**Leading Parent Partnership Award (LPPA)**

**Adviser-led Initial Report and Action Plan**

**Use the following document to assist in completing the action plan: LPPA Evidence Requirements for Portfolio**

**School name:      Holden Clough**

**School address, including postcode:    St Albans Avenue, Ashton Under Lyne, Lancs, OL6 8XN**

**School telephone:     01613305248**

**School website address:     http://www.holdenclough.tameside.sch.uk**

**Head teacher:      Faik Kordemir**

**Head teacher’s email:      head@holdenclough.tameside.sch.uk**

**LPPA co-ordinator:      Joanne Hartley**

**Co-ordinator’s email: joanne.hartley@holdenclough.tameside.sch.uk**

**Date of registration for LPPA:**

**Provisional month for final verification (usually 12–15 months after registration):**

**Brief description of the school (this may be copied from the ISSEF). You may wish to use information from Ofsted, RAISEonline or similar.**

# Objective 1

# The school demonstrates a commitment to work towards achieving the LPPA.

***Adviser’s comments on the school’s achievements:***

The LPPA coordinator and working party are in place, their role and suggested frequency of meetings was discussed during the visit.

\* This list should be taken from the Evidence Requirements for Portfolio.

# \*\* This may be a comment about the quality of provision and/or what remains to be completed.

| **Key Performance Indicator** | **SSEF level** | **Action to be taken** | **Who will deliver/ monitor action?** | **When will action be taken?** |
| --- | --- | --- | --- | --- |
| * 1. LPPA co-ordinator and Working Group are in place. | **FA** | Achieved:   * The LPPA coordinator is in place and has appointed a working group (YN and YR teachers, KS1 and KS2 leaders, TA /parent, TA lead and parent governor) |  |  |
| 1.2 The statement of commitment is signed and stored in the portfolio of evidence. | **PA** | Achieved:   * statement downloaded   Action:   * statement of commitment to be signed by HT and COG |  |  |
| 1.3 A commitment to achieving the LPPA, and information about the award, is shared with all LPPA key partners: teaching and support staff, parents, pupils and governors. | **PA** | Achieved:   * SLT, staff, governors and nursery informed of commitment to LPPA   Action:   * inform parents (letter, website, noticeboards), children (via student council) |  |  |
| 1.4 There is evidence that external partners that work with the school, for example, feeder schools/nurseries/cluster groups, social care providers, family and adult learning and community organisations, churches and/or charities have been informed about the LPPA and have been encouraged to become involved. | **MMDN** | Action:   * inform external partners via website; provide information for Beavers / Brownies and partner schools at meetings;inform partner schools eg Great Academy Ashton in meetings / via emails |  |  |

**Objective 2**

# The school makes and implements effective plans to achieve and maintain the LPPA.

***Adviser’s comments on the school’s achievements:***

The school’s commitment to improving parent partnership and achieving the LPPA is demonstrated by it’s inclusion in the SDP.

| **Key Performance Indicator** | **SSEF level** | **Action to be taken** | **Who will deliver/ monitor action?** | **When will action be taken?** |
| --- | --- | --- | --- | --- |
| 2.1 The school’s fully completed Action Plan is included in the portfolio. | **MMDN** | Action:   * adviser to complete; * include in portolo |  |  |
| 2.2 Up-to-date information and on-going involvement keeps all key partners in touch with developments in parent partnership and progress towards achieving the LPPA: teaching and support staff, parents, pupils, governors and local partners. | **MMDN** | Action:   * ensure LPPA is on the agenda at governors, staff and school council meetings * post updates on the newsletter and website |  |  |
| 2.3 The LPPA is included in the school’s improvement plan, detailing strategies for LPPA achievement and for the maintenance of parent partnership after the award is achieved. | **A** | Achieved:   * achievement of LPPA is included in the 2018 / 19 SDP; also on EYFS action plan |  |  |
| 2.4 EVALUATION: the LPPA Action Plan is regularly monitored (for example, the plan is annotated or RAG-rated). Progress is evaluated and the findings are recorded and acted upon. | **MMDN** | Action:   * LPPA working group regularly monitor the LPPA action plan * evaluate progress, record and act upon the findings |  |  |

**Objective 3**

**The school is a welcoming, communicative and friendly place for parents.**

***Adviser’s comments on the school’s achievements:***

The school has developed a strong vision and values, which are made clear and shared with staff, pupils and parents. There are efficient reception procedures and communication systems in place. The school environment is attractive with high quality and varied displays.

