



**FAMILIES FIRST  
QUALITY AWARD**

For Schools in England

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# **Standards & Guidance 2025**

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## About Assessment Services

Assessment Services Ltd is an assessment centre with over 30 years of experience in assessment and accreditation. We are dedicated to ensuring our assessment process adds value to organisations accredited by Assessment Services. Our philosophy is:

**'We Care...We Assess...We Add Value.'**

Over the years, we have served as the development, assessment, and accreditation body for numerous standards, such as:

- Aspiring to Deliver Excellence in Care
- Customer Service Excellence
- Families First Quality Award for Organisations in England and Wales
- Investors in People
- Leadership and Management
- Information and Guidance for voluntary and not-for-profit organisations
- matrix – Information, Advice & Guidance
- Merlin - Supply Chain Management
- One Planet Standard
- Quality Assessments, National Citizen Service Trust
- Supply Chain Partnership Standards
- The Strategic Growth Pathway



Additionally, we are an **IOEE Academy** (Institute of Enterprise and Entrepreneurs), which enables us to provide **SFEDI Qualifications**, including the Level 5 and Level 7 Certificates in Professional Business and Enterprise Support Services.

## What We Do

We collaborate with organisations of all sizes, ranging from those with two employees to those with over six thousand, and from single-site to multi-site complexes.

**Trusted Accreditation & Assessment:** We collaborate with government bodies and agencies to provide rigorous, independent accreditation services aligned with nationally recognised Frameworks. Our approach supports organisations in fostering a culture of customer-focused excellence and continuous improvement.

**Bespoke, Customer-Centred Delivery:** As a boutique assessment centre, we prioritise listening to and understanding customers' needs, goals, and context. We provide a customised experience supported by a close-knit team of internal staff and carefully selected Associate Partners who serve as Assessors and organisation development consultants.

**Technology-Enhanced & Transparent:** We have led the way in using **cloud-based and AI-enabled tools** to streamline assessment procedures, making them more efficient, transparent, and less burdensome. Our Parent / Carers can monitor evidence and Assessor feedback over three years through our Self-Assessment online platform.



## Why Choose Us?

**Expertise & Integrity:** Our Assessors possess sector-specific expertise and robust professional qualifications, providing depth, credibility, and genuine insight in every assessment.

**Customer-First Philosophy:** Every customer receives a flexible, responsive, and human-centred assessment experience. From pre-assessment briefings to celebrating success, we strive to deliver real value at every stage.

**Value for Money:** Our transparent and efficient processes are cost-effective without compromising quality. Customers benefit from focused, impactful assessments supported by modern tools.

**Proven Impact Across Sectors:** We have awarded Customer Service Excellence certification to organisations across public, private, and third sectors—including NHS Wales, Housing Associations, Universities, and National Service Bodies.

**Accredited & Board-Recognised Professionals:** As the only UK assessment centre whose assessors hold the SFEDI Level 5 qualification, we provide unmatched assurance in professional Frameworks assessments.

## Finally

**Assessment Services Ltd** is more than an accreditation provider — it's a strategic partner dedicated to helping organisations foster excellence through careful insight, personalised support, and credible validation and certification. We provide:

- A genuinely bespoke, boutique-style experience.
- Assessors with authentic sector experience and recognised qualifications.
- Cost-efficient, human-focused service that provides measurable value.



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FAMILIES FIRST  
QUALITY AWARD

## Welcome to the Families First Quality Award

Schools are central to our communities, and their importance in valuing parents and keeping them informed about their children's progress cannot be overstated.

The most successful schools actively engage with parents and collaborate with various partners, enhancing their students' learning experiences.

**The Families First Quality Award for Schools** is an exceptional opportunity for educational institutions to showcase the quality of their efforts and reaffirm their commitment to families. This Award acts as a beacon of excellence, signalling to families and regulatory bodies like Ofsted that a school is devoted to providing the best for its students.

Schools can significantly enhance their credibility by adopting the Families First Quality Standards, ensuring alignment with regulatory frameworks, and demonstrating strong leadership and management.

These Standards are more than just a benchmark; they represent a promise to families that every child's education is a priority. With the **Families First Quality Award Standards**, schools can communicate their dedication to supporting children's educational journeys.

