be good; and there are numerous references to successful practice with regard to communicating effectively and working in partnership with families.</p> <p>Furthermore, the SEF states, <i>“ We are confident that we know our parents and the community very well and have an excellent overview of their specific and general needs. This is exemplified in the excellent contributions of our parent governors to our school improvement agenda.”</i></p> <p>A detailed section within the School Improvement Plan sets clear priorities and ambitious targets for the development of family and community engagement.</p> <p>An external review conducted by an early learning consultant and senior school improvement advisor noted: <i>“Key person groups work extremely well, children are settled and parents understand the routines.”</i></p> <p>The external review acknowledges the impact of specific programmes targeting the most vulnerable children e.g. <i>“The All Aboard programme was observed and followed up with discussion and evidence from parents- this seems to be having excellent impact.”</i></p> <p>One of the actions implemented as a result of evaluation is to: <i>“Implement a formal parents consultation time to ensure parents have the clearest possible understanding of their child’s progress and learning needs and are able to receive well targeted support to help support their child with home learning.”</i></p> <p>The external review notes that, <i>“Independence is encouraged and was evident;”</i> with one of the actions being to, <i>“Prepare and implement a plan to further engage parents in supporting their child’s independence;”</i> and another to <i>“Create a guide to share with parents on independence.”</i></p> <p>Staff appraisal documents show beyond any doubt, the expectations on staff to build positive learning partnerships with families and include specific objectives e.g. <i>“Ensure that parents are aware of pupils’ individual targets in numeracy and are able to support their own child.”</i> Actions are clearly defined e.g. <i>“Involve parents so that they understand what their child has achieved and their next steps.”</i> Examples are provided as well as expected outcomes.</p> <p>There is a commitment to allocating space and sustained resources for working with families, with a dedicated community room and a Family &amp; Community Team, consisting of a manager, parental involvement worker, and 2 family support workers.</p> <p>Documentation in the portfolio clearly demonstrates a collaborative whole school approach to collating evidence for the Engaging Families Award, led and managed by a steering group, with each member of that group responsible for overseeing a particular standard of the Award. Minutes of half termly meetings and relevant extracts from Governors’ meetings are included.</p> <p>Details were initially shared with all staff at a training day allocated to introduce and discuss the Award. A copy of the annotated Engaging Families framework is included in the portfolio and minutes show that time for discussion has been allocated at Senior Leadership Team meetings.</p> <p>‘Staff Engagement Pledges’ briefly outline personal commitments and contributions to improving family engagement.</p>



<p><b>A FAMILY PARTNERSHIP POLICY OUTLINING THE SCHOOL'S ETHOS AND AIMS IS IN PLACE</b></p>	<p style="text-align: right;"><b>STANDARD MET</b></p> <p>Canterbury's vision affirms that, <i>"children and families are at the heart of an encouraging and challenging environment, where everyone recognises and celebrates differences, actively communicates the importance of learning and believes everyone can achieve."</i></p> <p>The aim of the Centre is <i>"To provide a range of high quality, well resourced, inclusive, accessible and integrated services for children under 5 and their families in order to promote their well being and development."</i></p> <p>Objectives include for example:</p> <ul style="list-style-type: none"> <li>▪ <i>how parental skills, confidence and qualifications will be enhanced;</i></li> <li>▪ <i>how physical and mental well being will be improved by supporting families in making healthy and informed choices;</i></li> <li>▪ <i>how children's progress will be improved by sharing information and knowledge of each child and increasing understanding of child development;</i></li> <li>▪ <i>how positive partnerships will benefit all.</i></li> </ul> <p>The Home School Agreement acknowledges parents as their child's first teacher and the crucial role they play in helping their children to learn. It sets out clear expectations on how the Centre hopes to work together as partners in learning to ensure every child's success.</p> <p>A detailed Family Support Policy is in place. This aims to, <i>"Work in partnership with parents and carers;"</i> and <i>"Provide a range of family support services which families can access at different times depending on need."</i></p> <p>A Parental Involvement Policy positively reinforces the school's belief and commitment to promoting a spirit of genuine partnership.</p> <p>Reference is made in other policies as to how families are supported and engaged, including the Inclusion &amp; Achievement Policy; Attendance Policy; Behaviour Policy and Community Relations Policy.</p> <p>The Attendance Policy, for example, states that, <i>"It is important that we ensure families and children recognise that regular attendance has a beneficial effect on children's learning and promotes positive attitudes which continue throughout school life."</i> Whilst the Equal Opportunities and Community Cohesion Policy aims to, <i>"Ensure we provide a safe &amp; caring environment free from discrimination for everyone in the community. We will embrace, promote and reflect cultural diversity. In achieving this we understand that this relies on an active involvement with all users of Canterbury Nursery and Centre for Children and Families."</i></p> <p style="text-align: right;"><b>STANDARD MET</b></p>
<p><b>A PROGRAMME OF CONTINUOUS PROFESSIONAL DEVELOPMENT IS IN PLACE</b></p>	<p>The Family and Community Team receive extensive training in areas related to their work, and other staff receive professional development as appropriate.</p> <p>All staff are trained to deliver the Family Links Nurturing Programme and are required to participate in regular refresher training. Staff receive monthly supervision on all Family Support cases and informal supervision on a regular basis, particularly on safeguarding matters.</p> <p><i>"All tutors have a comprehensive induction to ensure that they are fully aware of Safeguarding and Health &amp; Safety procedures and complete an annual Service Level Agreement. This also informs them of evaluation requirements to measure impact at key times and the importance of developing case studies of learners."</i> (SEF)</p> <p>Bespoke training for the receptionist aims to ensure the highest quality customer care.</p> <p style="text-align: right;"><b>STANDARD MET</b></p>
<p><b>THE EMOTIONAL AND PHYSICAL ENVIRONMENT</b></p>	<p>The school has a very good reputation amongst families and within its community, and is considered to be a safe haven. Feedback indicates <i>"high levels of trust and confidence in its work,"</i> recognising that the best interests of children are at the heart of everything that the school does.</p> <p>Analysis and responses to a parent questionnaire for those starting nursery is overwhelmingly positive about how welcoming the Centre is, and equally positive on other matters relating to how</p>