I suggest that the school asks for parents’ views on communication in a single issue survey.

| **Key Performance Indicator** | **SSEF level** | **Action to be taken** | **Who will deliver/ monitor action?** | **When will action be taken?** |
| --- | --- | --- | --- | --- |
| 3.1 The school’s vision statement/aims of the school are displayed prominently. | **A** | Achieved:   * the school values and vision statement are clearly displayed in the entrance area, around school and on the website |  |  |
| 3.2 Clear internal and external location/ direction signs and symbols meet the needs of parents when visiting the school. | **PA** | Achieved:   * there are signs around school, both internal and external   Action:   * working group to review signage and update as necessary |  |  |
| 3.3 The school’s physical environment is welcoming, including high quality, up-to-date displays of pupils’ work and other materials throughout. | **PA** | Achieved:   * there is a wide range of high quality, meaningful and attractive displays around school eg African displays in the library, * displays clearly support the school ethos, providing information, motivation and celebration. Parents’ boards provide information in EYFS   Action:   * working group to conduct a learning walk * children’s work to be displayed near meeting rooms and in technology and ICT rooms | **meeting rooms** |  |
| 3.4 The school’s reception arrangements are well organised and welcoming for parents. | **PA** | Achieved:   * the reception arrangements are efficient and friendly (evidence adviser experience) * the reception area is warm and welcoming   Action:   * installation of parents’ board(s) in the entrance area |  |  |
| 3.5 Two-way home–school communication systems meet the needs of individual parents: one-to-one discussion, individual letter writing, telephoning, emailing, texting, and other online platforms used by the school. | **A** | Achieved:   * the school uses a combination of letters, emails, texts, Dojos, Tapestry, telephone and face to face discussion for communicating with individual parents. TAs are available in the morning to pass messages to teaching staff and teachers are available at the end of the day. |  |  |
| 3.6 High-quality general information is provided for parents, using a range of media, such as notice boards, plasma screens, letters, newsletters, emails, texts, the school website, other online platforms used by the school. | **PA** | Achieved:   * internal and external noticeboards and notices on windows / doors keep parents up to date * the school also uses the school website, newsletters, Dojo, letters, Tapestry , emails and texts for communication general information   Action:   * review the newsletter: how often, purpose, whether it is the most appropriate platform. It must be manageable and useful. |  |  |
| 3.7 All staff are made aware of their responsibility for engaging with parents, for example by including guidance in the staff handbook, in induction training, at staff and departmental meetings. | **PA** | Achieved:   * ensure all staff are made aware of their responsibilities during induction, particularly those who join mid year   Action:   * include staff responsibilities in parent partnership in the staff handbook and regularly revisit as part of CPD etc |  |  |
| 3.8 EVALUATION: parents are asked regularly about the quality of two-way home– school communication; the general information they receive from the school; the welcome they receive when visiting or telephoning the school. This should include reference to linguistic diversity where appropriate. | **PA** | Achieved:   * the school has conducted some consultation with a small number of parents * communication is included in the general school questionnaire   Action**:**   * carry out a single issue / specific survey relating to communication etc (eg use the LPPA framework as guidance) |  |  |
| 3.9 EVALUATION: parents’ responses are analysed, feedback is provided through a range of media and appropriate follow-up action is taken. | **PA** | Achieved:   * any questionnaires are analysed and reported back to parents   Action:   * analyse communication consultation and report findings to parents |  |  |

**Objective 4**

**The school promotes the awareness and participation of all groups of parents in supporting   
their children’s learning and developing their own learning. In addition, the school holds and actively  
 promotes a programme of opportunities and events for joint parent and child participation.**

***Adviser’s comments on the school’s achievements:***

The school provides a wide range of adult and family learning and enrichment opportunities.

I suggest that the school develops a consistent approach for gathering feedback from these events and that parents’ are asked what courses, events and activities they would like to see in school.

