



Leading Parent Partnership Award

Final Verification Report

School

Astley Park

Address

Harrington Road
Chorley
Lancs
PR7 1JZ

Headteacher

Kieran Walsh

LPPA Co-ordinator (if different)

Anna Clarke

Date Of Assessment

25.5..18

Verifier

Eileen Stubbs

Commentary on the Evidence Provided in the LPPA Portfolio

The Portfolio provided evidence of the successes and progress made during the LPPA process by the school.

Objectives 1 and 2: The portfolio included the LPPA agreement and letter of commitment and also demonstrated how the school's commitment to achieving LPPA was communicated to key partners, including Head Teacher's Blogs and a full explanation of the award on the Parents and Carers page of the website. The school improvement plan has achieving the LPPA as a priority in 2017 /18.

Objective 3: Photos of the entrance area and displays around the school demonstrate the welcoming feel of the school, effective signage and the high quality and attractive displays around the school. Internal signs include visual cues reflecting the nature of the nature of the school. Plans for the remodelling of the reception area show the school's commitment to further improvements. Samples of the school's effective communication included: Headteacher's Blog, newsletters, home /school diaries, texts, and class newsletter with curriculum information. The school's comprehensive website is used for communicating general information, including an up to date calendar and parental questionnaire summaries. The latter shows that parents feel that the school communicates well with parents.

Objective 4: Parents are encouraged to come into school to take part in the Sharing our Learning sessions eg Numicon, phonics, performances and Signalong, information is posted on the website, blogs and social media. The Parent and Carer Support Manager signposts relevant training provided off site, contacting parents individually when relevant eg sleep training, Lancashire SEND courses. Examples of evaluative feedback from the Numicon and Sharing our Learning sessions indicates that the school asks parents for feedback.

Objective 5: The website has a great deal of information for prospective and new parents, including a virtual tour. The portfolio highlighted the highly effective induction procedures and documents eg the school day document. Parents are very positive when consulted on the procedures and documents. Parents are fully involved in induction.

Objective 6: Evidence from the website of curriculum overviews, home resources and workshops shows how the school helps can support their child's learning e.g. Sharing Our Learning sessions such as the Numicon session, social stories and website links. In addition to SEN reviews, reports and parents' evenings, parents are given daily reports on their child's general progress in school in the Home / School diary and Evidence for Learning messages (three pieces of work each week are photographed and sent to parents with comments). Parents are encouraged to be involved in their children's leaning through home / school books, homework and reviews.

Objective 7: Policies are posted on the website and parents are consulted regularly on a number of issues eg communication. The Home School Agreement is an easy read leaflet. Parents are encouraged to volunteer in school, the volunteer policy and protocol is on the website. Achievements and successes are shared with parents and the wider community in blogs, Facebook, website, Twitter, press releases, assemblies and performances. Children are awarded certificates and rewards for attendance, behaviour, progress and achievement.

Objective 8: The portfolio provided evidence of how parents are fully involved in transition eg : transition plan; webpages with a wide range of information on the transition process and different options eg colleges; information evening photos; emails relating to the support given to individual students / families on transition; letter of thanks from a parent. Transition procedures, both within school and to and from other settings are regularly reviewed.

Objective 9: The evaluation included in the evidence for Objective 9 clearly documented the impact of the LPPA actions and identified the school's next steps.

