

## PROTECT - DEPARTMENTAL

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Ms S Parry  
Headteacher  
St Augustine's CofE Primary School  
Kilburn Park Road  
London  
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Dear Ms Parry

### **Ofsted 2009-10 survey inspection programme: the impact that links between parents/carers and schools have on supporting and encouraging young people's achievement, well-being and personal development**

Thank you for your hospitality and cooperation, and that of your staff, staff from the children's centre, parents and pupils, during my visits on 14 and 19 January 2010 to look at the impact that links between parents/carers and schools have on supporting and encouraging young people's achievement, well-being and personal development.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text.

The evidence used to inform the judgements included: discussions with you, key staff in the school and the children's centre, parents and pupils; scrutiny of relevant documentation; and attendance at the parents' workshops.

The overall effectiveness of the school's links with parents/carers and its impact on the outcomes for pupils are outstanding.

#### **The impact of parental involvement on outcomes**

The impact of parental involvement on outcomes is outstanding.

- The frequency, range and number of opportunities for parents and carers to be involved in their children's learning are exceptional. Parents are aware of the important part they play in their children's learning and are increasingly confident to do so.
- Parents of Nursery, Reception, Year 1 and Year 2 pupils show a strong commitment to attending the weekly workshops to learn alongside their children so that they can reinforce learning at home. Parents feel confident

that they are teaching in the way that teachers demonstrate so that their children are not confused. Pupils like learning with their parents and recognise that their parents are learning too.

- You are able to demonstrate that parents' support is making a difference to the pupils' progress and their confidence. Parents recognise this too.
- Parents' attendance at consultation evenings to discuss their children's progress is high. Your staff provide alternative opportunities to meet parents to suit their circumstances. Similarly, their attendance at social occasions and events involving their children is high.
- Close monitoring and regular liaison with parents ensure that pupils' attendance figures are above average and persistent absence is low.

### **The impact of parental involvement on the quality of provision**

The impact of parental involvement on the quality of provision is good.

- Visits by staff to pupils' homes before they start nursery ensure that parents can share important information about their children.
- Many parents help out on trips to places of interest. However, few help more generally in class except on an ad-hoc basis or, sometimes, as a spin-off from a workshop such as reading a story in their home language as part of the story-time workshop. There is no systematic approach to engage parents in such activities.
- Parents are aware of the school's expectations of them to support their children's learning at home. Half-termly letters from staff about the curriculum sometimes identify how parents can help with learning at home. Attendance at workshops is giving parents the skills to play an increasingly stronger role in their children's learning.
- Parents are consulted about policies and their views are sought regularly about different aspects of school life.

### **The impact of the parental involvement on inclusion**

The impact of the parental involvement on inclusion is outstanding.

- Parents and carers whose children have special educational needs and/or disabilities, including medical needs, speak highly of the support the school gives them and their children. Specific workshops for parents of pupils who are underachieving, or who have additional learning or emotional and behavioural needs, ensure parents know how to support their children at home.
- Case studies highlight some exceptional work to engage parents who may find it difficult to approach staff or those who face language barriers. Induction procedures for pupils new to the school who do not speak English are excellent. The work of bilingual staff ensures that children are settled and parents quickly feel part of the community.

- Strong links with external agencies, including excellent partnership with the children's centre on-site, support a range of social and emotional needs.

### **The impact of leadership and management on the involvement of parents**

The impact of leadership and management on the involvement of parents is outstanding.

- You and your deputy provide a strong lead for the school's work with parents. Partnership working has a high priority as part of the school's strategy for raising pupils' attainment. Your systematic approach to engage parents in their children's learning is based on a careful evaluation of the needs of pupils and their families. Importantly, you also seek to evaluate the impact of parental involvement on pupils' progress.
- You are targeting resources, including staff, to support the programme of workshops and day-to-day interaction. The range of workshops provided by staff is considered carefully with a well-thought-out mix of approaches to general and targeted workshops focused on meeting the specific needs of parents. Staff plan workshops to ensure that parents have all the resources they need to make learning at home successful.
- You and your staff work hard to break down any barriers to parental engagement by tailoring the way you work with parents to meet their needs and circumstances. Much of this is through face-to-face communication. As a result, parents feel well informed about their children's progress and about how to help them with learning.
- Parents feel welcome and able to approach staff. They appreciate the concerted efforts of staff to make regular contact with them. Parents have few concerns. Any issues are dealt with informally and so rarely develop into a complaint.
- You have a well-established strategy to seek parents' views about general matters of school life and act on them. You recognise that there is more to do to engage parents in making decisions about key policies.

### **Areas for improvement, which we discussed, include:**

- finding more ways to use parents' skills and expertise in school
- engaging parents' further in making decisions about key policies.

I hope these observations are useful as you continue to develop the impact of the work of parents and carers in the school.

As I explained in my previous letter, a copy of this letter will be sent to your local authority and will be published on the Ofsted website. It will also be available to the team for your next institutional inspection.

Yours sincerely

**Jane Wotherspoon**  
**Her Majesty's Inspector**