| **Key Performance Indicator** | **SSEF level** | **Action to be taken** | **Who will deliver/ monitor action?** | **When will action be taken?** |
| --- | --- | --- | --- | --- |
| 4.1 Training and development opportunities available include courses and/or activities to help parents support their children’s learning. | **PA** | Achieved:   * the school provides a variety of workshops and activities eg reading and phones, Reading Detectives, SATs meetings, Bookstart, Meet the Teacher. Power point presentations from the meetings are posted on the website * links to useful websites are posted on the school website eg Rockstars, Bug Club, Mathletics, Digital parenting and suggested at meetings / workshops   Action:   * develop Maths activity workshops / family learning with parents * run e safety drop ins / courses in the new ICT suite * consider joint parent / child cookery clubs * reintroduce Stay and Play / activity days. Roll out to KS1 and 2? |  |  |
| 4.2 Training and development opportunities available include courses and/or activities that support parents in developing their own learning. | **PA** | Achieved:   * parents are encouraged to work as volunteers in school * parents are able to work in school for TA / teacher training work placements   Action:   * introduce parent reader programme * signpost to courses and training offered by other providers eg EAL. * Investigate peer mentoring / support or use Has to encourage participation in school activities (eg for parents with EAL, ’Cosy corner”). |  |  |
| 4.3 A programme of opportunities and events is available that encourages parents and children to enjoy learning together, e.g. home–school learning; family learning; parent participation in school curriculum events and educational visits. | **PA** | Achieved:   * Homework activities encourage family learning eg African masks * On line activities eg Bug Club, Mathletics, Rockstars * Home learning bags in EYFS * Tapestry involve parents : feedback re what children are learning at home * end of topic assemblies * Parents are involved in Sports Day, school visits and invited to Christmas plays, choir and Y6 performances   Action:   * consider open mornings / afternoons, inviting parents to come into their child’s class to look at topic work on a regular basis throughout school etc (consistency) * Reintroduce Stay and Play (come and see what we do, how we do it * look at assembly / workshop / class time cycle to encourage more parents to come into school * plan enrichment events over the year. Consider dads’ reading / sports activities, chill and chat, pamper days |  |  |
| 4.4 Community and cultural diversity is celebrated and reflected within the programme. | **A** | Action:   * African project: homework, assemblyand opportunity for parents to look at work * religious celebrations include parents eg Christmas, Easter, Harvest, Diwali, Eid and Chinese New Year * Charity events involving parents eg McMillan, Asian food at events |  |  |
| 4.5 The school recognises and celebrates parents’ and pupils’ success while participating in joint opportunities and events. | **A** | Achieved:   * parents and families are thanked for involvement on newsletters and Dojo * photos of events and activities involving parents are displayed * children are awarded certificates etc |  |  |
| 4.6 The school actively and effectively promotes the attendance of parents at courses and/or activities, both in school and in the community, using a range of media. | **A** | Achieved:   * parents are notified and reminded of events and activities via : newsletters, Dojo, notices/ posters, texts, letters and flyers, website |  |  |
| 4.7 The school helps to facilitate parents’ involvement in these courses and/or activities through providing, for example, child care, free or low cost places, transport, flexible timing, a range of locations. | **A** | Achieved:   * timings are varied * events and activities are free of charge * creche facilities are provided eg phonics workshops |  |  |
| 4.8 EVALUATION: the school gathers evaluative feedback from parents in relation to the quality of the courses and/ or activities provided and the extent to which they have supported their own and their children’s learning and development. Parents’ responses are analysed, feedback is provided through a range of media, and appropriate follow-up action is taken. | **PA** | Achieved:   * feedback is sought at transition (Meet the Teacher) meeting   Action:   * develop consistent systems for gathering feedback for workshop events eg Reading Detectives, phonics, Stay and Play and ‘drop ins’ * use 'sign out’ register with column for comments * use exit polls for events / activities eg post its on a board, quick i pad surveys. |  |  |
| 4.9 EVALUATION: the school collects statistics about the take-up of opportunities by groups of targeted parents, e.g. parents whose first language is not English, parents whose children attract the Pupil Premium, parents whose children are underachieving, etc. (Schools will need to decide which statistics will be most appropriate and relevant for them to collect.) The school acts upon the findings to make its work more inclusive of all groups of parents. | **PA** | Achieved:   * informal analysis and feedback provided   Action:   * develop consistent systems for analysing and reporting results and actions eg via website, newsletters, parents’ boards |  |  |

**Objective 5**

# The school provides a good induction for all new parents.

***Adviser’s comments on the school’s achievements:***

The school has effective induction procedures, involving parents throughout. Again, a more formal approach to gathering parent feedback relating to induction should is recommended.

