



Leading Parent Partnership Award (LPPA)

Reassessment Report

School name:	Astley Park School
School address and postcode:	Harrington Road Chorley PR7 1JZ
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School website:	www.astleypark.lancs.sch.uk
Head teacher:	Kieran Welsh
Award coordinator:	Denise Williams
Award verifier:	Kathryn Kirby
Date of reassessment:	Tuesday 21 st May 2024

Commentary on the mini-portfolio of evidence:

The co-ordinator provided a clear and concise e-portfolio of evidence which illustrated how the school has maintained and developed work with parents since the last reaccreditation in 2021 including:

Consultation with the whole school community on the LPPA reaccreditation, ongoing review of parent partnership by the working party, governors, staff and the school council plus regular consultation with parents. Parents have recently been invited to join an LPPA focus group and five parents have been recruited.

There are specific LPPA targets in the SDP ensuring parent partnership is developed, monitored and evaluated.

The Parent Support Lead has the review and maintenance of the LPPA included in her job description and teaching staff have communication with parents included in their job descriptions.

The vision and values are displayed in the corridor, in each classroom, on the school website and pupil activities are strongly linked to the school values.

Communication with parents is excellent using a range of media to meet the individual needs of parents e.g. phone calls, text messages, Facebook, home visits, communication books which are particularly useful for parents of children who are nonverbal or who don't communicate about school.

The school app Evidence for Learning provides parents with photos and information about their children's learning and parents share photos of home activities with school. The school website contains a wealth of useful information for parents of children with SEND and links to further

support and information locally and nationally. Parents find the website easy to navigate and are able to access the information they need about school and wider SEND issues.

The school has a culture of celebration which is shared with parents via the parent blog, Facebook, Newsletters and displays in school. Cultural diversity is celebrated e.g. Rainbow Day, World Religion Week and at the time of the reaccreditation the school were collecting food items to be distributed to local food banks for World Hunger Day.

Sharing our Learning Days where parents are invited to join their children in class, take place three times a year, are popular with parents and give them a clear insight into how their children learn and the opportunity to gain further information on how to effectively support their children's learning and regulation at home, for children who struggle to be with their family in school a video link is used to enable them to join in the sessions.

This year the school have introduced Chill and Chat sessions for parents at a range of times including evenings, which have led to trialling themed events e.g. Autumn Wreath making which have proved very popular with parents. They have also held termly Family events in school at Christmas and Easter which enable children and families to access community style events like meeting Father Christmas and the reindeer, making Easter bonnets and meeting small farm animals. Feedback from parents has been overwhelmingly positive. Parents were supported to attend via free transport and tickets as needed.

The induction process is bespoke for each family as there are six places for primary and 11 places for secondary phase each year. Staff start to build positive relationships with parents as soon as their children have a place at the school and identify the support families need and begin planning to meet their needs. Parent feedback on induction illustrates the success of the school's approach.

Parents are provided with ongoing information about their children's learning and development through Evidence for Learning, home school Communication Books, phone calls with school, class newsletters giving information about curriculum, school reports and one to one parent meetings. Staff share learning resources with parents and support parents with home learning and supporting children's self-regulation, using systems the children are familiar with from school. Case studies show how parents value this support.

All school policies are on the website, the school have developed a very useful 'jargon buster' which explains all the acronyms and systems used in school in plain English.

The school take a personalised approach to below 95% attendance working alongside parents to address barriers to attendance.

Volunteers are welcome at Astley Park and parents participate in a range of tasks e.g. sharing practical information about their jobs, supporting learning in class. The school also offer student placements for volunteers.

As all the children have an EHCP, internal transition and transition to post 16 options are managed on an individual basis in consultation with parents. Case studies illustrate the support given, parent feedback on transition is very positive.

The school clearly identified their next steps in developing parent partnership.

Commentary on the tour of the school:

Astley Park is a small community special educational needs school with extensive grounds. The school buildings are all on one level with easy access. There are interesting displays of school activities and students' work in the corridor which reflect the school values, e.g. holiday heroes, what makes you happy and calm. The school has a calm atmosphere, it is very clean and tidy and provides a low stimulus environment to suit the children's learning needs. Each classroom has displays of the school values, zones of regulation and reward charts, giving consistency for parents. Total communication is used comprising the written word, signs and symbols. All classroom doors have names and photos of the staff and primary classrooms all have their own outside learning space.

The whole school site including the outside area is very secure, enabling the outside space to be used for family learning events. There are new play areas for primary and secondary phases, a wellbeing trail, two outdoor classrooms and a multi-use games area, which can be used by children for self-regulation. Due to high staff numbers children of all age groups can mix together at break times and develop their social skills.

The classrooms have a one adult to two pupils staff ratio, some children have a personal work station in class to enable them to learn alongside their peers. Secondary phase classrooms have a more formal layout especially for years 10 and 11. The school is very inclusive and welcoming for parents and visitors.

