

Kettlethorpe High School Parent and Carer Engagement Strategy

At Kettlethorpe High School, we recognise the importance of the partnership between school and parents/carers in having a transformational effect on the secondary school experience of children in our school, and, thus, their eventual outcomes and life chances. This 3-year strategy seeks to bring together a range of evidence bases for effective action in our own context with a view to bringing out meaningful change and improvement in relationships with school and engagement from parents/carers.

Phase 1: 22/23	Phase 2: 23/24	Phase 3: 24/25
<p>1. Evaluation of current situation regarding parental engagement covering:</p> <ul style="list-style-type: none"> ○ <i>School practice</i> ○ <i>Barriers for parents</i> ○ <i>Issues to overcome as a school</i> 	<p>1. Improve and re-launch home/school agreement; link it more explicitly to school values and expectations.</p>	<p>1. Embedded approaches and full understanding of parental engagement strategy.</p>
<p>2. Revised data reporting process including:</p> <ul style="list-style-type: none"> ○ <i>Improved information letter</i> ○ <i>Accompanying 'Supporting your Child Guide'</i> 	<p>2. Create and publish directory of contact information.</p>	<p>2. Further refining of approaches responding to changing cohorts.</p>
<p>3. EAL Audit: Identification of language barriers for different families at Kettlethorpe; provision of EAL material for parents (e.g. in Main Reception).</p>	<p>3. Launch of parental handbook containing more concrete advice and expectations of support in the various areas e.g., attendance, ATL, home learning etc.</p>	<p>3. Existing positives responses built upon further with OFSTED parent view; parents have even more favourable views of communication with school; parents/carers of pupils with SEND report overwhelmingly positively on provision.</p>
<p>4. Improved format for Consultation Evenings:</p> <ul style="list-style-type: none"> ○ <i>Scripts/ conversation prompts for teachers</i> ○ <i>Additional appointments with SLT/ Year Team</i> ○ <i>Targeted communication and follow-up for harder-to-reach families.</i> ○ <i>Rigorous tracking of attendance with follow-up</i> 	<p>4. Improved Transition Programme – earlier and clearer communication in advance of joining in September.</p>	<p>4. Sustained and embedded improvements in attendance to consultation evenings and parent/carers events (particularly PP pupils and families).</p>
<p>5. Y7 'Supporting your Child Evening' with exhibitions of pupil work; additional meetings with pupils of concern; SLT/Year Team presentation of school systems.</p>	<p>5. Improve communication flows with parents/carers of pupils with SEND; draw upon new Assistant SENCO.</p>	<p>5. Decrease in stage 2 complaints being dealt with at SLT level.</p>
<p>6. Pupil Premium parental engagement working group</p>	<p>6. Re-structure Consultation and Data Reporting Cycles to provide clearer updates of progress.</p>	<p>6. Potential for parent/carers support group. Establishing of potential need and appetite.</p>



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7. Governors' parental engagement CPD.	7. Introduction of weekly news bulletins led by SLT; Thursday communication to allow Friday response.	7. Regular parent/carer representation at events e.g., 'Parent Ambassadors' to provide opportunity for additional source of information on options, transition, year group-specific questions at consultation evening etc.
8. Improved and simplified parental communication: <ul style="list-style-type: none"> ○ <i>Wave 1 attendance concerns letter</i> ○ <i>Significant update and improvement of the website</i> ○ <i>Increased use of social media e.g., Twitter</i> 	8. Staff training and CPD in the following areas: <ul style="list-style-type: none"> ○ <i>Unconscious bias – diversity and awareness</i> ○ <i>'Critical Incidents' – understanding of what parents/carers view as important</i> ○ <i>Active Listening – resolving conflict</i> ○ <i>DISC and GROW – approaches to understanding parental/carer personalities and structured framework for response via email and in-person</i> ○ <i>Review of Communication and Complaints Policy: improving policy into practice and reducing parental dissatisfaction with response times</i> 	8. SLT phone clinic/ in person clinic on regular as advertised basis to discuss issues emerging and provide feedback.
9. Audit of quantity and quality of communication being sent centrally and at a department-level.	9. Published and enacted communication calendar.	
10. Compilation of a centralised communication calendar	10. Actions resulting from EAL audit: <ul style="list-style-type: none"> ○ <i>Provide information in multiple languages where available</i> ○ <i>Utilise interpreting for families where needed</i> ○ <i>Carefully tailor information where required.</i> 	
11. Review of existing language contained within communication through Hemingway App.		