Strengths Identified In The Review

- The enthusiastic Headteacher and LPPA coordinator are highly committed to parent partnership and share their vision with the whole school, SLT, staff, governors, pupils and parents, creating a strong ethos of parent partnership in the school. To ensure this continues, improving parent partnership is a priority on the School Improvement Plan.
- The LPPA coordinator led the award process effectively with the full support of the active working group.
- The school's reception area, staff and procedures are welcoming and efficient. Parents are able to pick up hard copies of letters and information from here.
- The school has overcome the challenges arising from the fact that most children are brought to school by transport- parents feel welcome in school, that staff are approachable and friendly and are easy to contact by phone or email.
- There are high quality displays throughout school, celebrating success and achievement, promoting good behaviour and scaffolding learning. The Parent Voice board displays positive comments and pictures from Share our Learning events. Signs in school are clear and multi-sensory.
- Communication has improved over the award period, providing an innovative 'joined up approach', which focuses on using information technology effectively, although the Home / School diary still plays an important role in providing two way communication for parents. The easily navigated and comprehensive website forms the basis of communication and information systems in school, supplemented by social media (Facebook and Twitter), apps, texts and e mails. Newsletters are now sent as blogs (with hard copies for those who request them). The IT Manager offers training and support to parents should they need help in accessing the website / social media. Both staff and parents like the recently introduced Evidence for Learning app, which will form the basis for reports. Parents are consulted regularly about communication and their views taken into account.
- All parties in the discussion group, including pupils, feel that the school is caring and supportive. The Parent and Carer Support Manager is a key figure in forming positive relationships with parents / carers, identifying families' needs and providing support. This support can be on a practical level eg help with benefits, accompanying parents to meetings / appointments or just providing a friendly ear. Parents also feel they can speak to all staff about any concerns or issues honestly as there is a high level of trust and confidence in the school.
- More parents are coming into school for a wider range of activities:
 - Sharing our Learning sessions and workshops offer parents / carers the opportunity to see what their children are learning and to gain skills and understanding so they can support their child's learning at home eg Numicon, Signalong.
 - More social activities bring parents together, enabling them to build relationships and help each other, eg coffee mornings, Christmas and Summer Fairs and school provides coffee 'chat and chill' for parents during school discos.
 - Parent volunteers are encouraged to help in a number of ways eg the Friends' Group helps to run events.
- Parents are kept well informed about their child's learning. In addition to regular curriculum information and progress reports and reviews, the Evidence for Learning app provides parents with ongoing assessment information and the opportunity to share their children's achievements.
- Parents are more willing to give feedback and suggest improvements to the school as they know the school values their views and will act on them whenever possible. 'The school has got even better at listening to parents and acting on feedback'. The school has developed an excellent parental questionnaire which provides meaningful feedback and is used to inform the SIP and SDP. There are also single issue surveys such as the transition survey, feedback from which has influenced changes to transition procedures.
- Parents / carers are involved in both induction and transition procedures which are strengths of the school. Induction visits. The school pack includes an excellent information booklet written using signalong images and a guide to using the website. Parents are invited into school for two weeks when their child starts in Reception, the first week they spend in class with their child, the second week is for information sessions.
- All parties in the discussion groups, including pupils, feel that transition procedures are very good. Parents are invited to meet their child's new teacher at the end of each year; this has been reviewed in response to parents' comments and will in future be a more in depth 1:1 meeting with staff and a chance to meet ups with other parents in the hall. Parents / carers of pupils getting ready to leave Astley

Park, are invited to meetings in school attended by staff from partner schools and colleges. Each pupil has a transition plan which is developed with both parents and pupils. The Parent / Carer Support manager is available to help parents with applications and to accompany and support them on visits to colleges or schools.

Areas For Development

I feel that the following areas should be the next priorities for the school, as identified by the school:

- continue to improve communication eg activate the Parent Comment facility on the Evidence for Learning app; implement 'Expressions App' allowing two way text / email communication which also allows parents' access to attendance data and translation; translate key policies.
 - further develop evaluation of parent / carer involvement by gathering feedback and analysing attendance data for events, activities and meetings.
 - continue to develop adult and family learning opportunities eg workshops, accredited courses and information sharing, taking account of timing and duration to enable maximum uptake.
- continue to develop parental consultation eg via on line surveys, ensuring responses are analysed and reported back to parents via 'we asked, you said, we did'; involve parents when reviewing documents such as in the planned review of induction pack.

Recommendation By Verifier

That Astley Park School be awarded the Leading Parent Partnership Award for three years.

Headteacher Comment

Thank you for the report we are thrilled that our outstanding practice in Parent Partnership has been externally recognised and validated.

We have enjoyed the LPPA process and the verification visit was a very positive experience, celebrating all that we do well and offered a validation that we had identified the right areas to further improve and develop.

We are deeply committed to continuous improvement and are looking forward to working on our identified actions, and have already addressed some of them since the verification visit.

May we use your comments on our website and/or publicity material?

Yes