Parent/carer Engagement Strategy 2026/27

Introduction

Skegness Infant and Junior Academies understand the importance of the Home-Academy partnership through effective parental engagement. In this guidance we will use the term 'parent' to include any person who has parental responsibility for or care of the child.

We believe that the stronger that partnership is, the better a pupil's chances are of fulfilling their potential. Effective teamwork is crucial for the partnership to be a success and staff and parents can properly coordinate the support for the child.

Currently, high quality transition and induction practices are in place and overseen by senior leaders at Skegness Infant and Skegness Junior Academies and are pivotal to children's educational success. We ensure flexible arrangements are in place so that all parents can attend different school events. As senior leaders, we focus on assessing the needs of parents and invest time in finding out how we can help them to remove or reduce barriers. Time is spent ensuring that the school environment is welcoming to maximise parental attendance at dedicated sessions.

We are grateful for the level of support that already exists from parents and families enabling their child to attend Skegness Infant and Junior Academies but know that additional home input and interest makes a key difference for outcomes.

Research carried out by The Education Endowment Foundation (EEF) suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. Therefore, the development of authentic, positive relationships with parents is pivotal to the education and welfare of every child. We aim to develop this aspect via our Parent Engagement Strategy (PES)

AIMS of developing the PES (see table below for detail)

- Develop a culture of open communication with parents.
- Ensure clarity of the expectations from the start.
- Create a functioning parent body to engage with the academies including decision making.

- Encourage and involve parents/carers in their child's learning.
- Build the home-school relationship through allocated key staff and develop a bespoke approach to encourage positive interactions.

How the PES links to the Academy Improvement Plan 2026/27

2.3 Continue to build relationships within the community to increase parent/carer engagement.

Parental Engagement Strategy (PES) in Skegness Infant and Junior Academies 2026/27

Target What needs to be done?	Strategy How will it be done?	When?
Develop a culture of open communication with parents.	• With new parents in EYFS encourage engagement with Tapestry. Hold workshops to support app set up and where there are barriers, work with parent/carers to share information with them in an appropriate way. • Review website information for parents/carers to ensure it accurately reflects the positive environment in the academies and provides a clarity on vision and direction for new/prospective parents/carers and those already within our academy family. • Relaunch the parent/carer communication policy. This includes information about pupil progress, updates and other information – to be updated for 2025 https://skegnessjunior.ng3.devwebsite.co.uk/attachments/download.asp?file=630 • Ensure the behaviour policy is communicated clearly to parents and carers for clarity on expectations. • Ensure the academy values and aims are clear on all communication and interactions whether face to face, in the building, social media or via other means. • Increase the % of positive messages **to all** and ensure all direct communication is not based always based on behaviour feedback or attendance to build positivity. • Increase the % of positive messages **to individual** families and ensure they are personalized for maximum impact. • Ensure all messages and information reach all family members (i.e. dads/mums in separated families) to ensure they are informed. • Streamline communication for effect- use an economy of words, review frequency, timings and targeting messages to ensure they are useful to parents. • Be clear on communication platforms in use and consider not all p/c engage with FB/Twitter. Consult with parents to establish % engagement.	Through Term 1/2 2026

Ensure clarity of the expectations from the start.	• At the beginning of the academic year and each term, remind parents/carers of our expectations including any new families. Meet with new families face to face to highlight key points of our expectations and encourage engagement with academy activities/learning etc. • Ensure expectation updates are planned in to termly newsletters (consider 3 x per year) • Share the Academy Values (RICHER) with the parent/ carer community to raise the profile.	September 2026 and termly
Create a functioning parent body to engage with the academies including some decision making	**Parental Engagement Project (PEP)** Key points- • All fundraising to be discussed, approved and planned in, in advance and not to go ahead without full approval • 1 meeting per term • Create policy to ensure clarity What will parents/carers bring- • Ideas • Inspiration Together we will- • Work in Partnership • Create an enrichment team with p/c • Use parent survey to address any issues- the group could also double as voice of p/c Proposed activities- • Fundraising • Supporting events. • Consulting with parents/carers on how we can improve our approaches in engagement with them • Giving p/c a voice Identify a key event as a focus needing p/c input/map date in, recruit parent/carers Send out expression of interest forms **P/c will need to -** • Work in a team with academy staff • Provide positive collaboration with the academy • Communicate well. Create a trial period, then review. • Increase the opportunity to let parents know good news on a more regular basis other than via the newsletter/social media on a more bespoke, individual level. • Involve parent group in considering other venues for school events such as the Storehouse to encourage engagement with hard-to engage families.	Set up T3/4 Run through T5/6 Set up expression of interest via newsletter