	<p>well children settle in nursery; the quality of safety and care and how well informed parents and carers feel. Importantly, any responses less than 'strongly agree' (of which there are very few) are followed up and addressed.</p> <p>Analysis of a more general questionnaire sent in January 2015 and then again in January 2016, shows significant upward trend in strongly positive responses.</p> <p>Notes and records show how the Centre listens to families and highlight the way in which feedback and concerns or complaints are successfully dealt with in accordance with a clear complaints policy and procedure.</p> <p>Systems and working practices ensure that the needs of families and visitors are catered for, and include clear signposting, a buggy shelter, a parent room with drink and snack making facilities, and a telephone system that ensures callers speak to an adult straight away between 7:30 a.m. and 4.00p.m.</p> <p>Families are warmly welcomed at the beginning and end of each session. This is an effective way to strengthen relationships and facilitate daily conversations. The school recognises the quality of relationships as a key strength, setting high expectations and dealing swiftly and effectively when situations fall below what is expected.</p> <p>Structures and routines allow "a 15 minute arrival window to ensure a calm start to the day." Families receive a warm welcome and are given time and space to take off coats and accompany their child to their key worker. At the end of the session, parents collect their child from the classroom and are able to informally share relevant information and discuss any concerns.</p>
<b>STANDARD MET</b>	

**OTHER EVIDENCE STRANDS**

	<p><b>PARENTING AND FAMILY SUPPORT</b></p> <p>The needs of children and their families living in the area are significant and varied. Families are able to access a range of Family support services and activities at the point of need. These include; <i>"Courses or training for parents to improve their self-esteem, confidence and skills, support in accessing quality services for children and parents, groups on particular issues such as health information or managing behavior, and individual support for children and their parents through one-to-one work, home visits or signposting to specialist services."</i></p> <p>Partnerships with health visitors, teen parent services and midwives facilitate seamless provision for families; and collaborative partnerships with local schools enable the joint commissioning of specialist services to work with the most vulnerable families.</p> <p>A dedicated staff team, undertake all New Birth visits as soon as they have been published, and an outreach system to carry out a minimum of three home visits a year to all registered families is in operation.</p> <p>The Family Support Policy acknowledges that being a parent is not easy and emphasises that parents have the right to ask for help without feeling stigmatised. It is based upon a belief that parents and carers know their children best and that quality family support enables parents to ensure their children get the best out of life.</p> <p>A broad and varied programme for families includes first step provision such as Music and Rhyme sessions, Sharing Stories, Arts and Crafts, Stay and Play and Parent and Toddler Group. These foster social networks and peer support between families - allowing for modelled behaviours.</p> <p>More structured programmes are also offered e.g. 'Welcome to the World' which is an eight week ante-natal programme to increase parent's understanding of how their baby develops before and after birth and to understand their physical and emotional needs; and 'Health, Exercise, Nutrition for the Really Young' (Henry) which aims to help improve the confidence of parents to give their child the best possible start in life.</p> <p>The Centre also delivers the Family Links Nurture Programme and all staff are trained in this to ensure a consistent approach with children and when supporting parents.</p> <p>A weekly carers' support group is available to parents of children with additional needs. This <i>"Offers an opportunity for</i></p>
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*parents to meet and share experiences and knowledge and to talk to somebody who also understands the challenges of having a child with additional needs and the impact on the whole family."*