The focus on measurable outcomes, assessed by accredited Families First Assessors, guarantees that schools are evaluated based on their tangible impact.

This partnership helps schools demonstrate compelling evidence of their commitment and competence across the Standards, giving families confidence in their capabilities.

By striving for the Families First Quality Award (FFQA), schools not only uplift their practices but also enhance the wellbeing of the families they serve.

This Award promotes a holistic approach to education, fostering a sense of community where families feel valued and supported. It ensures that schools are not operating in isolation but are part of a larger network, ultimately leading to improved outcomes and attainment for their children.

## Definitions

Providing information, advice and assistance (IAA) covers a range of activities that equip parents, prospective parents and family members with what they need to make informed choices about their children's care, health, education and recreation, including those with specific requirements.

### IAA can be defined as:

- **Information** – accurate, up-to-date and objective information about childcare, health, recreation and learning opportunities, progression routes, choices, funding, where to find help and advice and how to access this.
- **Advice** - activities that help parents/carers, prospective parents and family members interpret information and apply it to their own situation.
- **Assistance** – provision of an impartial signposting, brokerage and referral schools to specialist support to help parents/carers, prospective parents, and family members meet their information needs and make progress.

## How Schools Provide IAA

Schools naturally provide families with Information, Advice, and Assistance. This includes relevant information about the school, teaching methods, learning opportunities, and curriculum.



School staff are also skilled at guiding families to other local information and support services as needed. Additionally, schools extend their IAA to pupils and parents, providing assistance to manage significant life transitions and, importantly, prepare for the challenges of adulthood.

### Importance of Good Quality IAA

Schools play a vital role in providing face-to-face IAA to families in their area. This high-quality IAA helps parents, prospective parents, and family members make informed decisions about their child's education and other school services that they may need or want to access.

By offering IAA, schools support parents and help their children achieve the following outcomes: health, safety, enjoyment and achievement, positive contribution, and economic wellbeing, fostering a sense of optimism and hope for their future.

### Using the FFQA Standards

The following guide provides information, advice and guidance to schools wishing to use the **Families First Quality Award** to:

- Review and develop their school's offer,
- Gain an External Assessment of their processes and approaches to delivering their schools, and
- Achieve External Validation of their information, advice and guidance schools for Commissioners / Funding.

To review and develop your school's offer, consider what an Assessor, visiting for the first time, would need to see, hear, or experience to demonstrate that each Outcome is being met. All schools are structured differently and have distinct approaches and resources. For example, the local authority may require the school management team to work with specific key policies, plans, or documents.

When a school is assessed against the **Family First Quality Award** Standards, the Assessor will take these differences into account and evaluate them appropriately.

## GETTING STARTED

- ① To fully benefit from the **Families First Quality Award**, it is essential to involve all staff members in the process. This includes leadership staff, administration staff, those who have direct contact with families, and other adults working within the school

To engage its staff, families, and parents in achieving the **Families First Quality Award**, the school could consider forming small working groups consisting of various staff members to discuss different Standards.

Moreover, a brief online survey could be carried out on a topic relevant to the Standards to gather staff and parent / carers' opinions. For example, the school could discover their perceptions of the quality of information provided.

- ② When reviewing the Standards, it is vital to consider what evidence already exists to demonstrate that they are being met.

## NEXT STEPS

- ③ After reviewing the available evidence and identifying areas that require improvement, it is essential to develop a plan of action to address them. This involves setting clear priorities and objectives, and agreeing on targets with your staff and partners. Determine what needs to be done, who will be responsible for each task, and establish a timeline for completion.
- ④ Ensure to oversee tasks, spot early problems, and resolve them.
- ⑤ Include the results and any feedback in the upcoming review and planning stage.



## External Assessment

**The Families First Quality Award for Schools** applies to primary and secondary schools (including academies, free schools, maintained and independent schools), special schools, and pupil referral units.

Every school that receives the Families First Quality Award commits to valuing families through interactions with parents, children, young people, relevant stakeholders, and partners.

These schools foster positive relationships with families and prioritise their needs in everything they do. They encourage parental involvement in school life and support families in aiding their children's learning, development, and progress.

