

Lancashire Education Awards



Application Form

Please note that sharing good practice is an essential part of the Lancashire Education Awards and by completing this form you agree to be contacted by interested schools. The contact information and information you provide on this application form will thus be published on a website should your application be successful.

Establishment name:	Cherry Fold Community Primary School, Burnley
Lancashire Establishment no (e.g. 02013 or A1005). If you do not have a Lancashire number please provide your full school address and phone number	12042
Network/cluster name (if you are applying for an award for network/cluster work and more than one establishment will receive an award. Please list all the schools that would receive the award.	
Headteacher	Mrs Esther Selway
Lead contact name (if different from Headteacher; this person will be contacted for queries/to provide evidence, etc.)	Miss Joanna Heys (Family Support Worker)
Lead contact email address (will need to be checked regularly)	jheys@cherryfold.lancs.sch.uk
Project title (will appear on certificate, maximum 15 words)	Developing Parental Partnership through Family Learning

Award applied for (please put an X in the appropriate box):

Award category	X
Innovate <i>A project that demonstrates practice that is new or ground breaking, which successfully engaged and enthused learners.</i>	
Achieve <i>A project had measurable impact on raising outcomes for pupils.</i>	
Invest <i>A project that has had a positive impact upon an aspect of the wider school community.</i>	X
Collaborate <i>A project that involved work across more than one school or work with other agencies.</i>	
Include <i>A project in provision for pupils with Special Educational Needs and Disabilities.</i>	
Inspire <i>A project that demonstrates embedded exceptional provision of an aspect of the curriculum. Practice will have been developed and refined over time.</i>	

Project summary (maximum 200 words)
<p>Cherry Fold Community Primary School sits predominately within the Socio- Economics banding E* and we have just under 400 hundred children attend from Nursery to Year 6. In March 2018 we appointed a new family worker. We wanted to develop closer parental links under the family learning umbrella and needed to engage a greater variety of parents to attend courses such as story-sac designing and making, single sessions such as Lego robotics and Christmas crafts from Lancashire Adult learning and in-house delivery of sessions such as phonics and maths sessions for New starters in Reception. Our aim was to redefine the “parent courses” into “family learning sessions” where we could engage parents with their children to support better learning outcomes as well as social, emotional and behavioural development. This collaborative approach involved developing closer links with outside agencies to deliver sessions as well as using school staff too, encouraging more families to get involved through fun, creative learning. A further aspect then involved running courses simply for parents once they had become more confident to engage with sessions in school.</p>

How did you identify the need for this project? What were you hoping to achieve?

Cherry Fold has had a family worker for a long time however things had become rather stuck with only a small group of parents accessing sessions with very little impact being seen for the children. When we re-advertised the post, we wanted someone dynamic and with a vision to move Family Learning forward, we wanted a fresh start, to open to a greater variety of families and change the focus directly onto Family Learning. We wanted to attract the growing number of Eastern European families who make up 20% of school, as well as more male family figures and have a selection of one off and longer courses to engage different families. Some families were particularly targeted as they were on plans such as Team Around the Family (TAF) or Child Protection with a need for family members to work together and develop closer bonds. We wanted to celebrate parental involvement and show how diverse the families involved were and change the culture, so we developed Family Learning Certificates which are presented in our celebration assemblies to give joint certificates out to both children and adults.

Essentially, we want parents feeling more comfortable within the school environment and more able to support their child academically as well as socially and emotionally to improve outcomes for the pupils. This is also aiming towards parent's skilling themselves further through accredited functional skills courses to enable them to find employment.

Who led the project?

Miss Joanna Heys our Family Support Worker led the project supported by the Inclusion Team and SLT.

What steps/actions did you take?

Joanna very quickly established good relationships with the parents following her appointment and close links with various outside agencies.

Lancashire Adult Learning were a close partner from early days and courses were booked, Fun with phonics and Fun with Maths to encourage and engage new Nursery and Reception Parents/carers and grandparents to our school. Summer and Winter Crafts allowing creativity and team work, winter crafts saw Christmas cards created that were distributed to local elderly people. Links with STEM were brought in through Ozobots, science spectacular a 3-week course, Lego robotics and Let's Engineer. We also found that providing a range of different activities more father's, brothers, and grandparents showed an interest as well as mothers.