Informal 'road safety' reminders on walking to school and parking safely are included in the school newsletter; stressing the need for everyone to work together to keep children safe.

Families can be referred to receive home safety equipment, providing they meet certain criteria. An example of a completed Home & Outdoor Safety Checklist is included and once checked by a member of staff, the fitting of home safety equipment can be arranged.

The Centre works with a variety of health partners such as Born in Bradford, The City Therapeutic Team, Family Nurse Partnership, and Speech and Language Therapy who provide specialist services to families.

Other partners, such as the Health Visiting Team and the Midwifery Team, run their clinics at the Centre.

The range of activities to support healthy lifestyles is considerable, and includes Baby Clinic, Antenatal appointments, Post Natal Clinic, Parent and Baby Support Group, Baby Massage, Breast Feeding Support, Autism Support Group and Arts for Health. Fluoride varnishing is also offered on a six monthly basis and toothbrushes given out as part of the oral health programme. Details of the UK Childhood Immunisation Programme are also shared with families.

In addition, health and safety events such as Oral Health, No Smoking, Child Safety Week and Community Cohesion events are arranged by the Centre.

With regard to safeguarding, parents are provided with telephone numbers to ring, including an out-of-hours number, if they think a child may be at risk. The School Improvement Plan identifies a need to *"Gather parents and pupils views on safety and safeguarding through questionnaires, focus groups and individual meetings."* And to *"Explore ways to engage purposefully with parents with regard to Prevent/British values."*

The majority of staff have received safeguarding training as well as training in Prevent. Many are also trained in Emergency Paediatric First Aid.

The SEF acknowledges that whilst attendance and punctuality remain a challenge, pupils do enjoy school and parents speak positively and support the school's efforts to improve attendance. Whilst all staff share responsibility for encouraging good attendance, funding has been allocated for home visits to support improvements in attendance.

Although not a statutory requirement, an objective of the SIP is to *"Improve levels of attendance and punctuality."* The February 2016 Review lists the actions that the Centre takes. These include first day calls, rewards and incentives, celebratory displays, positive encouragement and a clear and consistent message to ensure families understand the importance of good attendance and the consequences of absence.

Attendance issues are dealt with supportively, and there are several examples of this in the portfolios of evidence. A section in the newsletter stresses the importance of regular attendance as a way of *"getting your child ready for big school and into routines that will support their progress throughout life."* Another example is written in a friendly and encouraging tone: *"We very much appreciate children arriving and being collected on time, children who attend regularly make much better progress in their development."*

Issues that interfere with children being able to attend are addressed. A case study highlights an understanding of the challenges some children face in starting nursery, and documents the practice and support that has proved successful in settling children and improving attendance. This included a focus on developing a strong key person relationship with both parents and child, and familiarity with the environment and with the nursery routine. The case study demonstrates that with persistence, a flexible approach and appropriate support, positive outcomes can be achieved in challenging circumstances.

In another case study example, improvements in attendance over three terms, for four targeted children, are quite remarkable, and are a testament to the way in which the Centre modifies its approach and is sensitive and flexible towards the individual needs of families.

The recent Ofsted Inspection report acknowledges that, *"Children run into school at the beginning of each session because they love being there. Parents comment on this. Attendance is rising sharply because of the effective rewards that have been introduced and the improved communication of the importance of attending regularly to parents. This means children are learning the right habits for when they start school."*

The school works with an extended range of networks and partners in providing and brokering support for parents.

