



Merton Abbey Primary School

Working with Parents Policy

This policy will be reviewed in full on a two-yearly basis.

This policy was reviewed and updated in **February 2025**

Next review date: **February 2027**

Member of staff responsible for monitoring and reviewing the policy:

Michael Bradley, Head teacher.

At Merton Abbey Primary School we believe that children benefit most from education and care when parents and schools work together in partnership.

When we refer to 'parents' we mean both mothers and fathers; these include both natural or birth parents as well as step-parents and parents who do not live with their children, but have contact with them and play a part in their lives. 'Parents' also includes same sex parents as well as foster parents and carers.

'Parental responsibility' is defined as all the rights, duties, powers and responsibilities and authority which by law a parent of a child has in relation to the child.

Aims of the policy

1. To enhance our children's education through the involvement of parents and the community when possible.
2. To foster and promote a two-way partnership based on mutual respect between parents, children and all those working within our school.
3. To ensure that Merton Abbey Primary School is a culturally appropriate environment that values parents and carers and is sensitive to family needs.
4. To recognise that parents and carers are the most important influence in a child's life and that school is most effective when there is partnership between parents, children and school.
5. To provide helpful communication with parents about their child's progress.

Introduction

Parents and school staff want the best for their children. Parents want them to have the best opportunities so that they can become successful and happy members of the school and wider community. At Merton Abbey Primary School, we want to provide pupils with the environment and support they need to achieve their potential.

Effective partnership between home and school is key to these aspirations. Parents and carers are the most important influence in a child's life, and the school needs to listen to and communicate with parents effectively to build the trust and understanding needed for pupils to achieve their best. The school needs to be a resource for the community it serves.

Involvement in the life of the school and the children's learning

- We are committed to on-going dialogue to improve our knowledge of the needs of children and to support families.
- Senior Leaders are in the playground at the beginning and the end of the school day. Teachers bring the children to the playground at the end of the day. Parents are welcome to speak to staff in the playground but parents can make an appointment to see the Headteacher or teaching staff.
- We encourage and support parents to play an active part in the governance and management of the school. We have parent governors who represent the views of the parents.
- In the Early Years Foundation Stage, parents are encouraged to share their child's development and record keeping.
- We welcome parents into school to help with trips, reading, spelling or sharing their skills in the classroom. Regular helpers have a DBS check.
- Through regular newsletters and other mailings, we keep parents informed. This is can be by pupil post, email or through accessing the school website.
- Parents can phone school or communicate through their child's reading record book. All children have a homework book.
- We inform parents on a regular basis about their child's progress. We have termly learning conferences (parents' evenings) and will meet parents outside of these times if necessary.
- We aim to include and communicate with parents, particularly fathers, who do not live with their children.
- We seek the parents' views and try to use this information to support children's learning.
- We plan careful transitions for children starting school.
- We ensure all parents have access to their child's written records.
- An annual report on each child's academic and personal development is made available in the summer term.
- We welcome queries, complaints or suggestions from parents. We have a written complaints procedure.
- Curriculum information is sent to each family at the start of each term, detailing the aspects of learning each child will undertake, and how families might support that learning e.g. by visiting museums, galleries, websites, etc.
- Parents and carers are invited into school throughout the year to take part/observe lessons and look at their child's work.
- The governors' minutes and policies are available for parents and the governing body publishes its school handbook annually.
- After an Ofsted inspection parents and carers will receive a summary on the findings, and later on they will be sent a summary of the action plan written in response to the report.
- All helpers are asked to sign in and sign out of the school when visiting, for security reasons.

Ways in which effective partnerships can support pupils

- Parent workshops – ICT, English as an additional language, mathematics, etc.
- Provide good induction for all groups of new parents
- Provide high quality information to parents/carers – newsletters, website, advance notice of all school events, class assemblies, parents' notice board, etc.
- Ensuring all relevant school policies are effective and easy to read by parents.
- Information for parents about administration of medicines, admissions, anti-bullying, attendance, homework, etc.

Consultation

The school will make every effort to consult parents and carers, both formally and informally, about their views on school life, children's learning and relevant new initiatives.

Parents or carers of a child with a disability are asked to keep the school fully informed about any relevant issues, so that the school can make all reasonable efforts to meet the requirements of that child.

The school values regular feedback, and will make every effort to act on parents' and carers' views wherever possible. The school seeks parental views more formally, through an annual survey and occasional questionnaires on particular themes.

By working in close partnership with parents, we nurture the development of trust, respect, confidence, independence, self-esteem and the desire to learn. We provide quality learning experiences with the expectation that all will have the opportunity to achieve their full potential.