

Shared Foundation Partnership Case Study Template

This can be tailored to show positive impact of an activity/project on the partnership, children or families in relation to the three main focuses of the partnerships i.e. availability, flexibility and improving quality.

Brief outline of the activity or project (including who was involved):

Wheldrake Early Years Partnership – Spring Term 2015

As a partnership, we wanted to create some 'steps to school readiness' that we could share with parents to support children starting school. We created questionnaires for current Reception parents (to see what information they would have found useful before their child had started) and prospective Reception parents with children that were attending school in September, (to see what information they would like to know in advance of starting school). The questionnaires were created by the partnership QTS and distributed by the members of the school feeder settings. Once the responses were collected in, the findings were shared at a partnership meeting and comments were noted. The members of the partnership looked at other examples of similar steps and we discussed what key points we wanted as our 'steps to school readiness' using the findings from the questionnaires and information we had gathered from baselines of previous years. We put together our agreed 'steps to school readiness' and all feeder settings and school shared with parents who had children starting school in the September.

The members of Wheldrake Early Years Partnership at the time were:

Sophie Tams (Reception Teacher Wheldrake with Thorganby C of E (Aided) School)

Alison Shall (Headteacher at Wheldrake with Thorganby C of E (Aided) School)

Karen Coman (Ducklings and WOOSC)

Amanda Readhead (Ducklings)

Erica Brownlow (Wheldrake playgoup)

Rachel Elliott (Wheldrake playgroup)

Lindsay Oates (Orchard Trees)

Jo Suggitt-Richardson (CYC Senior Early Years Support Adviser)

We are meeting as a partnership in May to discuss transition and update the 'steps to school readiness'.

We now have a new member to our partnership:

Tim Hodge (Little Green Rascals)

What are the benefits?

The benefits of having 'steps to school readiness' that have been formed through parent consultation and by a range of Early Years professionals, is that the steps are actually useful and relevant to parents. The steps give an outline of what would be ideal for their child to be achieving before they start school. For some parents their most recent experiences of school were when they last attended themselves. It can be a daunting and worrying time for both children and parents. Having the steps gives the parents an idea of school expectations and priorities, as the steps link to a range of areas of learning not just academic.

The steps also create an opportunity to talk to parents about any problem areas that their child may be experiencing. The steps are a good way to start some conversations with parents that may have otherwise been harder to start.

Writing the steps together as a partnership showed that, although the steps were for readiness to school, it was important that everyone in the partnership contributed their

thoughts and opinions to the process. It supported relationships between professionals, of which some of whom are in business competition with each other.

Impact - any effects arising from an activity / project. This includes immediate short-term outcomes as well as broader and longer-term effects.

Outcomes - are the changes, benefits, learning or other effects that result from what the project or organisation makes, offers or provides.

Outputs are the products, services or facilities that result from an organisation's or project's activities.

. **Impact** - Short term – parents with children starting school in September are more aware of expectations. Long term - children are more ready to start school, than before the steps.

Outcomes - More confident parents and children when they start school.

Outputs - Steps to school readiness posters.