Canterbury falls within one of the most deprived areas of the country, with high numbers of families traditionally considered to be 'hard-to-reach'. The Centre recognises that universal services are a key strategy in order to identify vulnerable families. Within that group, some are more vulnerable than others and the Centre has identified specific target groups - those that are particularly vulnerable, such as teen parents and EU migrants, especially Roma. Contact with these families is prioritised and additional monthly, targeted activities are included within a programme of broad universal services.

Outreach work has also led to the identification of Refugee and Asylum Seeker families, resulting in an increase in each of those groups accessing Centre services.

An increase in the numbers of Refugee and Asylum Seeker families, alongside an ethnically diverse and highly mobile population remain challenges for the Centre, however targeted outreach is designed to meet those challenges.

Improved partnership working with Health & Social Care and the introduction of the Integrated Care Pathway has resulted in more effective signposting of families to targeted provision such as Baby Steps, Family Links Nurturing Programme and Coping with Crying seminars. Furthermore, these programmes have been jointly delivered by the Family Support Workers and Health and Social Care professionals, and this is proving to be a valuable model of practice.

Families have access to accredited adult learning opportunities via embedded partnership working with Adult Education providers such as Bradford College and Family Learning. Through such partnerships, all adult learners have an Individual Learning Plan, which monitors progression and ensures entry for exams at the appropriate level. In this way any barriers to learning and any additional support required are identified. All learners are tracked, and evaluation clearly shows a high level of success, with many progressing into further learning and taking up opportunities elsewhere.

Parent volunteers are instrumental in recruiting other parents to adult education; and through sharing their own experiences and highlighting the benefits of attending the Centre, have also helped to improve the take up of 2YOO/NEF provision.

There are opportunities for family members to gain experience, and develop their confidence and skills by volunteering in school. A timetable shows that parents volunteer, support in nursery, stay and play sessions, and act as outreach workers and as interpreters.

Adults are also supported into work or training via the Job Club that runs at the Centre every Wednesday. Drop in sessions for job searching and compiling a CV are also available at a local church three times a week.

Robust monitoring procedures track children's progress. This facilitates early identification of any children at risk of developmental delay and ensures that they are supported to achieve age related expectations. *"Developmental levels are shared with parents three times a year either through home visits in the case of two year olds or through progress sharing evenings at the Centre."*

Such meetings are an opportunity for parents and staff to discuss each child's learning and progress at school and at home and share their next steps; as well as to encourage and celebrate attendance. They also provide an opportunity to identify any additional help a family may need.

An external review by an Early Learning Consultant comments on the way in which *"parents are contributing well to their children's learning journeys."*

Much is done to identify as early as possible the challenges families face and to support them, through a coordinated offer of early help, to deal with those challenges and to understand and be better able to support their child's learning.

There is a comprehensive transitions programme to support children and their families. A 'Best Practice Guide' included in the portfolio outlines the responsibilities of the existing key worker, the new key worker, the SENCO, the office and the Family Team. Expectations in terms of supporting parents through the process include introducing them to the new key person, speaking to them about their child's likes, dislikes, interests and learning needs.

An 'External Transitions Checklist' and a 'Best Practice Guide for Home Visiting and Settling In' are included as evidence of the school's thoughtful approach towards supporting children and parents on transition. E.g. *"Encourage parents to talk about nursery in between visits, for example what they played with and recall their key worker."* And *"Remind parents of the importance of saying 'goodbye' when they are leaving and doing it briefly, cheerfully and firmly. Reassure parents that if their child becomes upset their key worker will look after them and comfort them."*

STANDARD MET

COMMUNITY



The school enjoys good relationships with the wider community, and a range of successful partnerships and integrated working arrangements strengthen provision, resulting in a rich and varied menu of accessible activities for families and community members.

Community events, such as the Firework Festivities and the Christmas and Summer Fayres, appeal to families and prove successful in encouraging the community to engage with the Centre and see first hand what it has to offer. These are well attended with between 150-180 families attending each event.

Further events at both Canterbury and the Arc Community Centre include Book Start, Oral Health, Family Information Services, One in a Million and Healthy Eating activities, which have led to an increase in new referrals and registrations. Other activities and courses include family fun days, summer trips and activities, McMillan and EU Coffee Mornings and special story telling as part of Bradford Literacy Festival.

A Summer Fun Day in the local park jointly organised by the Parents' Forum and Community Parent Governor was well supported by local businesses.

A detailed plan for 2016-2017 is in place which priorities how access to services by young children and families will be sustained and developed. With clear success criteria, and rigorous monitoring and analysis of data, the plan aims to: Increase the number of families registered and engaging with the Centre- including targeted families; and improve adult skills and the take up of healthier lifestyle – including oral health.