| **Key Performance Indicator** | **SSEF level** | **Action to be taken** | **Who will deliver/ monitor action?** | **When will action be taken?** |
| --- | --- | --- | --- | --- |
| 5.1 Induction meetings and/or events are held for groups of parents when their children are new to the school. These should support parents in building relationships with staff; getting to know the school site; meeting other parents; addressing practical issues; getting to know what the school has to offer to parents as well as to their children. | **PA** | Achieved:   * open evenings / information evenings are held for YR and YN parents prior to admission * parents are invited to a consultation meeting with their child in the summer term before their child starts school * home visits for YN prior to admission * admission is staggered * open door for parents until 9.00am each day   Action:   * introduce the November open evenings and Saturday open events as planned * invite parents to visit school individually as appropriate |  |  |
| 5.2 Induction meetings and/or events are arranged with sensitivity to parents’ availability. | **A** | Achieved:   * there is a high level of attendance at the evening meetings |  |  |
| 5.3 Accessible induction information is produced and distributed. It is made available through translation/ interpretation where appropriate. | **PA** | Achieved:   * parents are provided with an induction pack containing an induction booklet, information about the EYFS school day and other school information and documents * the induction powerpoint presentation   Action:   * produce the planned glossy brochure * ensure parents are aware that translation is available if required |  |  |
| 5.4 There is clear guidance for the responsibilities of parents, school and pupils and these expectations are provided in a format that is easy for parents to understand. This information is shared with parents as a key part of the induction process. | **A** | Achieved:   * the Role of Parents section in the induction pack |  |  |
| 5.5 The school analyses attendance at induction events and follows up with those parents who do not attend. | **A** | Achieved:   * parents take a named pack at the information evening, any remaining ones are distributed and parents contacted |  |  |
| 5.6 Clear procedures are in place for parents of children joining during the school year, including those entering the country for the first time, or having other additional needs. | **A** | Achieved:   * parents are given an induction pack   Action:   * investigate introduction of a more ‘formal’ induction and flow chart |  |  |
| 5.7 EVALUATION: the school gathers evaluative feedback from parents in relation to the quality of the induction meetings and/or events, in-year procedures and information provided. | **PA** | Achieved:   * informal verbal feedback is noted eg change to 3 parents’ evenings   Action:   * survey parents at the November parents evening re the induction procedures, event timings and information / documents |  |  |
| 5.8 EVALUATION: parents’ responses are analysed, feedback is provided through a range of media, and appropriate follow-up action is taken. | **MMDN** | Action:   * analyse the responses to 5.7 * report findings and any actions to parents (all parents) and partners on the website, newsletter / letter, parents boards, using ‘we asked, you said, we did’. Include positive comments. |  |  |

**Objective 6**

**The school provides parents with relevant and user-friendly guidance and   
information to help them to support their children’s learning.**

***Adviser’s comments on the school’s achievements:***

Parents are provided with information in various forms to help them to support their children’s learning.

| **Key Performance Indicator** | **SSEF level** | **Action to be taken** | **Who will deliver/ monitor action?** | **When will action be taken?** |
| --- | --- | --- | --- | --- |
| 6.1 General curriculum information is provided for parents at each key stage on a regular basis and at least once a term. | **A** | Achieved:   * half termly curriculum overview for each class sent to parents * subject specific curriculum policies on the website * learning essentials on the website |  |  |
| 6.2 Parents are provided with comprehensive information about their own children’s learning and progress, for example through parents’ consultation events; school reports; individual pupil reviews; targeting and tracking information. | **A** | Achieved:   * parents are invited to 2 parents evenings (3 in EYFS) plus an opportunity to discuss their child’s annual progress report * mid term and annual progress reports are sent home * targets in the school diaries * tracking information is shared at parents evenings * SEN reviews are held as appropriate |  |  |
| 6.3 There is a high level of parental involvement where home–school dialogue is encouraged about their own children’s learning and progress. | **PA** | Achieved:   * there is a high level of attendance   Action:   * collect and analyse attendance data |  |  |
| 6.4 Parents are actively involved in, and given the opportunity to feed back on, home– school learning. | **A** | Achieved:   * parents are asked to comment in the home/ school diary * the Dojo and Tapestry apps enable parents to feedback/ comment * parents sign the homework policy / agreement * parents are encouraged to participate in e learning with their child eg Mathletics, Bug Club, Rising Stars. Staff can monitor access   Action:   * ensure all staff are monitoring as above * review the impact on learning |  |  |
| 6.5 Parents are provided with appropriate and relevant guidance to help them to support their children’s learning and development, such as guidance booklets; website references; materials posted on online platforms; home learning and revision guides; subject specialists’ guidance. | **A** | Achieved:   * Meet the Teacher sessions * parents are invited to curriculum workshops and SATs meetings * powerpoints are sent home if parents can’t attend and are posted on the website * a reading guide goes home to parents * a Y6 booklist is sent home * useful web links are posted on the website * phonics packs are provided for children in intervention groups * subject specific curriculum information / policies are on the website |  |  |
| 6.6 Parents are actively involved in, and informed about, the celebration of the school’s and their own children’s success. | **A** | Achieved:   * stars of the week and attendance are posted on the newsletter, website, Dojo, Tapestry and parents’ notice boards * Twitter is used for sports successes * certificate assemblies * half termly awards and house points * Y6 leavers celebration and play |  |  |
| 6.7 EVALUATION: the school gathers evaluative feedback from parents in relation to the quality and relevance of the information and guidance they receive. | **PA** | Achieved:   * the school asks parents to complete annual general questionnaires   Action:   * consider single issue surveys relating to the information received * consider introducing focus groups / parent forums |  |  |
| 6.8 EVALUATION: parents’ responses are analysed, feedback is provided through a range of media and appropriate follow-up action is taken. | **PA** | Achieved:   * annual questionnaire responses are analysed and reported to parents on the website   Action:   * provide feedback from consultations via a range of media e.g. letter / newsletter, Twitter / Dojo, parents’ noticeboards using ‘we asked, you said, we did’. |  |  |