Through the **Family First Quality Award**, your schools can be recognised and celebrated for the diverse roles it has in contributing to the upbringing and well-being of children.

Once your Schools has decided to pursue the **Family First Quality Award**, you should contact Assessment Services to confirm your intention to be assessed. You can reach out via email at [info@assessmentschoolss.com](mailto:info@assessmentschoolss.com) or schedule an appointment to chat with Richard at Assessment Services. This can be done by clicking this link. [Schedule a Call with Richard Adkins](#)

Following your conversation with Richard, your school will receive a cost proposal and invoice to cover the fees for your assessment.

## Approach to Assessment

While the Standards encourage and support good practice, they also enable your school to demonstrate the real impact of the information, advice and assistance your school provides.

Assessment Services uses an approach called **Outcome Assessment**. This enables you to show clearly the impact your actions, policies, and procedures make on the children and families you serve — not just what you do, but the **value and impact of doing it**.

Outcome assessments work best when they closely align with the aims, objectives, and outcomes of your school. Gathering and analysing this information supports improved planning, monitoring, and evaluation. It offers meaningful insights for commissioners, managers, staff, volunteers, partners, and most importantly, the children.

Outcome data also helps in benchmarking against other schools and external requirements, highlighting strengths and pinpointing areas for improvement. For this to work, data must be collected in ways that allow fair and consistent comparison.

**Outcomes:** Assessment Services works with you to assess outcomes in ways that suit your school. All approaches involve collecting **evidence of impact**, which typically fall into two main categories:

- **Hard evidence** - measurable data such as figures, percentages, or ratios. This is less reliant on interpretation and can be compared directly.
- **Soft evidence** – qualitative insights such as feedback, opinions, or case studies. This often provides context and helps explain *why* outcomes occur.

Both forms of evidence are valid. Together, they create a complete and more balanced picture of your school's impact. Outcome evidence should be gathered systematically, but the frequency and method of collection must be proportionate to its purpose.





For example:

- Some data may be collected continuously or at every relevant delivery / achievement point.
- Other evidence may be sampled periodically.
- Some measures may only need annual collection.

**Other Measures:** In addition to core outcome assessments, you may choose to track outcomes linked to specific aims in your School's Development Plan. For example, you may want to measure the effect of:

- Implementing a new policy, or
- Introducing changes to record-keeping or internal processes.

These additional measures are often unique to each school and can provide valuable evidence of progress and improvement.

Wherever the term 'parents/carers' is used throughout the Standards, it means anyone with parenting responsibility, including mothers and fathers, teenage parents, foster carers, guardians, grandparents, and adoptive parents.

### Your Self-Assessment

The first stage of any external assessment against the **Family First Quality Award** requires your school to use the Assessment Services Self-Assessment Tool (electronic management information system) and complete a self-assessment. This involves providing a narrative and supporting documented evidence showing how you believe each of the required Outcome requirements within the **Award** is being met.

To assist your school in identifying **potential** sources of evidence, the guidance notes below outline methods for collecting assessment evidence. They are as follows:

**School Documentation:** Key written documents used within the school that satisfy the Outcome requirements and can be uploaded to the Assessment Services Self-Assessment Tool.

**A Written Narrative,** which provides a brief account of the methods, actions, approaches, and feedback relevant to the Outcome requirements, can be included in the Assessment Services Self-Assessment Tool where appropriate.

Your designated Assessor will support your school throughout the assessment process. They will carry out a desktop review of the information and evidence submitted via the Assessment Services Self-Assessment, which will highlight areas of strong evidence against the Outcome requirements and identify gaps where further evidence is needed.

### Interview Evidence Gathering

After this desktop review, the Assessor will give feedback and discuss, as well as agree on the interview evidence-gathering plan, which may include:

**Leader and Manager Interviews:** As requested by the Assessor, interviews with leaders and/or managers to verify the Outcome requirements through their input.

**Employee Interviews:** Outcome requirements impacting employee roles, responsibilities, understanding, actions, perspectives, etc., and can be verified through interviews with employees / volunteers as requested by the Assessor.