The Parental Involvement Policy highlights a belief that, " *Where effective links can be built with other service providers to support families, parents and children's needs can be met more effectively.*"

These partnerships include voluntary organisations such as Friends of Horton Park, Trident, Cecil Arts and One In A Million; as well as productive partnerships with Health, Better Start Bradford, Adult Education providers and the Police.

Debt and Benefits advice is available at the Centre and displays inform families of what is available to help them into work and training.

Cluster arrangements with neighbouring Children's Centres and a closer working relationship with Better Start Bradford have facilitated the sharing of information, experience and resources. This has significantly strengthened provision in meeting the needs of the most vulnerable families.

The number of cross-cluster events during holiday periods and weekends has been increased to meet the demands of working parents.

STANDARD MET

**LEARNING AT HOME**

Due to the limited experiences of the children in terms of their immediate home environments, a key strategy, described in the SEF, stresses the importance of using outdoor learning spaces to effectively support learning. "An excellent recent illustration of this is the presence of a portable farm to provide a range of rich first hand experiences for our children and their families as evidenced from feedback." Ninety one families attended this event – including fifteen of the 'hardest to reach'.

Members of the Senior Leadership Team "run half termly workshops for parents and carers, each with an identified focus to support language development and the understanding of concepts." These include resources for home and practical demonstrations of how each can be used.

For the first five years of life, 'Canterbury Imagine' sends each registered child a free book every month, and staff build on this experience in nursery.

"Learning spaces for parents are an additional resource." (SEF) A variety of classes are offered to parents, ranging from English, early language development, maths, budgeting and parenting & childcare.

There is a commitment to give regular feedback on children's progress with suggestions for how parents can support and extend learning at home. This is evident from the records of discussions with parents about their child's learning, termly progress reports and home visits records, which are used effectively to strengthen communication.

Solution-focused approaches are readily explored. A good example of this is an informal coffee morning event to encourage EU families to access nursery places. This was arranged in response to parental concerns that their children were not settling well in nursery. Other parents from the same ethnic background were invited to attend and act as interpreters and to offer peer support. They were able to empathise, share experiences and offer encouragement to the



reluctant parents. This has gone a long way to solving the problem.

There is evidence of clear community intelligence and forward planning to accommodate an expected influx of Roma families. Example minutes of a partnership meeting consider approaches to minimise barriers and effectively support the EU families.

A regular programme of activities, responsive to the specific needs of parents, is provided to enable families to understand how best to support their child's learning and development. These take the form of workshops, and weekly sessions such as 'Storytelling' and 'Rhyme Challenge'. Further guidance is provided through attractively presented information on such topics as learning different parts of the body, building sentences, traditional rhymes, fishing games, noisy play, taking turns, puppets, books, blowing bubbles and playing with cars.

'Borrow and Learn Bags' are also available for families to use to support learning at home, with a system to share outcomes and encourage two-way feedback.

STANDARD MET

**PARENTAL PARTICIPATION, VOICE & INFLUENCE**

The school seeks the views of families and evidences how these help to shape & develop practice.

The Parental Involvement Policy affirms Canterbury's *"emphasis on listening and acting upon parent's and carers' views through involving them in making decisions regarding the provision offered at the Centre and in the community."*

It also mentions, *"Encouraging parents and carers to become involved in the Centre's Governing Body, Parents Forum and other decision making groups in the Centre."*

Families are regularly consulted in a variety of ways through for example, questionnaires, focus groups, Parents' Factor and suggestion boxes. *"Feedback is consistently positive and regularly informs future practice."*

A Parents Forum (Parent Factor) meets monthly and *"Provides families with the opportunity to air their views and discuss changes, future plans, projects, courses and trips."* It is a good way for parents to meet other parents, and to be actively engaged in improving provision, as well as fundraising for the Centre and charitable organisations. Minutes evidence the discussions that take place and accompanying documentation confirms how these inform planning and practice.