	• Investigate EEF approaches and suggestions for family engagement • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement • https://nottinghamacademy-my.sharepoint.com/personal/rpryme_skegnessjunioracademy_org/Documents/Downloads/Improving-comms-with-hard-to-reach-parents-Feb23.pdf • Engage academy staff to collaborate and develop the parent body group	
Encourage and involve parents in their child's learning.	• Audit events in each year group as a starting point to ensure equality of options to p/c and ensure adequate opportunities are provided to engage with school and their child's education. • Invite members of the parent community to engage with pupils to support careers/curriculum related events. • Contact Embassy Theatre Skegness to liaise on RSC/performance art exhibition opportunities to build community links. • Develop our role as the lead school with local schools and the Royal Shakespeare Company. Contact schools in the locality and the Embassy for engagement in collaborative projects. • Incorporate academic messages into creative workshops to reach a wider audience. • Increase opportunities for parents/carers to come into school – phonics workshops, focus child meetings, parents evenings, celebration assemblies, curriculum events. • Continue to increase and develop parent/carer workshops. Monitor engagement and use forms for feedback for evaluation and improvement points. • Identify barriers with p/c where engagement is lower with learning at home. Support/signpost with strategies to encourage. • Monitor engagement with curriculum newsletters and Academy newsletters	From Term 1
Build home/school relationship through allocated key staff. Develop a bespoke approach to encourage positive interactions	• Track attendance/ barriers at parent/carer appointments and action non- attendance. Offer viable alternatives- remote/phone calls to ensure support for children from home. Send out missed information to ensure families are not disadvantaged by non- attendance. • Appoint staff to be parental liaison to encourage involvement for example male staff to work with single fathers if needed. • Recruit already engaged parent/carers as Parent Ambassadors to work in promoting initiatives and events. • Consult with parents and carers on ways to celebrate success with them. • FKW to liaise with SENDco to continue planning SEND drop ins etc. for hard-to-reach families. Track engagement on and gather feedback using Microsoft forms. • Review levels of family support for those struggling to access key services due to barriers. • Evaluate all interventions/engagement and propose next steps. • Minimise barriers for hard to engage families to attend events by giving access to information via alternative means to enhance engagement with wider audience and continue to target them to come to site.	From Term 2

Key questions answered-

1. **How does the academy communicate its routines, expectations, policies and procedures, including those relating to transition?**

Information relating to routines, expectations, policy and procedure is communicated through direct messages from the office, signposting parents to information on the website or social media via links. This could be at the beginning of the academic year when the information is updated or at any point in the interim. We use electronic forms of communication however we understand that some parents may prefer hard copies or to receive information on email.

Transition information begins to be circulated during term 5/6. For children joining our academies in Reception, Year 3 or other year groups at the beginning of the year, they will receive a pack of information about the academy, including who will be the key adults in the child's class and forms to complete to ensure the academy has relevant information about the child. This will include information on new teachers.

Children will be involved in transition activities whether new to the academies or moving into a new year group. This involves meeting and working with their new teacher and becoming familiar with expectation and routines in their new year group. An extensive and tiered transition plan exists which comprises of universal, enhanced and specific aspects.

Our communication document contains clarity around our expectations and the office staff are happy to help with all queries relating to this. Please access here- https://skegnessjunior.ng3.devwebsite.co.uk/attachments/download.asp?file=847&type=pdf

2. **How does the academy inform parents about pupil progress, achievements and other information?**

During the mornings when children are entering the academy's site, staff will be available for a short time to discuss minor issues. This will usually be from 8.45am/8.50am during which time any quick messages can be communicated to them. Alternatively, a longer appointment can be booked if repeated issues occur.

Parent Evenings are held to keep parents informed on pupil progress. These take place during the autumn term and discussions are around settling in and progress, during the spring term when discussion is around outcomes in books and in the summer term when moving on and the end of year report, issued prior to the meetings can be discussed.

Achievements by pupils are notified directly to parents via our academy messaging systems and celebrated in school via display, social media and also on the academy termly electronic newsletter.