**Parent / Carer Conversations:** As requested by the Assessor, conducting interviews with Parents / Carers to confirm the Outcome requirements through their feedback.



**Partners and Stakeholders Conversations:** Outcome requirements requiring feedback from partners or stakeholders, which can be verified through interviews as requested by the Assessor.

After finalising the Assessment Plan, your school will develop a timetable for the agreed evidence-gathering activities. All interviews and conversations will be conducted face-to-face via video conferencing using your school's preferred system — Zoom, Skype, or Google Meet.

### Confirmation of Achievement & Certification

Verbal feedback will be provided within 24 hours of the final evidence-gathering, addressing strengths, areas for improvement, and further development needs if outcomes are not fully met. After quality assurance, a written report will confirm this feedback, remaining confidential between your school and Assessment Services.

Your school will be encouraged to share its achievements via a case study on social media. A certificate and logo details for their website will also be provided.

**Certification is valid for three years.** During this time, your Assessor will contact your school twelve and twenty-four months after the certification date to arrange an annual review. This remote 'light touch' intervention allows your school to share its progress over the previous twelve months and identify any changes to its approach to providing information, advice and guidance.



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## STANDARD 1 Welcoming Families

*The school ensures that parents/carers receive clear, concise, and valuable information about its services through various communication methods. It creates a welcoming and inclusive environment and nurtures positive relationships with families, including those from vulnerable backgrounds.*

### Outcome Statements

**Outcome Statement 1.1:** When parents/carers contact the school for the first time they receive clear, concise, and valuable information about the school's services via various communication methods, including face-to-face, over the phone, an engaging and accessible website, and written documentation.

**NOTES:** The school documentation may include the school improvement plan, departmental and/or subject development plans, policies, the prospectus and the annual report for parents/carers.

**Outcome Statement 1.2:** The school's reception area is developed to portray a warm and inviting atmosphere for children, young people, and families. It is equipped with a diverse range of informative displays and resources that are both practical and suitable for all visitors, making it an ideal place to seek out information and guidance on school-related matters.

**Outcome Statement 1.3:** The school provides a welcoming environment that is accessible and inclusive to all visitors, with appropriate facilities and resources. Staff are trained to be responsive to individual needs, ensuring everyone feels valued and respected.

**Outcome Statement 1.4:** The school staff warmly welcome parents/carers and provide them with relevant information about the school. The staff are approachable, responsive, and trained to meet visitors' needs, fostering positive relationships between the school and families.

**Outcome Statement 1.5:** The school staff are committed to providing exceptional customer service to families. They share relevant information about the school clearly and transparently, including core information such as opening times, age ranges, staff qualifications, fees, and admissions criteria. This fosters positive partnerships between the school and families.

**Outcome Statement 1.6:** The school schedules induction events to facilitate a seamless transition for prospective pupils. These events provide an opportunity for pupils to become familiar with the school, its staff, and its facilities, helping them to feel comfortable and confident when joining the school. (Also see Outcome Statement 4.6)

**Outcome Statement 1.7:** The school's teaching staff, including the leadership team, are approachable, visible, and readily available to parents/carers, especially during drop-off and pick-up times, promoting a sense of community and fostering positive relationships between the school and families.

**Outcome Statement 1.8:** Vulnerable families who are new to the school are greeted by friendly and approachable staff who are attentive to their needs. The staff provide information and reassurance about the school in an appropriate and easily understandable format, ensuring that vulnerable families feel supported and valued.



## STANDARD 2 Valuing Parents/Carers

*The school is dedicated to fostering strong, inclusive, and collaborative relationships with parents and carers, ensuring their active involvement in the school community and their children's education. It also offers tailored support and engagement opportunities to address their diverse needs and circumstances.*

### Outcome Statements

**Outcome Statement 2.1:** The school recognises parents/carers' crucial role in their child's education and actively promotes parental involvement through regular communication with families. The school:

- a) Has identified the most effective ways to teach and engage its pupils to ensure their academic success and communicated this approach to parents/carers.
- b) Actively involves parents/carers in promoting pupils' progress, wellbeing and safety, as well as spiritual, moral, social, and cultural growth.
- c) Offers transparent information in various formats to assist parents/carers in understanding their child's learning and development. These formats will include records of learning and development for those in the Early Years Foundation Stage (EYFS), progress checks, reports, exam results, and photographs.
- d) Takes an active approach in encouraging parents/carers to respond to reports on their child's/young person's progress, which is tracked from a known starting point.
- e) Assists parents/carers in understanding the most effective ways to support their child's learning by offering tips and advice for homework tasks, organising parent/child homework and reading clubs, and providing face-to-face advice.
- f) Provides information and resources to parents/carers to help them support their child's/young person's learning and development at home through, for example, face-to-face support and advice, school learning portals, and school library service.
- g) The school maintains positive connections with all parents/carers of enrolled pupils, including those who have been excluded, placed in alternative provision, or are absent from school for any reason.

**Outcome Statement 2.2:** Parents/carers have ample opportunities to become actively involved in the school. They can participate in the parent forum, volunteer as helpers or visitors, and join the management committee, governing body, or steering group, thus fostering a sense of community and collaboration between parents/carers and the school.

**Outcome Statement 2.3:** The school strives to maintain a close parent/carer consultation and involvement system in all school improvement initiatives, such as a forum that is ideally managed by parents/carers, providing them with a means to engage and participate in school improvement efforts.

**Outcome Statement 2.4:** The school recognises and appreciates the diverse backgrounds and cultural experiences of the families it serves and ensures that this is reflected in the information it provides.

**Outcome Statement 2.5:** The school actively works with parents/carers to encourage healthy lifestyles for its pupils, such as healthy eating habits, regular exercise, and mental and emotional wellbeing.

**Outcome Statement 2.6:** The school ensures the involvement of all family members, including mothers, fathers, foster carers, and other family members, in events and activities by offering flexible timings and multiple contact methods such as text messages, phone calls, and emails.

**Outcome Statement 2.7:** The school actively engages parents/carers in the resources and activities provided to their children, including fundraising, translating welcome notices, and visiting the school to discuss the pupils' work, culture, or other topics of interest.

**Outcome Statement 2.8:** The school tracks and monitors parental engagement and strives to improve it through various means, including active participation in parents' evenings and keeping track of contact with the school.

**Outcome Statement 2.9:** The school fosters positive and supportive relationships with all parents/carers of registered pupils, regardless of whether their child has been excluded, placed in alternative provision, or is absent from school for any reason.



**Outcome Statement 2.10:** The school prides itself on its effective communication with all parents/carers, which considers their unique circumstances, such as families:

- a) With children with special educational needs and/or disabilities.
- b) With English as an additional language.
- c) Who are known to social care, including looked-after children.
- d) With children identified as gifted and talented.
- e) Subject to the Common Assessment Framework/Team Around the Family.
- f) Whose children are away from school for any reason.
- g) With circumstances that the school has become aware of.

**Outcome Statement 2.11:** The school shows parents/carers how the pupil premium is utilized to enhance the academic outcomes of vulnerable children and young people.

**Outcome Statement 2.12:** The school closely monitors the progress of various groups, including children and young people who attract the pupil premium, those known to social care such as looked-after children, those on a child protection plan, and those with special educational needs and disabilities, to identify and support vulnerable students. The school tracks their progress and provides appropriate support to ensure they reach their full potential.



## STANDARD 3 Informing Parents/Carers

*The school prioritises open, accessible, and inclusive communication with parents and carers. It ensures they are fully informed about the school's vision, policies, procedures, and their child's progress, adjusting communication methods to meet various needs and circumstances.*

### Outcome Statements

**Outcome Statement 3.1:** The school effectively communicates a bold and inspiring vision to parents/carers, setting high standards for pupils and staff to strive towards.

**Outcome Statement 3.2:** The school provides clear and easily accessible information to parents/carers about the admission arrangements and the process for allocating places while complying with all relevant legislation for school admissions.

**Outcome Statement 3.3:** The school regularly reviews its policies and procedures in line with statutory and legislative requirements, including those that address bullying, harassment, and discrimination. Parents/carers are informed about these policies and procedures.

**Outcome Statement 3.4:** The school promptly informs parents/carers of any changes in its services, providing advanced notice of all changes that directly affect them, including changes in term dates, holidays, fees, personnel changes such as a child's key person or form teacher, and unplanned school closures.

