

LPPA Working Group Meeting Agenda

Wednesday 21st January 2026

Attendance: JP (LPPA Lead), LK (LPPA Admin Support), KR (Deputy Head) NHZ (Primary Resources Manager), LD (Science Dept.), DL (Science Dept.)

Apologies: RMS (Maths Dept.)

Agenda

1. Review of LPPA monitoring visit feedback
2. Parent communication and engagement
3. Transition arrangements for new pupils and families
4. Parent feedback collection and reporting
5. Parent training and support
6. Community partnerships and local services
7. Fundraising and community engagement
8. Review of actions and next steps

1. Review of LPPA Monitoring Visit Feedback

Discussions

JP shared an updated action plan following the LPPA monitoring visit. The revised plan showed the remaining sections that needed to be worked on.

It was discussed that the meeting was to support with reviewing what went well, where improvements were needed and allocated actions to named individuals to improve accountability and progress monitoring.

There were a few areas on the day where we were not able to demonstrate enough evidence. JP also did not have the full Action Plan to hand.

Decision

- Agreed all actions to have named staff to support, even if collaborating across staff groups.

2. Parent Communication and Engagement

Discussion focused on how the school communicates the wider experiences available to pupils, including:

- Forest School
- Challenger activities
- Careers events
- Parent information sessions
- Family Thrive training

Members recognised that many positive opportunities were not routinely shared with parents.

Key Points

- Parent feedback on events had been overwhelmingly positive.
- The school needed to improve how it communicates the impact of activities and parent feedback in future events. It was agreed that a standardised format may not be easy, but this is something that should be done as appropriate. A number of Middle Leaders, including Sam Parking have agreed to do this immediately.
- Newsletters and visual displays were identified as possible methods of communication.

Decision

- Increase promotion of pupil experiences and family engagement opportunities.
- Consider putting key dates and events on plasma screens.
- Begin sharing "You Said, We Did" style feedback with parents.

3. Transition Arrangements for New Families

The group discussed feedback from a parent whose child had joined following a tribunal process.

The parent reported receiving fewer opportunities to learn about the school than other families and still felt that a school guide or transition pack would have been helpful.

During the assessment, the assessor and JP also discussed having examples of the admissions packs in the evidence folder, along with any home school agreements. It was agreed latest versions would be included.

JP shared the idea of a communication tree or family guide that other schools who have completed the award already use. This was well received. JP agreed to draft with support of Middle Leaders.

Key Points

- Transition experiences should be more consistent for all families.
- Parent voice should be gathered during transition periods and events such as prospective parents evenings, even if just quick feedback sheets so that we can judge if they are useful.
- Families should know how their feedback influences practice.

Decision

- Review transition information and induction processes – ensure packs are updated for the end of the year and shared with those coming through tribunal at an early stage.

4. Parent Feedback Collection

The group reviewed systems being introduced based on feedback from the assessor at key events, including:

- Parent evenings
- Careers events
- Training sessions

These included:

- Smiley-face evaluations
- Question forms

- Feedback questionnaires

Decision

- Agreed to implement ASAP and collect feedback from parent events to demonstrate the engagement and success of the sessions. LK agreed to collect data from key staff at these events and save for JP.
- Send regular reminders to staff to opportunities for parents to ask questions and receive responses.

5. Parent Training and Support

The group reviewed current provision, including:

- Family Thrive Programme
- New CUES training programme (one parent was supported to complete with another organisation and found it helpful) staff currently being explored
- Online Safety training (under development)

Additional training suggestions included:

- Attendance support
- Understanding Early Help
- Phonics support
- Family Hub signposting

Decision

- Family Thrive may pause upcoming cohorts and relaunch in September due to fewer parents available. New Year 7 and Primary parents are likely to show additional interest.
- Explore additional parent workshops.

6. Community Partnerships and Local Services

JP shared that LK has been doing a great job of speaking to the local family hubs, but we need to ensure that we can support families with information from a range of organisations and in a timely manner.

Discussion explored links with:

- Flyers at the front of the school were revamped but admin staff would like up to date information or flyers to be shared as it arrives.
- Parent support groups should be advertised where possible – although not always easy to gather as our families come from districts across Kent not just the nearby districts. It was queried if families could be encouraged to share any organisations or support they become aware of. All colleagues felt this is an area of priority as families would benefit from clearer signposting to support available within their local districts. LD had been out to collect information from districts outside of Thanet, but they have not kept in touch with us.
- JP and LK reported it has been difficult to find details for some coordinators, but Thanet Hub has been supportive. Margate Family Hub has also been in contact to state that staff from the DWP are running sessions at their branch on Monday afternoons. Families can access support by booking an appointments. We have also become a part of 'Refer Kent' which is a directory of services for adult support.
- Agreed local charities and community organisations such as Porchlight, SALUS and For Us Too should be promoted in school materials as appropriate. We will contact them to see if they have flyers to share.
- SC reported still no support from SB school. Have not responded to repeated e-mails trying to open a discussion.

Decision

- Improve signposting to community support services – this could just be sent out by LK as information arrives rather than having to come through JP.
- Families should be encouraged to explore support from their local family hub if we do not have immediate access to information.

7. Fundraising and Community Engagement

The group discussed:

- Friends of Laleham Gap Quiz Night
- Tesco community initiatives
- Charity fundraising opportunities
- Increasing community awareness of the school

Decision

- JP, KR and NHZ agreed to begin planning a Friends of Laleham Gap Quiz Event. SC agreed to be the Quiz Master to save £80 on hiring someone. LC (parent) previously stated she would be happy to make the flyers and knows a few people who would like to form parent teams for future quiz events.
- Explore future Tesco fundraising opportunities. We did this previously, is worth pursuing it again. Could we perhaps use their meeting spaces for parent events for a change of scene?

January 2026 Actions

Action	Lead
Update LPPA action plan with named responsibilities.	JP has made a summary plan from assessment, based on assessors feedback
Review transition arrangements for new families to ensure they remain relevant and packs are given to families joining through tribunal too.	KR/SC /NR and Wellbeing Team
Develop a process for collecting and sharing parent feedback from events.	LK & NR/SP & SC/JP
Promote school activities more widely to parents.	All staff
Produce communication routes document for families with agreed features from todays discussion.	JP
Develop communication routes and expectations of communicating with parents for staff handbook.	JP SC / JT – KR is happy with this
Develop online safety training for parents.	Joshua Payne and Melissa

Explore additional parent events/training opportunities.	JD / CB / JP (Ed Psych)
Create a case study demonstrating support for a vulnerable family (Assessor only wanted a short paragraph, approximately 5 lines for each).	KR / DP
Improve signposting of local community support services where possible, and encourage families to share updates or own knowledge of services.	LK via e-mail CG by Website LPPA Group to share new information coming in.
Contact Tesco regarding community opportunities.	NHZ
Plan Friends of Laleham Gap Quiz Event	JP / KR / NHZ + FoLGS Trustees