3. **How can parents communicate with the school in different circumstances, including where there are questions and concerns?**

All parents and carers are able to call or email the office at any point during the school day. A member of the office team will be able to either answer their queries or they will signpost to the relevant person who will do so. When issues arise, we aim to collaborate harmoniously with parents/carers in the best interests of their children to deal with incidents in a prompt and professional manner. Most issues can be quickly and easily resolved through effective communication and working in partnership.

In the first instance of an issue being raised, parents/carers are encouraged to make contact with the class teacher initially, outside teaching hours at a time mutually agreed to discuss issues. If the issue cannot be resolved, the next step would be to arrange a meeting/call with the relevant member of the senior leadership team, usually the Head of School which can be arranged through the school office. Following this, contact should be made with the Executive Principal to resolve any outstanding issues.

The complaint policy is used to pick up issues unresolved after this stage.

4. How will parents be informed about academy news, events and achievements?

This information goes home via messages from the office using our electronic communication systems. It may be direct to individual parents or in messages to groups of parents depending on the situation. We send out a termly e-newsletter in the form of a Sway. This contains information on events coming up and coverage of activities children have taken part in. Information about the curriculum is posted on Twitter (X) and included in the newsletter. We also have a Facebook page where parents can view this information.

5. How does the academy listen to and get feedback from parents?

As an academy, we undertake a structured survey annually to capture parent/carer opinion and views on all aspects of our academy. By having parents/carers sharing their views and opinions we can set further improvements in motion. The survey can be anonymous if so chosen. If there has been a concern, we would rather know immediately and try to help resolve it rather than wait until the survey. The survey is sent out during Term 3 (after Christmas) and the information gathered is analysed and used to feed forward into our Academy development plans.

6. How does the academy support parents to get involved in activities?

The academy offers specific workshops tailored to meet the needs of parents. These range from learning workshops such as reading and phonics to supportive strategies for parents of children with SEND or toileting issues. Targeted messages will be sent to those who will benefit the most. If parents are not able to attend information is sent in the form of information packs or links to ensure no one misses out. Where possible we book a morning and afternoon session to accommodate the needs of most parents. We use forms or signing in methods for parents let us know if they are attending so we can review who needs the information packs.

Information about the academy fairs, parent assemblies, parents evening, curriculum workshops is sent out via the school messaging services and accessible on the website and social media.

A parent/ carer may be supported by our family key worker who conducts important work ensuring our most vulnerable families are kept up to date with academy life.

7. How does the academy support parents, including helping them contribute to their child's learning?

We believe in supporting parents in a variety of ways. Learning support is through –

- The provision of learning links to specific websites,
- Information about the curriculum,
- Expectation information around the regularity of reading and homework completion/extended learning opportunities,
- Providing access information to specific apps with logins to support maths and reading learning,
- Use of Tapestry in EYFS (FS1 and FS2) to provide a platform for parents to view their children's learning and encourage interaction and feedback,

- Providing key questions to support home reading,
- Providing learning strategies during workshops,
- Providing learning packs to minimise the impact of long absence on learning

At Skegness Infant and Junior Academies we are committed to working positively, openly and in partnership with parents and carers. The academies will support parents and carers to understand our legal duty to safeguard and promote the welfare of pupils in our school. This includes our duty to make referrals to Children's Social Care and to assist our colleagues in other agencies with child protection enquiries. We employ an experienced family key worker to consult with the academy, parents and outside agencies when needed to support this work. We ensure we are easily accessible to parents when they are experiencing challenges in their personal circumstances and we support where we can.

Our family key worker and safeguarding team also provide support by-

- Sending out key safeguarding information to ensure they are up to date with current concerns when relevant.
- Making food parcel referrals when needed, signposting to key services,
- Supporting applications, making appointments and form filling,
- Supporting during meetings,
- Dropping off information from the academy direct to home if needed,
- Generally providing practical support and regular check ins with our targeted families.
- Providing pastoral strategies and information through holiday times when school is not open,
- Conducting check-ins during holiday times

In addition, we support our parents by providing Breakfast Club places free of charge to our Pupil Premium cohort. Afterschool clubs are currently also provided free of charge to all.

How does the academy review and update the parental engagement strategy?

The Parental Engagement Strategy is reviewed annually with the Head of School, Executive Principal, Education director and the Academy Parent Ambassadors. The parent survey results analysis will be used to forward plan into the new strategy to support the partnership to move forwards.