**Outcome Statement 3.5:** The school effectively communicates child safeguarding procedures to parents/carers, ensuring they are well-informed.

**Outcome Statement 3.6:** The school provides opportunities for parents/carers to have confidential discussions about their child's/young person's learning, development, and progress, including times, places, and occasions.

**Outcome Statement 3.7:** The school takes action to keep parents/carers informed about their child's or young person's achievements, wellbeing, and development.

**Outcome Statement 3.8:** The school's written information is presented in plain English and takes into account the needs of parents/carers with learning disabilities and those whose first language is not English.

**Outcome Statement 3.9:** The school provides alternative means of communication to parents/carers who face literacy difficulties whenever practical. (Also see 6.7)

**Outcome Statement 3.10:** The school provides services such as brokered IT access, hard copy information, use of community-spoken languages, and information presented in large print or pictorial form to ensure equitable access to information for all, including families without IT and/or internet access at home.

**Outcome Statement 3.11:** The school is aware of children/young people whose parents are no longer together and, where the law allows, makes every effort to communicate and share information with both parents.

**Outcome Statement 3.12:** The school ensures that parents/carers fully understand its procedure for managing and addressing any concerns or complaints that may arise.

**Outcome Statement 3.13:** The school ensures that all parents/carers of registered pupils can access a copy of its most recent Ofsted report and takes necessary measures to share any new inspection report with them as soon as it is published.



## STANDARD 4 Working with Parents/Carers to Support Families

*The school collaborates with various partners, including local authorities, community organisations, and employers, to provide integrated support that enhances the learning and wellbeing of children and young people and ensures smooth transitions in education and adulthood.*

### Outcome Statements

**Outcome Statement 4.1:** The school provides contact information, opening times, admissions criteria, vacancies, and fees to relevant organisations in line with statutory guidance so that this can be collated and communicated to parents/carers, the Department for Education, local authorities, and membership organisations representing independent schools.

**Outcome Statement 4.2:** The school provides parents/carers with access to relevant information about services and facilities pertinent to their families' needs directly or by referring them to other organisations such as the local authority Families Information Service, children's centres, childcare providers, libraries, health services, family hubs, and social care.

**Outcome Statement 4.3:** The school routinely seeks feedback from various sources, including partners, Ofsted, local authority learning improvement, early years and other support services, children's centres, family hubs, specialist services, and employers. The school uses this feedback to enhance teaching and learning opportunities.

**Outcome Statement 4.4:** The school maintains relevant and up-to-date information about services that might benefit families and makes it accessible to parents/carers through various communication mediums such as notice boards, leaflets, displays, posters, and its website.

**Outcome Statement 4.5:** The school actively fosters positive relationships with its local community and a diverse range of partners to implement integrated programmes that aid the learning and development of children and young people. The school's focus on partnerships enhances pupils' outcomes and overall wellbeing.

**Outcome Statement 4.6:** The school collaborates with appropriate partners to facilitate smooth transitions for children and young people as they move from one stage of education to another, such as from nursery to reception, primary to secondary, secondary to further education, employment or training, and adult life. **NOTE:** *If the school is a Secondary school, it provides unbiased information, advice and assistance to pupils and their parents/carers while choosing courses in Key Stage 4 and Post-16 education and comprehensive independent and impartial careers guidance and offers them resources to access the same.*

**Outcome Statement 4.7:** The school places great emphasis on fostering positive relationships with a diverse range of employers, including local businesses and enterprises across various sectors, to better understand and support children and young people in preparing for adulthood, equipping them with the necessary skills to thrive in the modern workplace.

**Outcome Statement 4.8:** The school follows local information sharing protocols and, with parental agreement where necessary, regularly shares information about children and young people with appropriate agencies such as specialist services, health providers, children's social care, schools, the local 14-19 Network, post-16 education providers, and local authority support services to facilitate their learning, development, and progression.