Commentary on discussions with stakeholders:**Governors**

The governors are very supportive of parent partnership, they receive regular updates at governors' meetings and feel very well informed. Parent and staff governors are also on the LPPA working party so able to keep governors, parents, staff and students well informed of progress.

Parent governors are able to liaise with parents and let them know that governors are approachable, they attend school events and talk to parents about the role of governors and how they support the school and the parent body, they encourage parents to ask questions and become involved with school activities.

Governors feel that staff and the headteacher are approachable and understand the needs of parents and families, they are hard working and go above and beyond to support families.

Governors think that Sharing our Learning sessions are very successful giving parents' opportunities to understand what their children are learning and interact with their children which also supports home learning. Termly family events enable the whole family to access fun and learning events together, which is often impossible in the community.

The school constantly seek parent feedback and act upon feedback to ensure that provision is meeting families' needs.

Staff

Staff all emphasised that they take time to get to know parents and families and develop good constructive working relationships with parents. They said that parents are experts on their own children and share valuable information with school, which informs children's learning and

development. Equally staff share learning, communication and regulation techniques with parents which support family life, staff feel that sharing learning with parents in a range of ways e.g. visits to cafes provide a positive learning experience for families, they emphasised that two-way communication with parents is essential to good outcomes for children.

Staff mentioned that they liaise very closely with parents about school residential visits, which is often the first time children have been away from their parents. They provide reassurance and information to allay any concerns parents have. They also stated that the induction process supports parents to build trust in the school and the staff, which they build upon over time.

Staff felt that the before and after school provision and holiday clubs are very successful and appreciated by parents and children.

Parents

Parents were very happy with the communication from school, they thought that the staff were very approachable and welcomed all communication from parents, responses to parents were very quick and helpful e.g. school provided social stories to support children with changes at home. Parents found the communication books very helpful to see what their children had been doing during the day, giving them information to talk to their child about their day when they arrived home.

Parents felt that staff worked closely with them which supports their children and that it is useful for children to be aware that staff and parents speak to each other. They thought that the Sharing our Learning events were very important for families to learn more about their children's time at school, that staff were very supportive of parents and families and knew their children very well. Parents whose children were new to reception thought that the transition pack was very useful and found the induction process supportive and felt that the school environment provided a great learning space for their children.

Children

The children in had a good knowledge of how staff communicate with their parents. They talked about the Evidence for Learning blog, the school website and phone calls home. The children talked about the different celebrations that take place in school and the visits they make, particularly residential visits. They said they really liked the food on the residential and they enjoy spending time with friends, attending after school club and holiday club.

Strengths identified during reassessment:

- The school has a high level of commitment to parent partnership supported by the headteacher, governors and staff
- Parent partnership is embedded into school systems, policies and procedures
- The school has strong links with health, welfare and social agencies to support families, e.g. children can have therapeutical appointments in school
- All staff understand the importance of developing positive relationships with parents and spend time building trust with parents to the benefit of children
- Staff and parents work collaboratively to design a bespoke curriculum for children
- The school have developed excellent communication methods tailored to meet parents' needs
- The Parent Support Lead works proactively to support vulnerable families and works with external agencies to ensure families can access the support and resources they need

- The introduction of termly family events with opportunities for joint learning and family fun have been very successful and enabled families to enjoy activities together, staff have fully participated in these events further building relationships with families
- In response to parents' feedback, the school have established wrap around care and holiday clubs for students providing continuity of care, which is very much appreciated by parents many of whom find school holidays challenging. The school have appointed an Extended Services Manager to ensure the success of this work
- The school provide comprehensive e-safety information for parents, to raise awareness of potential dangers and safeguard their children when using devices at home
- The school have half termly parents open evenings for prospective parents to visit the school and staff provide advice to these parents on accessing support for SEND children
- The bespoke induction process ensures individual families' needs are met and children have as smooth a transition as possible. Families are fully involved in the transition to post 16 options
- Parent feedback is gathered on all aspects of school life, feedback is analysed and the school responds to parents' requests showing parents that they are listened to and their views taken seriously. Questionnaires have been streamlined to make them easier to complete, resulting in more parents responding to surveys
- The school have learned from their practice during covid and have developed a mixture of online and in person events to enable all parents to access appointments
- Parent feedback is very positive and parents have a very high level of confidence in the school

Impact:

- Parent partnership is continually monitored, reviewed and developed to ensure it meets the needs of parents
- Parental involvement in children's learning and development builds children's confidence, when parents and staff work together children are enabled to learn the consequences of their actions
- The relationships and information exchange between parents and staff inform each child's bespoke curriculum, children's aspirations and ensure that parents and staff work together for the best outcomes for children

Areas for development:

- To capture parents informal feedback on policy changes through committee minutes
- To establish a parent focus group to look at changes to school policies and procedures
- To include a section on parent partnership and LPPA in the staff induction process
- To continue to review and evaluate parent partnership to ensure it meets the changing needs of parents and families

Verifier recommendation:



That Astley Park School be awarded the Leading Parent Partnership Award for a further period of three years

Head teacher comments:

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