The recent Ofsted Inspection Report comments on the fact that parents are *"kept well informed,"* and *"effectively involved in the life of the school through the Parent Factor group."*

It also states that, *"Parents strongly support the school. Through Parent Factor, a group established to capture parents' views, they suggest recommendations to the Governing Body, such as the wearing of visitor's badges in plastic wallets to further secure the safety of the children. Members of the Parent Factor are also active in fundraising for extra-curricular activities, such as a farm visit to the school, and successfully promoting attendance with the wider parent body. In addition, parents attend a range of high quality workshops and activities to develop their understanding of their child's learning."*

The Report also acknowledges that, *"Parent's views are gathered through the termly questionnaire, which has an extremely high return rate, meaning the school is secure in knowing what parents feel about, and want from their school."*

*"Two of the parent forum members are also parent governors, updating and sharing news with the Governing Body."*

The parent governors provide invaluable feedback and commentary on perceptions and attitudes within the community.

Termly reports are written in a format families can understand and find useful and informative. This ensures that families are provided with meaningful information about their child's learning and progress. They also provide opportunities for discussion and include next steps and suggestions for activities at home to reinforce learning. Parents are invited to comment.

'Learning Journey' files are used as a means of capturing a child's learning, and parents are encouraged to contribute photographs and add information about things they have done at home.

STANDARD MET

**COMMUNICATION**



Communication is varied & relevant, provided in languages and formats to reach all families and respects family differences, individual needs and cultural preferences.

There is a broad range of opportunities in place for meaningful two-way communication, which include targeted approaches for reluctant families and those 'most in need'.

The school website is engaging and informative and has a drop down menu for users to select the required language, and *"tablets with apps such as Google Translate are used on home visits and at impromptu meetings to promote services to target groups."*(SEF)

The school vision statement is translated and displayed in relevant community languages and promotional fliers are designed to appeal and are translated into community languages as appropriate.

Recruitment of EU and ROMA volunteers, partnership working and continuous outreach work has led to the successful engagement of EU and ROMA families. In addition to the use of interpreting services for families who are new to English, three parents have been trained as Level 3 Community Interpreters.

Attractive displays engage and inform and range of leaflets and information is on display and available for parents to take a copy. The prospectus provides excellent information in an easily understood format.

A texting service is used to remind families of upcoming events and activities as well as to promote good attendance. Limited characters ensure concise messages.

'Home-School' Diaries provide a way for staff to communicate with parents and update them on what their child has been doing during the session. They are also used to record things that the child may have shared e.g. *"My grandma came to visit."*

The Canterbury Newsletter is attractively presented accessible, clear in content and friendly in tone.

In the main entrance, a comments box, a screen to inform, advertise and celebrate and a 'You Said....We Did' display, enhance communication further.

Staff including senior leaders, are accessible to families and meet and greet at the beginning of each session. Key Group time for the first fifteen minutes provides parents with ample opportunity to speak informally to their child's key person. Families know their child's key worker and are aware that they are their first port of call.

Named photographs and roles of all staff, including governors, are attractively displayed and in addition all staff wear identification badges outlining their role.

Safeguarding/named person posters are displayed throughout school in the main office and behind every door; and the Centre's first aid team is similarly displayed throughout school.

**STANDARD MET**

**OVERALL JUDGEMENT**

Canterbury Nursery School & Centre for Children & Families has provided comprehensive evidence of the range, depth and quality of their work with families.

Documentation demonstrates a clear strategic commitment to engaging families and conversations with parents during the assessment morning highlight the exceptional relationships between home and school and the extraordinary level of care provided.

A focus on establishing a family-friendly ethos, building respectful trusting relationships and providing a caring and nurturing environment has led to an engaged and supportive parent community. One that is appreciative of the opportunities provided, and for the way in which they are listened to and valued. One that feels part of a 'Canterbury family', and one that feels empowered to work collaboratively and confidently with staff in support of their children.

The effectiveness of home-school learning partnerships in improving outcomes for children is closely monitored and acknowledged in a recent Inspection report.

I am pleased to confirm that the school meets the criteria and requirements of the Engaging Families Award.

**FURTHER DEVELOPMENT POINTS (Suggestions based on discussions during the assessment morning- to be added to /amended by the school.)**

- 'Family and Community' development priorities for 2016- 2017 as identified in the SIP.



- To manage the change process with Barnardo's, in order to maintain current provision and ensure that this change does not impact adversely on families.
- To develop co-ordinated provision and consistency of practice across the BD5 cluster.
- To increase the number and frequency of home visits to 3 & 4 year olds.
- To familiarise children and parents of 2 YOs with nursery routines prior to starting. Develop a 4 week programme '*Things we do in Nursery*'.

Signed	Pam Khan
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