**Objective 7**

**The school produces and implements parent-friendly policies to establish effective home–school links   
and to improve children’s attendance, punctuality, progress and positive participation in school.**

***Adviser’s comments on the school’s achievements:***

The school has clear policies for improving attendance, behaviour, progress and positive participation which are posted on the website. I suggest that parents are consulted on how easy the policies are to read when they are reviewed.

| **Key Performance Indicator** | **SSEF level** | **Action to be taken** | **Who will deliver/ monitor action?** | **When will action be taken?** |
| --- | --- | --- | --- | --- |
| 7.1 The following essential school policies are provided for parents in a form that is easy to read, free of jargon and translated where appropriate: homework or home–school learning; behaviour, including anti-bullying; attendance and punctuality; any key school policies where appropriate. | **PA** | Achieved:   * policies are posted on the website   Action:   * ask parents for feedback on whether they feel the policies are user friendly (this can be done when policies are reviewed via parent forum / focus groups or asking for comments when they are posted on the website) |  |  |
| 7.2 The school provides a Parent Partnership policy, handbook or guide for parents, which is easy for parents to read. This should give them information about the steps they can take to help achieve the key school policies and set out the key arrangements for home–school links. (Essential policy information – KPI 7.1 above may be included within this.) | **MMDN** | Action:   * develop a parent partnership guide / policy based on the Role of Parents in the induction materials and include communication procedures etc |  |  |
| 7.3 The school has effective mechanisms to promote and reward good attendance, punctuality, behaviour, progress and positive participation in school which have been shared with parents and governors. | **A** | Achieved:   * the school has a range of awards and rewards for attendance including attendance corner on the newsletter and the attendance party * ‘behaviours for learning’ are found in the school values which are clearly displayed around school and on the website etc * children are also given stars of the week, progress awards and house points   Action:   * consider having a ‘value of the month’ |  |  |
| 7.4 The school has an agreed protocol for parents volunteering in school, and all safeguarding requirements are met. | **A** | Achieved:   * the school has a Volunteer Policy and agreement * the safeguarding leaflet is given to volunteers * green / red badges for DBS status (children are aware of this) |  |  |
| 7.5 Parent volunteers contribute to a range of activities, where appropriate. | **PA** | Achieved:   * volunteers help with trips, events (including PTFA events) and with reading in school * parents / family members are able to do work experience placement in school   Action:   * investigate skill sharing eg parents / grandparents help with enrichment activities e.g. clubs, gardening, cookery, decorating storage containers * review the PTFA, is it possible to rejuvenate or should fundraising / social events be led by school with the support of parent volunteers |  |  |
| 7.6 The school regularly seeks, values and acts upon parents’ views on policies, procedures and developments using a range of consultation strategies, such as a parents’ forum; focus groups; annual and single issue questionnaires; one-to-one discussion; website or online surveys. | **PA** | Achieved:   * regular questionnaires distributed at parents’ evenings * Early Years questionnaires * informal consultation   Action:  consider using:   * focus groups / parent forums/ drop ins * exit polls at events and activities * on line surveys eg Survey Monkey |  |  |
| 7.7 The school informs parents about its implementation of current national strategies and initiatives for schools, describing how the school is taking action, for example through the school website. Such strategies and initiatives may include, for example, safeguarding; British Values; use of the Pupil Premium funding; Prevent; student attainment and progress measures. | **A** | Achieved:  Information posted on the website:   * safeguarding * PPG * British Values * attainment and progress data * My Happy Mind: mental health / growth mindset app on website, including activities (letters sent to parents and good parental feedback recieved) |  |  |
| 7.8 EVALUATION: the school gathers evaluative feedback from parents in relation to the quality and relevance of its policies, procedures and developments, and its strategies for consulting with parents. | **PA** | Achieved:   * the school gathers feedback via questionnaires, surveys and informal feedback   Action:   * See 7.6 |  |  |
| 7.9 EVALUATION: parents’ responses to KPI 7.6 and KPI 7.7 are analysed, feedback is provided through a range of media and appropriate follow-up action is taken. | **PA** | Achieved:   * responses from annual questionnaires are analysed and reported back to parents * informal feedback from parents informs policy and practice  eg EYFS parent evenings   Action:   * ensure all consultation responses are analysed and reported back to parents with follow up actions via a range of media ‘we asked, you said, we did’ eg on noticeboards, website, newsletters, Dojo |  |  |