## STANDARD 5 Listening to Families

*The school actively values and seeks feedback from parents, carers, and pupils, empowering them to contribute to the school's operations and policies and the learning and development of the children and young people while strongly emphasising confidentiality and safeguarding protocols.*

### Outcome Statements

**Outcome Statement 5.1:** The school values the input of parents/carers and pupils and regularly seeks their feedback on its operations, empowering them to have a voice in shaping school policies around teaching and learning, ethos, and extracurricular opportunities.

**Outcome Statement 5.2:** The school has established a variety of channels for parents/carers and pupils to provide feedback on its operations, including platforms such as Ofsted's Parent View/Estyn survey results, as well as suggestions boxes, consultations, comment cards, parents' events, private meetings, questionnaires, and evaluation forms. **Note:** *In cases where the response rate for Parent View is below average, Ofsted inspectors are responsible for gathering further evidence of the views held by parents/carers during the inspection. In addition to those from Parent View, inspectors should consider the results of any other surveys carried out by the school or commissioned by the school. However, inspectors should not base their conclusions solely on the Parent View survey data.*

**Outcome Statement 5.3:** The school values feedback from parents/carers and pupils, both positive and negative, using it to continually enhance its operations and ensure that it provides the best possible experience for everyone involved.

**Outcome Statement 5.4:** Parents/carers and pupils contribute to the child/young person's learning and development through records, observations, assessments, and diaries.

**Outcome Statement 5.5:** The school maintains current and accurate information about each pupil's interests, likes, and dislikes to provide the best possible support for their learning, development, and progression.

**Outcome Statement 5.6:** Pupils play an active role in the running of the school, and channels exist for giving and receiving feedback to/from school management, for example, formally via a student council, class president, or similar.

**Outcome Statement 5.7:** The staff understands the significance of confidentiality regarding private information shared by families in confidence. **Note:** *In situations where a child or young person is deemed to be at risk of significant harm, local protocols for raising concerns with relevant agencies will be followed. If a partner service fails to meet legal or quality requirements, the same protocols will be followed to ensure the safety and wellbeing of all involved.*





## STANDARD 6 Meeting the Needs of Families

*The school is committed to transparent communication regarding financial matters and actively supports families in accessing financial entitlements and childcare services. It also prioritises the wellbeing and safeguarding of children and young people while fostering a supportive and inclusive family environment.*

### Outcome Statements

**Outcome Statement 6.1:** The school takes a clear and transparent approach to communicating applicable financial matters with families, enabling them to fully understand all applicable fees, including registration fees, out-of-school childcare fees, additional charges, any available discounts, transport costs, late charges, meals, uniforms, extracurricular activities, school trips, bursaries, and scholarships.

**Outcome Statement 6.2:** Parents/carers are provided with information about costs, and the school's prospectuses, letters, invoices, and bills are designed to be easy for parents to interpret and understand.

**Outcome Statement 6.3:** The school proactively encourages all eligible families to take advantage of their free school meal entitlement.

**Outcome Statement 6.4:** The school takes an active role in assisting parents/carers to access financial entitlements and schemes that can help with paying for childcare. This includes direct assistance with relevant services or referring them to helpful resources such as Financial Inclusion Services, Inland Revenue, Citizens Advice, local authority Families Information Services, and childcare voucher schemes.

**Outcome Statement 6.5:** The school helps parents/carers access childcare that enables them to work or study by providing out-of-school childcare such as breakfast and after-school clubs and/or early education directly or by signposting families to the local authority Families Information Service.

**Outcome Statement 6.6:** The school informs families with preschool children about how they can access grant-funded early education, which can be accessed directly or through the local authority Families Information Service. Moreover, secondary/high schools actively promote this offer to any pupil who is a parent with a preschool-aged child.

**Outcome Statement 6.7:** The school is committed to helping parents/carers with literacy difficulties and refers them to relevant support services such as adult education classes, libraries, and children's centres.

**Outcome Statement 6.8:** Staff understand the school's internal and local authority reporting mechanisms so that children and young people requiring additional help are identified, referred to, and supported by the relevant services.

**Outcome Statement 6.9:** The staff understands the school's internal and local authority reporting mechanisms to identify and protect vulnerable parents/carers and children/young people from harm.

**Outcome Statement 6.10:** Providing support to families of children attending the school, particularly those who are vulnerable, is acknowledged as a crucial responsibility for every staff member. Pastoral support workers or form teachers have more significant responsibilities than subject teachers, who interact with students for a single lesson each week.

