

**National Assembly for Wales**  
**Children, Young People and Education Committee**  
**CYP(4)–07–14 – Paper 3 – Sandfields Comprehensive School**  
**Inquiry into Educational Outcomes for Children from Low Income Households**

**Sandfields Comprehensive parental engagement**

1. Scheduled events published on web easy access for parents.
2. Learning resources accessible through web site.
3. Use of texting system to inform parents on variety of issues.
4. Open door policy.
5. Pastoral behaviour system integrated into intranet hub of school life early identification of issues/allows early strategic intervention with parents. Parents have restricted access to appropriate areas linked to pupil progress.
6. Pastoral systems holds wealth of data on pupil progress informs confident intervention/support with parents.
7. Structure to pastoral system roles clearly defined, supported with effective data.
8. Induction programme KS2/3 has unique role of transition teacher establishes parental contact pre year 7.
9. Induction programme new intake evening outlines expectations of parental role.
10. Bespoke designed pupil planners, effective link to home with tips on learning.
11. Positive discrimination of feel good events involving parental visits to school to participate in and observe pupil achievements including ERP provision.
12. On site adult learning centre promotes lifelong learning and breaks down barriers to education which in turn alters parental perceptions of schooling.
13. Significant promotion of positive reinforcement of pupil achievements cumulating in 300+ awards given in presentation evening, resulting in large parental participation.
14. Close partnership with other agencies such as team around the child to challenge and support parents.
15. Bespoke roles such as youth support worker, behaviour support LSA, school counsellor, EWO and learning coach offer another dimension to engagement of parents. The Bridge nurture group targets and supports specific parents.
16. Positive use of exclusions to engage parents and establish mutually agreed action plans.
17. Revision sessions for parents to aid pupil KS4 learning.
18. SMT “take the mountain to Mohammed” in specific cases ensuring contact with parents, by, visiting them at home announced or unannounced.
19. Welcoming well trained administration staff at front of house promote ethos of school and place parents at ease, establishing a critical friend role with the confidence to advise and support.
20. Effective use of PDG grant within constraints imposed.