**Objective 8**

# The school provides good support for all parents as their children move through or leave the school.

***Adviser’s comments on the school’s achievements:***

**The school involves parents in transition throughout the school and provides information for the transition to KS3.**

| **Key Performance Indicator** | **SSEF level** | **Action to be taken** | **Who will deliver/ monitor action?** | **When will action be taken?** |
| --- | --- | --- | --- | --- |
| 8.1 In partnership with receiving schools and/ or organisations (and local authorities, when involved), impartial transition information, advice and guidance is produced, distributed and made accessible to parents, through translation/ interpretation where appropriate. | **PA** | Achieved:   * the school distributes information from partner Secondary schools * staff liaise with staff from the partner schools * parents are made aware of the application process on the website   Action:   * include transition to KS3 procedures in Meet the Teacher in Y5 and Y6 * invite teachers / SLT from partner Secondary schools to speak to parents at parents meetings |  |  |
| 8.2 Additional support and guidance are provided during transition for parents of children with special educational needs, or who are vulnerable. | **PA** | Achieved:   * transition planning and support is provided for SEND and LAC   Action:   * consider starting transition planning in Y5 (include in agenda for Y5 reviews) |  |  |
| 8.3 Clear procedures are in place to support parents whose children leave during the school year, including those who have recently entered the country, or have other additional needs. | **PA** | Achieved:   * Headteacher and Deputy Head speak to parents * **s**chool offers advice re application / transfer forms   Action:   * school admin to develop a transfer checklist |  |  |
| 8.4 Appropriate opportunities are provided for parents to be involved in ‘in-school’ transition as their children move through a school, for example from nursery to reception, Key Stage 2 to 3 or Key Stage 3 to 4. | **A** | Achieved:   * Meet the Teacher sessions each year |  |  |
| 8.5 EVALUATION: the school gathers evaluative feedback from parents in relation to the quality of transition meetings and/or events, procedures and information provided (including provision for parents whose children leave the school during the school year). | **MMDN** | Action:   * consult school parents on transition at the end of Y6 (eg at short survey at leavers’ event) / when children are transferring to another school |  |  |
| 8.6 EVALUATION: parents’ responses are analysed, feedback is provided through a range of media, and appropriate follow-up action is taken. | **MMDN** | Action:   * analyse responses / to consultation in 8.5 * report findings and any actions to parents / partners via website/ noticeboards / newslettersetc |  |  |

**Objective 9**

**The school summarises its achievements against the LPPA Objectives and outlines its future plans.**

***Adviser’s comments on the school’s achievements:***

| **Key Performance Indicator** | **SSEF level** | **Action to be taken** | **Who will deliver/ monitor action?** | **When will action be taken?** |
| --- | --- | --- | --- | --- |
| 9.1 The school has plans to ensure the effective leadership and management of parent partnership beyond the achievement of the LPPA and sets these out on the Objective 9 Evidence Record. |  |  |  |  |
| 9.2 The school has identified its key evaluative findings under each of Objectives 2–8 using the Objective 9 Evidence Record. |  |  |  |  |
| 9.3 The school has identified the next steps for future development under each of Objectives 2–8 using the Objective 9 Evidence Record. |  |  |  |  |