**Outcome Statement 6.11:** The school works collaboratively with parents/carers to ensure their child or young person's personal development, behaviour, and welfare are well supported. Measures taken include:

- a) Keeping them safe from various risks, such as abuse, sexual exploitation, and extremism, even while they are using the internet and social media.
- b) Cultivating respect for others and encouraging them to contribute positively to society and British life.
- c) Promoting regular attendance to ensure pupils do not miss out on the learning opportunities provided.



## **STANDARD 7** Supporting Parents/Carers to Access Early Education

### **for Their Children** *(Only Applicable to Providers of Grant Funded Early Education on Behalf of the Local Authority)*

*The school ensures equal access to high-quality early education and care for all children, particularly those from financially disadvantaged backgrounds, by providing clear information and actively supporting families in accessing their full entitlement without additional cost limitations.*

#### **Outcome Statements**

**Outcome Statement 7.1:** The school ensures transparency and clarity by informing parents/carers about accessing their free entitlement to grant-funded early education.

**Outcome Statement 7.2:** The school aims to provide children with access to their complete entitlement to grant-funded early education, subject to the availability of space and the preference of parents/carers to receive the service directly from the school.

**Outcome Statement 7.3:** The school ensures that children receive all their entitled services free of charge at the point of delivery, without any additional costs, top-up fees, or limitations on access.

**Outcome Statement 7.4:** The school endeavors to meet the needs of working families by providing flexible access to their children's complete entitlement within the school and offering a stretched programme throughout the year, as requested by the family.

**Outcome Statement 7.5:** The school acknowledges the negative impact of poverty on children's learning and development and proactively takes measures to ensure that all children, particularly those from financially disadvantaged families, have access to their full entitlement. **Note:** *These measures may include waiving registration fees or uniform costs and directing families to the local authority's Families Information Service for additional support and resources. The school is committed to providing equal opportunities for all its pupils, and these measures reflect this commitment.*

**Outcome Statement 7.6:** The school acknowledges the critical role of high-quality early education and care for children from multiple disadvantaged backgrounds and takes measures to ensure that these children have equal opportunities to participate and utilize their full entitlement wherever it is practically feasible.



## Guidance & Statutory Documents

The list below is intended to be a guide and is in no way an exhaustive list:

Aiming High for Disabled Children: Better Support for Families  
The Annual Parents' Meeting (Exemptions) (Wales) Regulations 2005  
The Childcare Act 2006  
The Childcare 2016  
Childcare Strategy for Wales - Childcare is for Children 2004  
Disability Discrimination Act 1995  
Data Protection Act 2003  
Duty to Provide Information Advice and Assistance; Guidance for Local Authorities 2006  
Education & Inspection Act 2006  
Education Act 2005  
Education Act 2011  
Education for Three and Four Year Olds and Securing Sufficient Childcare 2012  
Equality and Human Rights Commission related legislation  
Equalities Act 2010  
Guidance documents for the inspection of schools in Wales (available from [www.estyn.gov.uk](http://www.estyn.gov.uk))  
Health and Safety at Work Act 1974  
Inspecting safeguarding in early years, education and skills from September 2015 (Ofsted 2015)  
Integrated Strategy for the Early Years (Scotland)  
Meeting the Challenge. Quality Standards in Education for More Able and Talented Pupils May 2008  
More great childcare: Raising quality and giving parents more choice 2013  
National Children and Young People's Participation Standards May 2007  
Ofsted's Parent View website: [www.parentview.ofsted.gov.uk/](http://www.parentview.ofsted.gov.uk/)  
Rights to Action (Wales)  
Safeguarding Vulnerable Groups Act 2006  
Schools Admission Code (DfE 2012)  
School Governors Annual Reports (Wales) Regulations 2001  
School inspection handbook (Ofsted September 2015)  
Statutory Framework for the Early Years Foundation Stage 2012  
Statutory Guidance for Local Authorities on the Delivery of Free Early Education  
The Common Inspection Framework: education, skills and early years (Ofsted 2015)  
UN Convention on the Rights of the Child



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