The Headteacher had been approached by a University of Cumbria lecturer to trial some family learning as part of a research project. Joanna quickly developed this into a fantastic 6-week family learning course, where a range of parents and grandparents made story sacs which was aimed at Nursery and Reception children and families. Links were made which led to whole staff training about the importance of family learning and the impact for children and their learning.

The Women's centre now known as Lancashire women delivered mindfulness to whole staff who were able to deliver some ideas to the children. This has also led to Mind fit being booked as a Spring 2019 course for parents, carers and grandparents.

School based sessions were also delivered such as phonics, English and maths, this has also led to inviting parents in to join EYFS for stay and play sessions to enable parents to see their child's learning in action and learn how they can support them both in school and at home.

What was the impact of the project and how was this measured/assessed?

Numbers attending has risen from 0 – 5 per session to now full capacity per session which is 12 adults/12 children resulting in over 140 parents, carers, grandparents through the door in under 12 months.

Feedback Evaluation sheets show positive views from parent in particular with a boost to confidence.

Representative at LAL events - Joanna has become an Ambassador for Cherry Fold and LAL she attends their conferences and speaks about her success and the benefits of Family Learning sessions.

Attendance for key families who have been supported to attend and fed back to children's social care which has impacted on their family developing closer links

Outcomes for identified pupils, 1:1 parental engagement and quality time to spending quality time together evidenced through observations and feedback from children and adults. It has also led to better engagement in work from many children.

Inclusion Governors report show evidence of impact with numbers increasing who attend.

Requested visits from Charlotte Piper who leads on Skills, Strategy and Community learning with a big interest in Family Learning for the Department for Education and Rosemary Thomas Director of operations for The National Literacy Trust, through Lancashire Adult Learning.

What are the next steps? How will you follow up this work?

In January 2019 there was an open morning session with outside agency partners in the hall, Lancashire Family Learning delivered a power point presentation about accredited course and school provided free breakfast butties to order and families attended to find out what would be on offer and how we can develop the next steps, over 50 parents, carers and grandparents attended. This has led to Lancashire Adult Learning delivering an English Accreditation which has 10 signed up so far including some of our EAL parents. A one-hour First Aid taster session has also been offered and will run in Summer Term.

Spring Term 2 will see Children and Family Well-being Service Deliver Triple-P Parenting skills. Joanna has organised two Family Time craft sessions at the beginning of the course and a celebration session at the end of the course. This will enable the whole families to create, engage and have fun together as a family. As well as this the sessions in between parents will pick up key skills to help them to develop life and skills in the family home.

Joanna has listened to the voice of the parents and many of them have expressed an interest in learning basic cooking skills, this will be taking place in Summer Term 1.

Summer Term also sees us piloting a project with Lancashire Adult Learning to bring together older learners and a group of school children to build friendships and an appreciation for one another. Our partnership with Lancashire Adult Learning is so strong and embedded, they approached our school to be the first to trial this scheme, video its effectiveness and then share with others.

Please attach any supporting evidence – this will be considered alongside the application.

Evidence could include: school improvement plans, governor's minutes, e-scrapbooks, examples of children's work, PowerPoints, photographs, letters from parents, anything that demonstrates the outcome of the project.) **Please be mindful that files containing large numbers of high resolution images/video clips may not be received.**

Supporting evidence attached:

SIP priority/evaluation and SEC Governors report

Governors inclusion report

LAL news release/visitors

Qu /photos/flyers/feedback sheets

Do you have any other advice for establishments that might be considering a similar project?

Parental questionnaires are useful to get parents opinions and they felt more invested prior to sessions which helped with engagement.

Using stickers to put on the child at the end of the day as a reminder works well as the child helps remind the parent.

You need to have relentless positivity and the lead staff member to be very pro-active.

Adviser/LCC Consultant's supporting statement (the application will not be considered without this)

Over a period of years, the leadership team and governors have been determined to overcome a major barrier to achievement, which is the lack of parental involvement in school. Pupils thrive at Cherry Fold, but over time, encouraging parents into school and helping them to support their pupils has been a challenge. In recent years, there has been a real change in this area. I have met parents in school who have been involved in some of these projects, which are having a major impact upon their relationship with their children, the school, and with education as a whole. I am delighted to support this application and feel that the great practice that is in place at Cherry Fold should be shared and celebrated.

Adviser/LCC
consultant name

Graeme Lucas

Date of application

14th February 2019

Please email your completed form to advisory.support@lancashire.gov.uk. You should also save the completed form to your computer/network before closing it.